

Leaders Make it Happen: From Central Office to the Classroom

Welcome!



LEADERSHIP

It **IS**
all about
YOU!



The image features a blue background with several white puzzle pieces scattered across it. A black silhouette of a person is walking from the top right towards the center. The text is placed on or near the puzzle pieces.

Superintendent

**School
Board**

Connect the Pieces

**Central
Office**

Community

Schools

Unions

Who are you?



**Where
are you
now?***



Norfolk Public Schools





Demographics

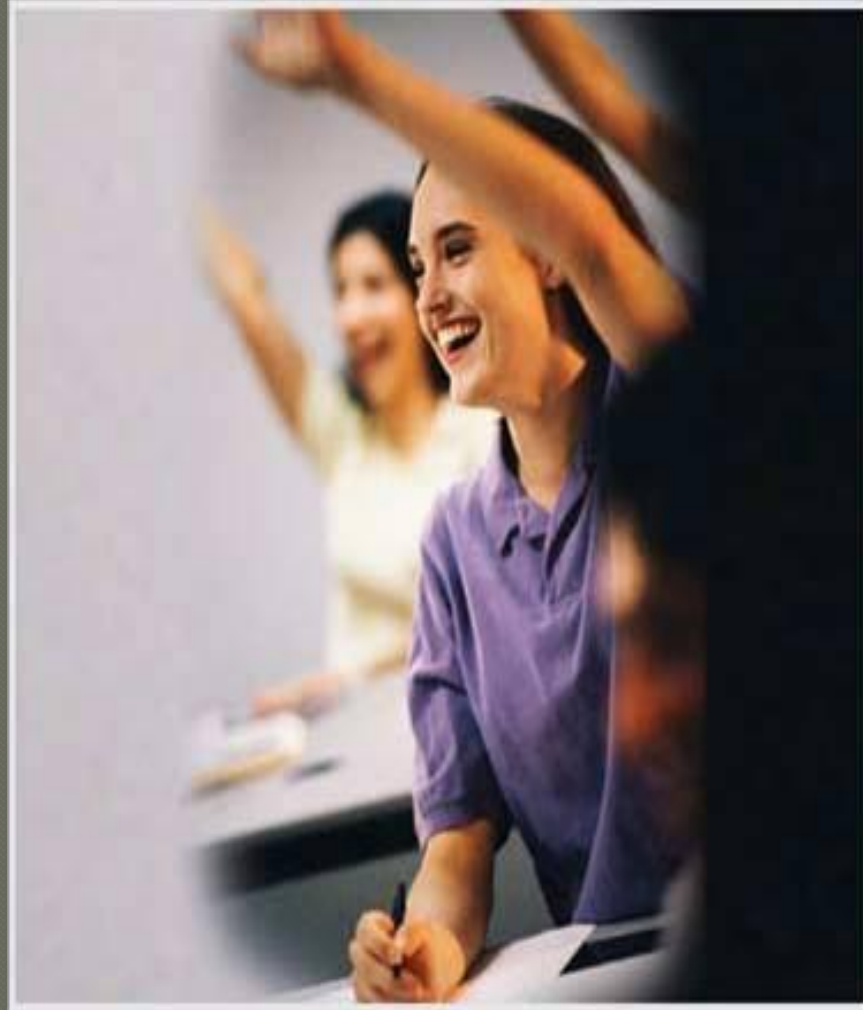
36,000

70%

25%

5%

63%



86%

14%

6%

\$8,600



English (2000)

Grade 3: 52%

Grade 5: 58%

Grade 8: 52%

Grade 11: 72%

Algebra I (2000)



60%

THE WAY WE WERE...



SCHOOL BOARD



Micro-Managers

Political

Many Goals

White Flight

Superintendent

Turnover



Political

No Focus

Lack of Direction

Central Office

Ivory Tower

Disconnected

Initiatives

“Enemy”

“Gotcha”

