Drive School Improvement With Principal Learning Teams

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THE PROFESSIONAL LEARNING ASSOCIATION
Driving School Improvement with Principal Learning Teams

Effective Practice ➔ Increased Student Learning

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www.learningforward.org
Our Beliefs

• Effective professional learning is fundamental to student learning.
• All educators have an obligation to improve their practice.
• More students achieve when educators assume collective responsibility for student learning.
• Successful leaders create and sustain a culture of learning.
• Improving student learning and professional practice requires ongoing systemic and organizational change.

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Our Mission

Learning Forward advances educator effectiveness and student results through standards-based professional learning.
Making the case for leadership

Leadership is second only to teaching among school influences on student success, and its impact is greatest in schools with the greatest need.
The Wallace Perspective

1. Shaping a vision of academic success for all students
2. Creating a climate hospitable to education
3. Cultivating leadership in others
4. Improving instruction
5. Managing people, data, and processes to foster school improvement
The Journey:
Our Cycle of Continuous Improvement

1. Define leadership and professional learning
2. Establish a KASAB to clarify the key knowledge, attitudes, skills, aspiration and behaviors of principals need to lead professional learning
3. Establish a Theory of Change for Principal learning
4. Develop an understanding of the Standards for Professional Learning
The Cycle of Continuous Improvement

Definitions

- Leadership
- Professional Learning
- KASAB

Standards for Professional Learning

- Theory of Change around Principal Professional Learning
- The Standards for Professional Learning
FWCS Beliefs about Leadership

• Leaders through disciplined thoughts and actions create and sustain the conditions that ensure achievement of our moral purpose to educate all students to high standards by
  – Shaping a shared vision and commitment to action for academic and social success for all students,
  – Developing systems that support students and adults,
  – Modeling and cultivating courageous leadership,
  – Distributing responsibility for people, data and processes that nurtures a culture of continuous improvement and empowerment.
Definition of professional learning and leadership

• Professional learning fosters collective responsibility for improved student performance and:
  • is aligned with rigorous academic standards and district improvement goals;
  • is conducted among professional learning communities at all levels throughout the district;
  • is ongoing and facilitated by skilled staff utilizing a variety of researched-based learning designs;
  • engages established learning communities in a cycle of continuous improvement;
  • is monitored and evaluated as to its effectiveness to inform ongoing improvement and results.
The Journey:
Our Cycle of Continuous Improvement

1. Define leadership and professional learning.

2. Establish a KASAB to clarify the key knowledge, attitudes, skills, aspirations and behaviors that principals need to lead professional learning.

3. Establish a Theory of Change for Principal learning.

4. Develop an understanding of the Standards for Professional Learning.
Establish a KASAB around principal leadership

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<th>Fullan’s triple “P”</th>
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<th>Personalization</th>
<th>Professional Learning</th>
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<td>Behaviors (aligned with principal evaluation skills and indicators)</td>
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Develop and maintain FWCS leadership capacity

Define and maintain clear descriptions of effective leadership practice

Establish a consistent leadership system of support

Collect multiple sources of data to determine professional learning needs

Develop core principal leaders to facilitate professional learning for peers and to coach and support others

Provide differentiated professional learning for individual leaders and teams

Assure implementation of newly acquired skills

Improve administrator, QIT and teacher practices

Improve Student achievement

FWCS Theory of Change
Principal Effectiveness – Student Achievement
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Leadership Resources Learning Communities Implementation Outcomes Learning Designs Data

Standards for Professional Learning
1. Standards-based professional learning

2. Changes in educator knowledge, skills, and dispositions

3. Changes in educator practice

4. Changes in student results

Link to Student Results
Assumptions

- Focused on educator learning
- Linked to educator effectiveness
- Designed for student and educator excellence
- Professional Learning
- Student Results
- Equity
The Value of Principal Learning

FWCS has a strong belief that principal leaders strengthen the learning for principals system-wide.
5. Identify a core group of principals to deepen their understanding of professional learning and lead professional learning for other principals.

6. Deepen the learning of all principals through Principal Professional Learning Teams.
Core principal leaders

- Engage in Learning Forward Academies
- Develop facilitation and coaching skills
- Deepen skill in facilitating curriculum learning designs

Principal Learning Teams

- Use protocols for learning and sharing
- Focus on problems of practice
- Reflect on artifacts to monitor progress
- Establish district level observation designs to assess impact
Establish leadership teams

- Leading professional learning to develop ownership in the district’s Vision for Learning and the Curriculum Learning Agenda and to model effective professional learning for their peers.
Clarify the Roles of Principal Leaders

• Principal leaders
  • Share what they are learning with others;
  • Facilitate professional learning at Leadership, Quality Improvement Team meetings, and at level meetings;
  • Lead principal learning teams;
  • Become models of what the district wants to see in all principals; and
  • Coach peers.
Engage the leadership team in ongoing professional learning

• Participation in the Learning Forward Academies
• Meet monthly to develop skill in facilitation and to practice protocols they will use with their staff and coach their peers to use
• Practice protocols and learning designs together to ensure skillful use with others
Leading Learning Teams

Principal leaders

– Facilitate Principal Professional Learning Teams who establish a problem of practice around the district goals;
– Assist the team in determining a Theory of Change and Logic Model to achieve the goal;
– Coach and support everyone through implementation;
– Facilitate monitoring progress;
– Share the stories of success and problem solve issues that arise; and
– Lead celebrations of success.
The Journey Continues: Our Cycle of Continuous Improvement

7. Develop their skills in facilitating professional learning, using effectively the District’s Vision for Learning and Curriculum Learning Agenda.

8. Establish learning teams of principals led by the core leadership team members.

9. Use these leaders during district leadership team meetings, Quality Improvement Team meetings, and level principal meetings to share what they are learning, coach and support other principals.
Principal Professional Learning Teams

• Led by principal leaders
• Focused on a “problem of practice” and goals related to the district’s two major areas of focus for the year: SCIP (School Curriculum Implementation Plan) and cultural proficiency
• Engage in the work and share it publicly
• Reflect on the work as they shift their practice
Significant Shifts as a Result of Focusing on Leaders among Principals

- Attitudes toward leadership
- Skill in coaching and leading others
- Willingness to accept collective responsibility for all administrators’ success
- Greater risk taking
- Greater alignment of professional learning at the school to district expectations
Assessing Impact

• Analyze impact of District Principal Leadership team’s Problems of Practice on their practices in their schools
• Analyze the data from the SAI2 to determine impact of professional learning on staff perceptions of themselves as a learning community
• Reflect on artifacts from school leadership teams as to their alignment with the standards and implementation of the district’s Vision for Learning and Learning Designs
• Conduct regular observations of professional learning at schools to determine impact of the work
A story or 2
Thoughts? Reactions?
Thank you!

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