Principals

Managers

Paperwork

Discipline



TEACHERS



Unions

Adversarial relationship

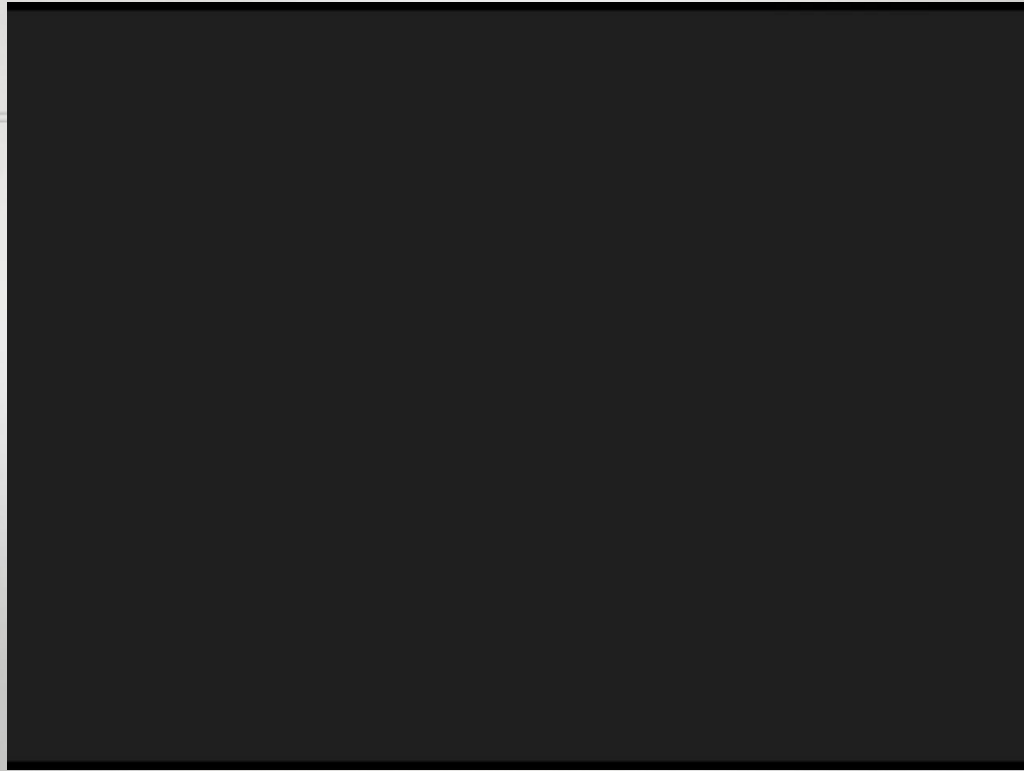


BROAD PRIZE, 2005



A decorative silver frame with intricate floral and scrollwork patterns surrounds the central text and video area. The frame is set against a dark background.

BROAD PRIZE VIDEO



SUCCESS



How?

REFORM

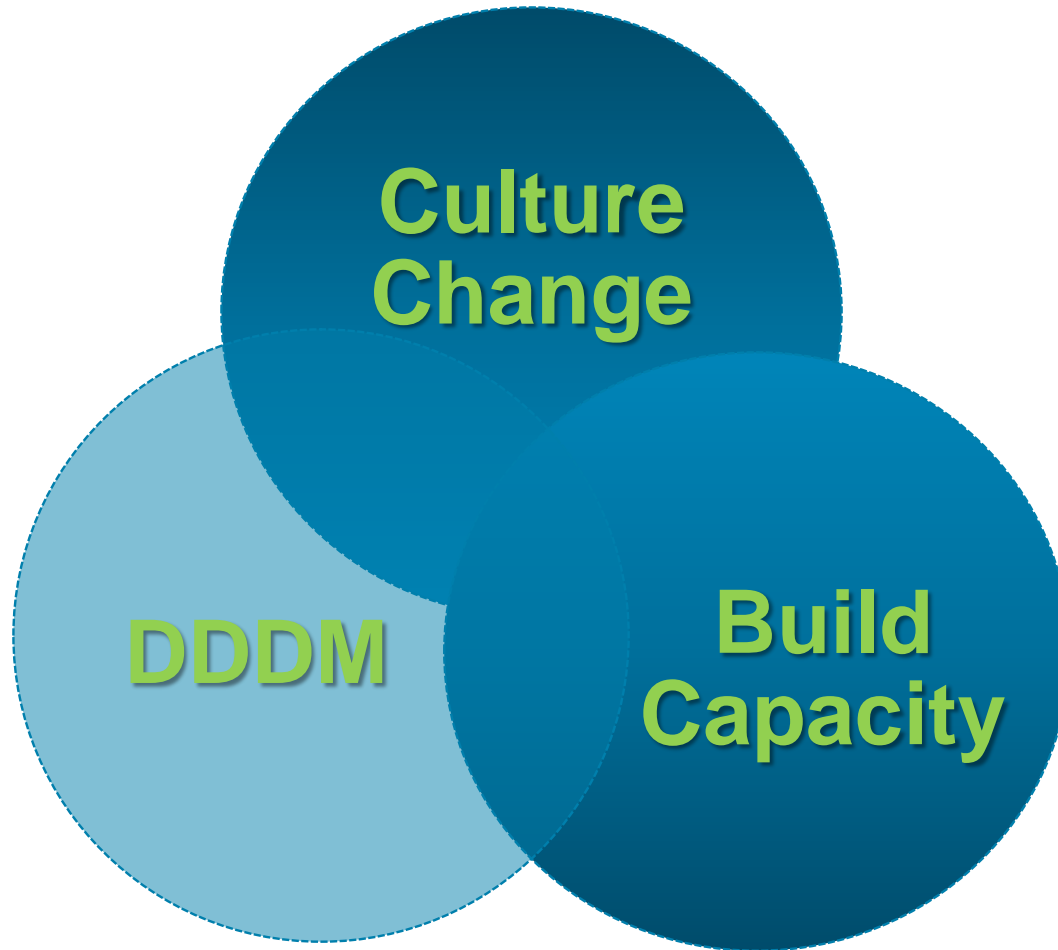


CAPACITY to do
the right work

Development of
internal
ACCOUNTABILITY

Elmore, R. (2004), *School Reform from the Inside Out*

Today's Framework



Dawn of a New Day...



I. Culture Change



Focus

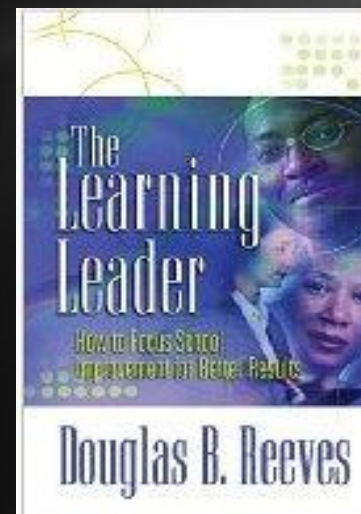
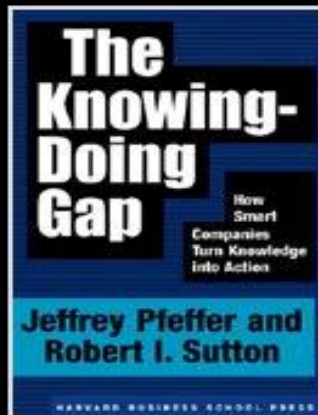
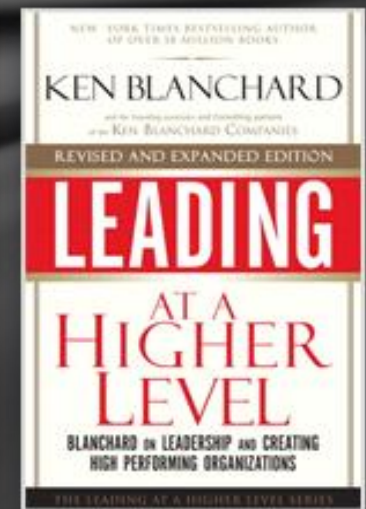
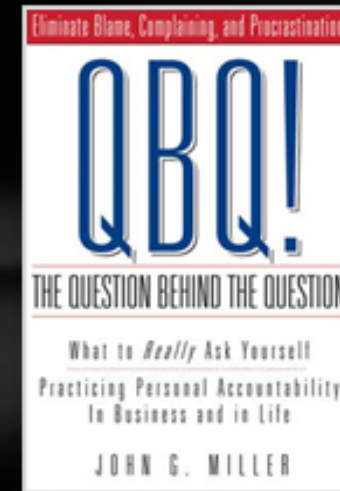
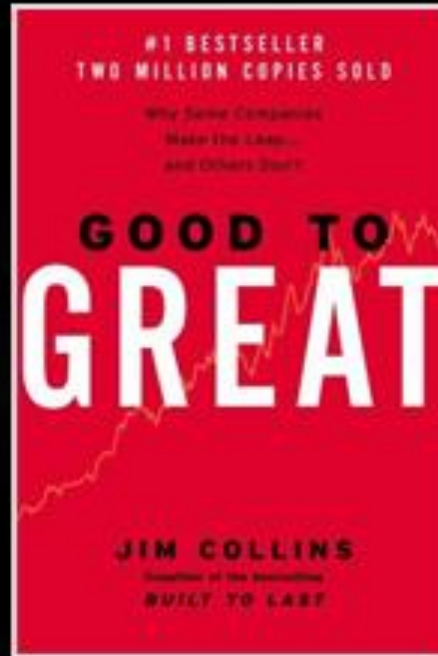
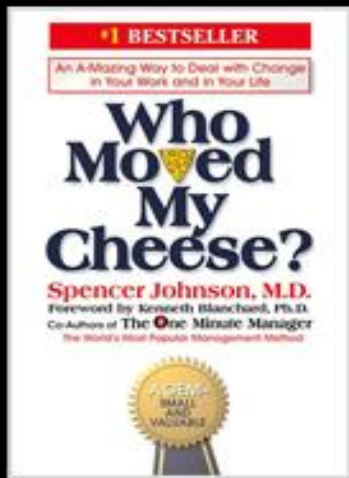
Accountability

Trust

FOCUS



Learning Organization



One Goal



**To improve the
quality
of teaching
and learning
for all...and all
means ALL!**

READING



WRITING



LEADERSHIP ROLE

- **Be strategic**
- **Align the work**
- **Provide direction**
- **Organize the work**
- **Use shared leadership**





**High Quality
Instruction**



Community of Learners



DDDM



Technology

Mandates

A close-up photograph of a wooden gavel resting on a wooden block. The gavel is made of dark wood and has a cylindrical head with three horizontal grooves. The handle is also made of wood and is partially visible on the left. The background is blurred, showing what appears to be a desk with some papers and a pen.

Writing

6th Grade Reading

2.5 hours CSS

1 hour Math

ACCOUNTABILITY

No Excuses!



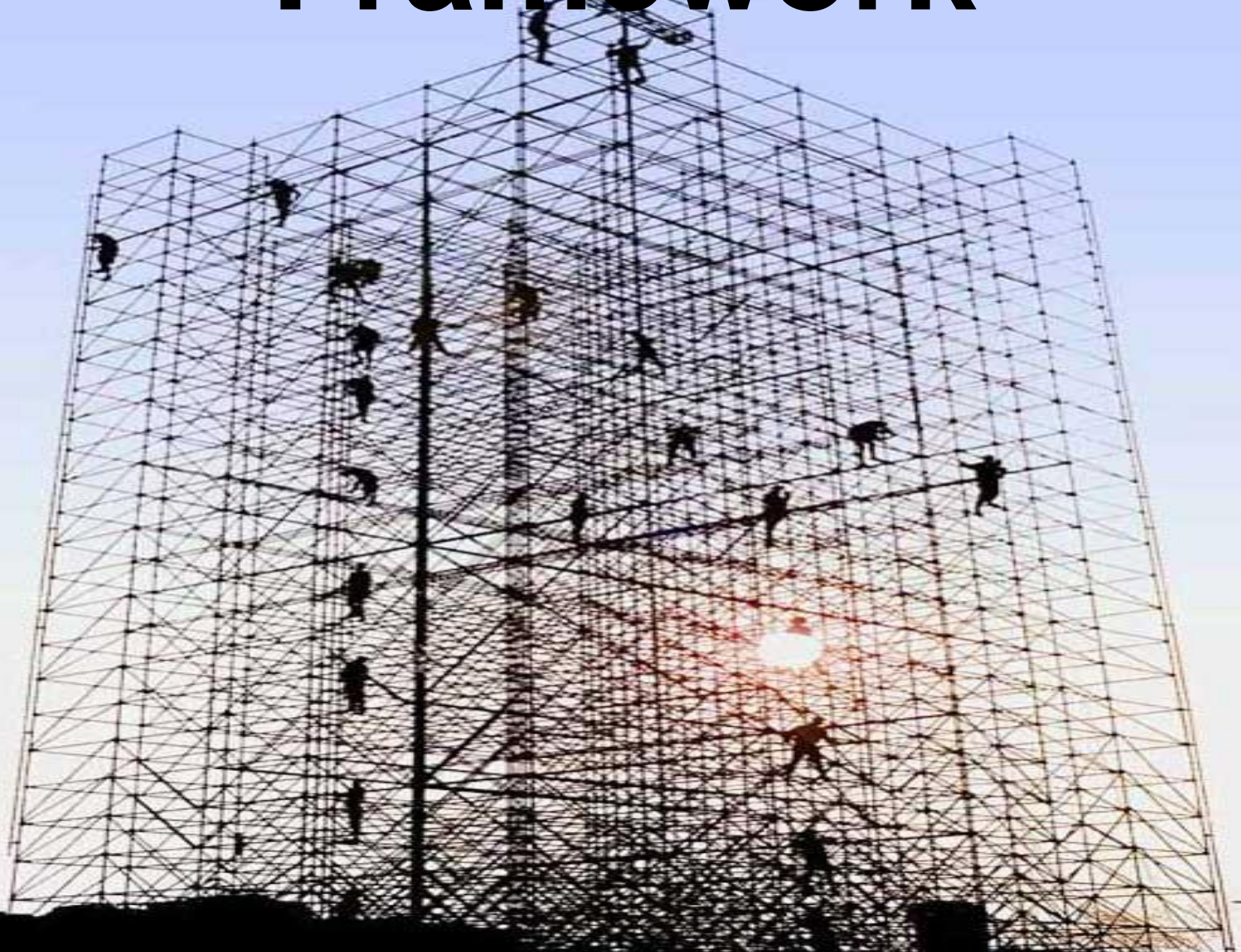
WINDOW VS. MIRROR



Improving Student Performance



Framework







**Improve the quality of
teaching and learning for all,
and all means ALL!**

Achievement

Safe Schools

Involvement



Accountability Plans



- **Narrow Focus**
- **Cause & Effect Data**
- **Interim Assessments**
- **Mid-course Corrections**
- **Implementation Monitoring**

MASTER PLAN DESIGN

II. IMPLEMENTATION AND MONITORING

Objective #1: Continuous Growth of Student Academic Achievement for ALL.

Priority Needs Assessment	Strategies- (Teacher Action Steps) This is a Tier II Indicator CAUSE <i>If we do Word Study</i> <i>Research-based best practices</i>	Tier 2 Indicator Effect/Student Results	Classroom Look Fors No more than 5	Results Indicator- (Student Results) EFFECT <i>Then we expect to see 92% in student achievement on the Grade 3 SOL English test.</i>																								
<p>Priority 1 – English Adult Cause Data Teachers- Are not consistent in the teaching and implementation of word study.</p> <p>Administrators-Little evidence of monitoring implementation of identified strategies and feedback</p> <p>Student Effect Data Historical Data: Pass Rate SOL ENGLISH-GR.3</p> <table border="1"> <tr> <td>05-06</td> <td>06-07</td> <td>07-08</td> </tr> <tr> <td>85.4%</td> <td>88.9%</td> <td>85.8%</td> </tr> <tr> <td colspan="3" style="text-align:center">SpEd</td> </tr> <tr> <td>72.85%</td> <td>69.2%</td> <td>55.5%</td> </tr> </table> <p>Gap Data Black/White</p> <table border="1"> <tr> <td>05-06</td> <td>06-07</td> <td>07-08</td> </tr> <tr> <td>81.8/88</td> <td>85/87.2</td> <td>67.9/95.3</td> </tr> </table> <p>Sub skill data WORD ANALYSIS</p> <table border="1"> <tr> <td>05-06</td> <td>06-07</td> <td>07-08</td> </tr> <tr> <td>84.3%</td> <td>84.7%</td> <td>85.9%</td> </tr> </table>	05-06	06-07	07-08	85.4%	88.9%	85.8%	SpEd			72.85%	69.2%	55.5%	05-06	06-07	07-08	81.8/88	85/87.2	67.9/95.3	05-06	06-07	07-08	84.3%	84.7%	85.9%	<p>Priority 1 Teacher -Increase the percentage of ALL teachers that include daily word study in their small group instruction/literacy work stations</p> <p>-Increase the percentage of teachers that assess word study weekly</p> <p>- Increase the percentage of teachers who provide students opportunities to have weekly non-linguistic representations in Grades K-5</p> <p>- Increase the percentage of teachers who provide students daily opportunities for comparing and contrasting word features in Grades K-5</p> <p>Leadership Team- -Increase percentage of monitoring, feedback, and support related to word study for ALL students in Grade K-5</p>	<p>Increase the percentage of students scoring proficient or better on the following:</p> <p>-Weekly grade level word study tests – Grades 1-5</p> <p>-Quarterly DSA (word features) Grades 1-5</p> <p>-Quarterly English Test – Grades 1-5</p>	<ol style="list-style-type: none"> 1. Teacher has created a tier for word study in his/her plans and completes it each week – Grades K-5 2. Evidence exists that students understand the procedures for word study and are engaged in the routines – Grades K-5 3. Weekly assessments allow students an opportunity to demonstrate transfer of knowledge - Grades 1-5 4. Students have weekly opportunities for non-linguistic representations – Grades K-5 5. Students have daily opportunities for comparing and contrasting word features – Grades K-5 	<p>-Increase from 85.8% to 92% for ALL students scoring proficient or higher on the Grade 3 SOL English and decrease the Special Education and Black/White gap to within 5% of each gap</p> <p>-Increase from to 85.9% to 95% for ALL students scoring proficient or higher on the SOL English - Word Analysis section</p>
05-06	06-07	07-08																										
85.4%	88.9%	85.8%																										
SpEd																												
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Change Champions

A lit torch with a bright flame, symbolizing change and leadership. The torch is positioned on the right side of the slide, with the flame glowing brightly against a dark red background.

Executive Directors

Directors of Support

Principals

Teachers

Unions

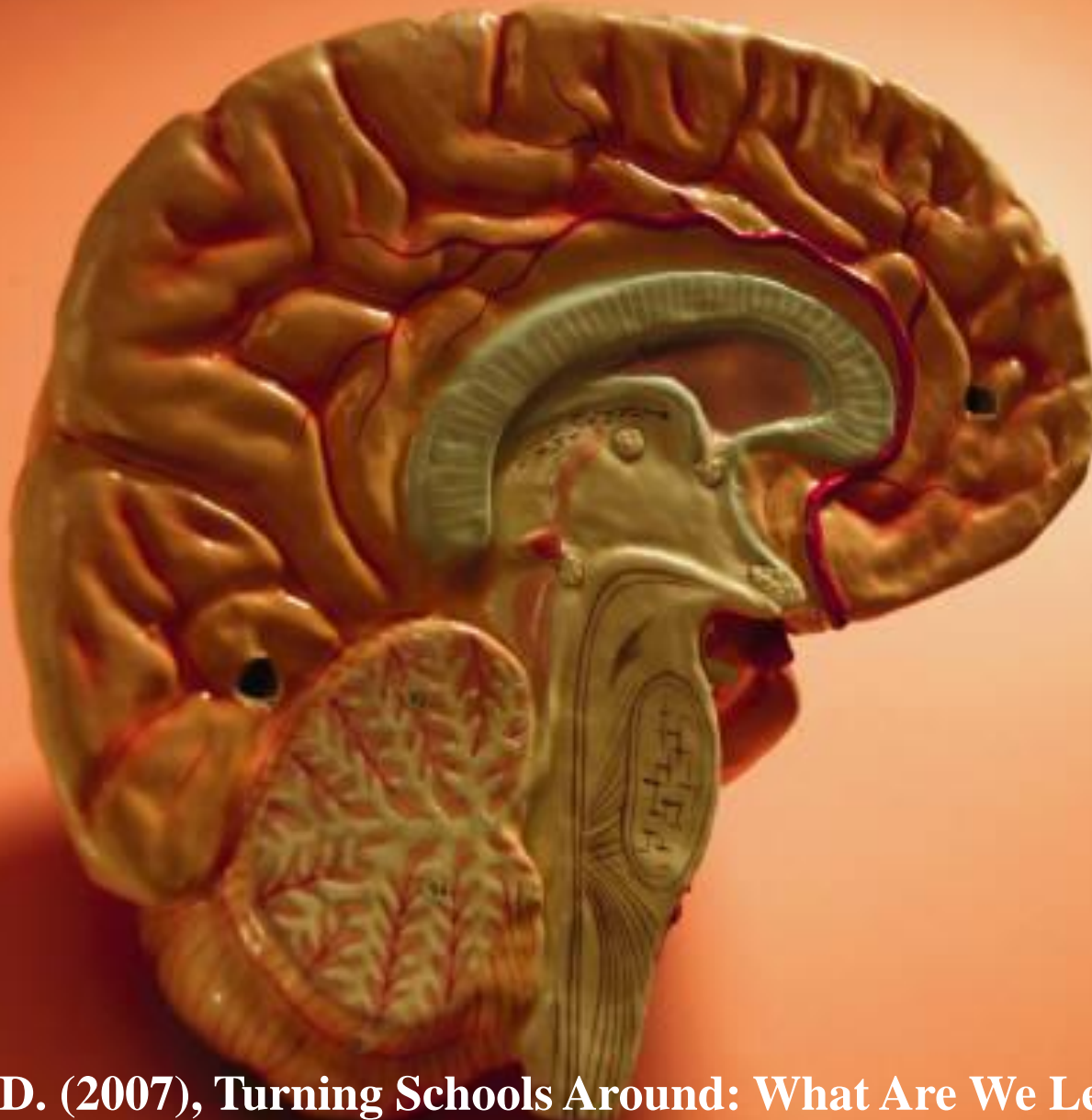
Principal Instructional Leader



“The better the leadership in school leadership teams, the better the school.”



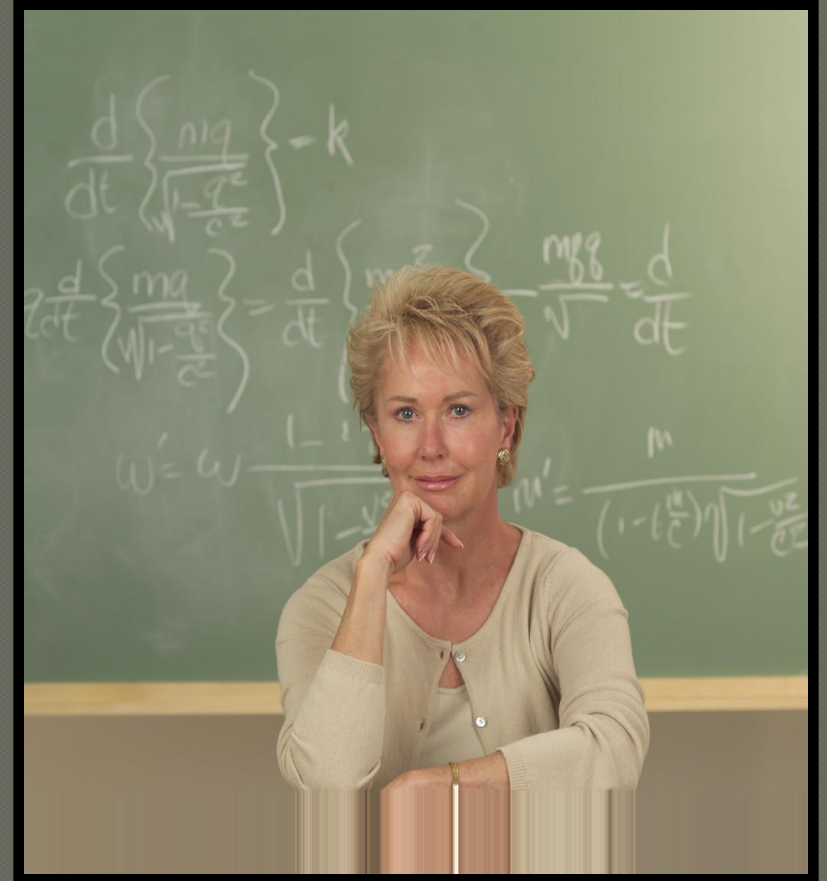
“The difference is follow through.”



Duke, D. (2007), Turning Schools Around: What Are We Learning About the Process, and Those Who Do It. Ed Week V. 26,#24, p. 35-37

Teachers

- Participants
- Common planning
- Common formative Assessments
- Monitor progress



TRUST



Building Relationships



Unions



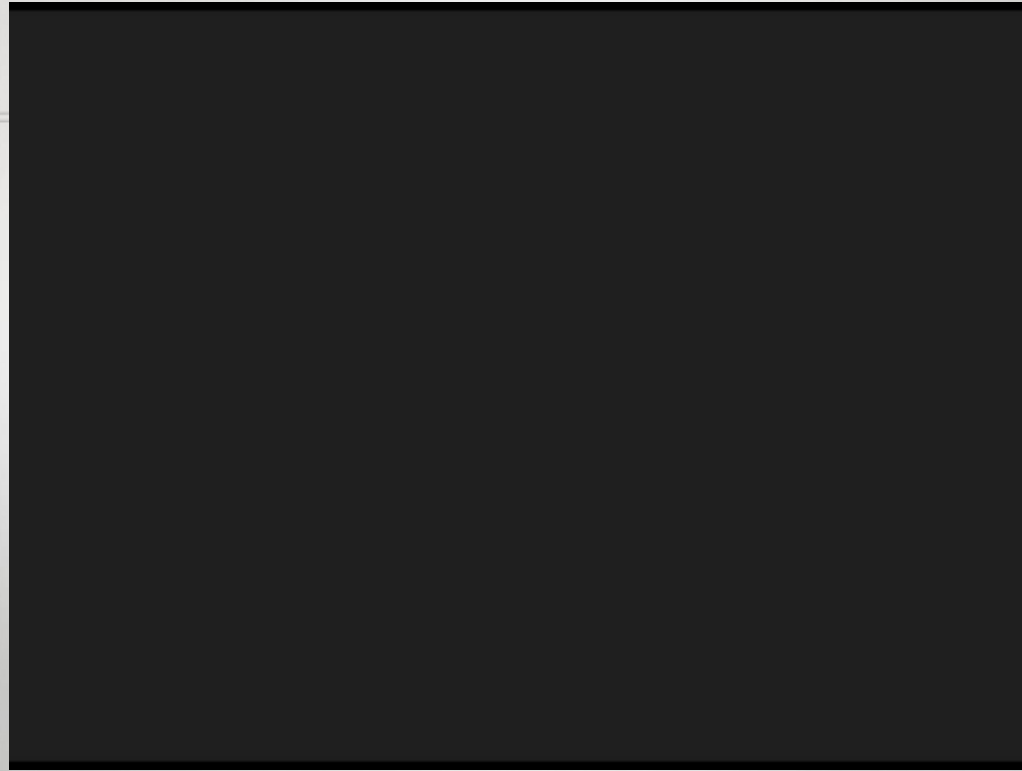
**Philosophy of
Teaching & Learning**

Walkthrough Protocol

Achievable Results

Courageous Conversations

WALKTHROUGH VIDEO



Trust Fund Investment



Daily Interactions

Response

Support

TEAMWORK



A 3D rendering of a globe showing the Americas. A ring of stylized, grey human figures is positioned around the base of the globe, holding hands. The figures are arranged in a circle, with some appearing to be in the foreground and others receding into the background, creating a sense of depth. The globe is the central focus, with the figures forming a base for it.

**Panasonic Foundation
Leadership & Learning
Center**

Partners

II. Data Driven Decision Making





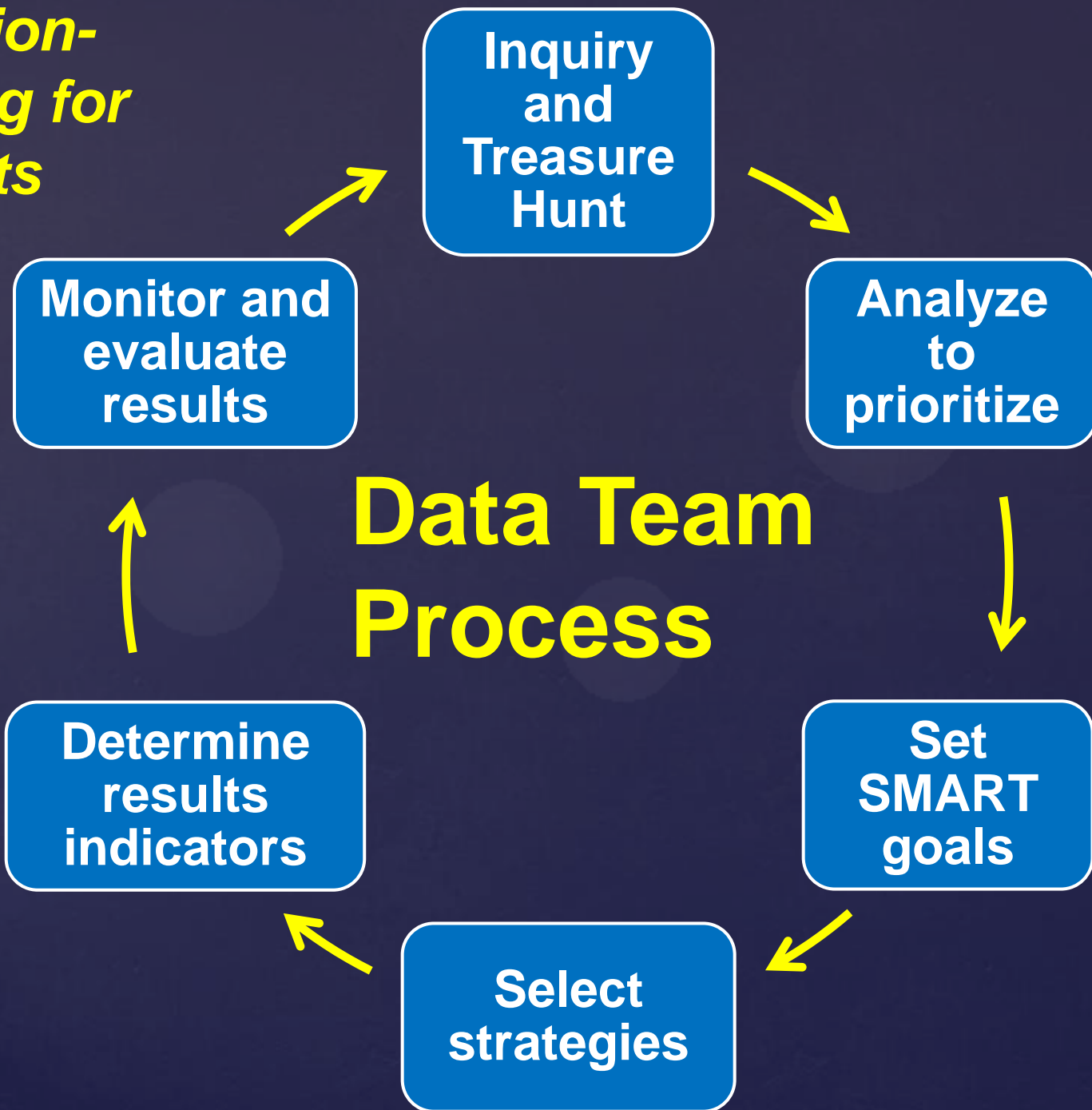
The use of Data Teams is a powerful strategy that makes school improvement plans come to life.

Data Driven Decision Making

A man in a blue shirt is standing next to a whiteboard, pointing at it with a red marker. The whiteboard has the text 'DATA TEAMS' written on it in blue. In the foreground, the backs of several people's heads are visible, suggesting a presentation or meeting setting.

DATA TEAMS

Decision-Making for Results



Progress Monitoring = Formative Assessment



OPY (Trivalent)

MEASLES (Live attenuated without ISG)

TD (Tetanus, Diphtheria) (Adult type)

Tetanus Booster

V

E

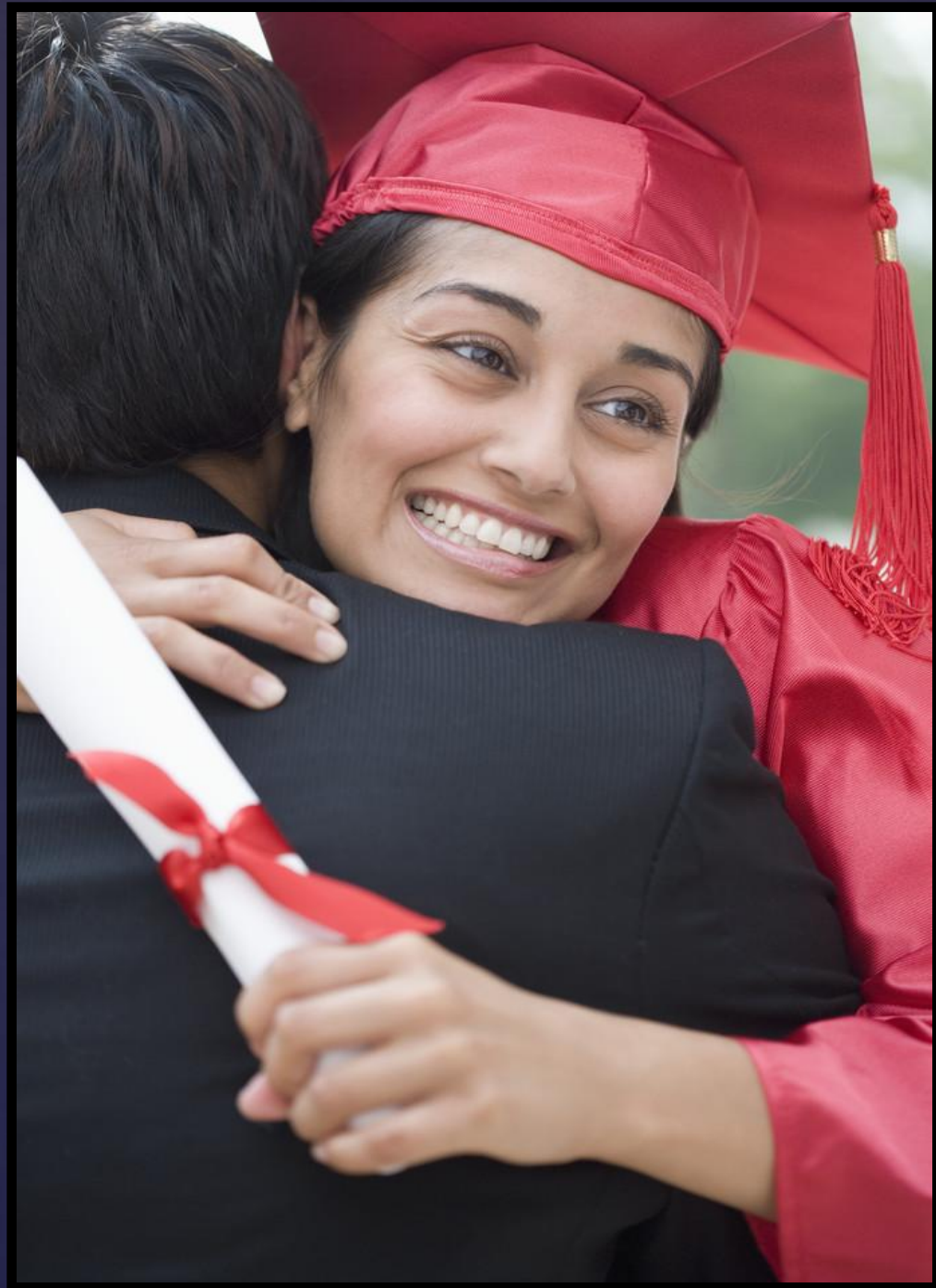
F

Decision Making For Results



“Schools with the greatest improvements in student achievement consistently used common assessments.”

D. Reeves,
2004



90/90/90 Schools



Ocean View Elementary School



48% AA

40% W

12% H

8% ESL

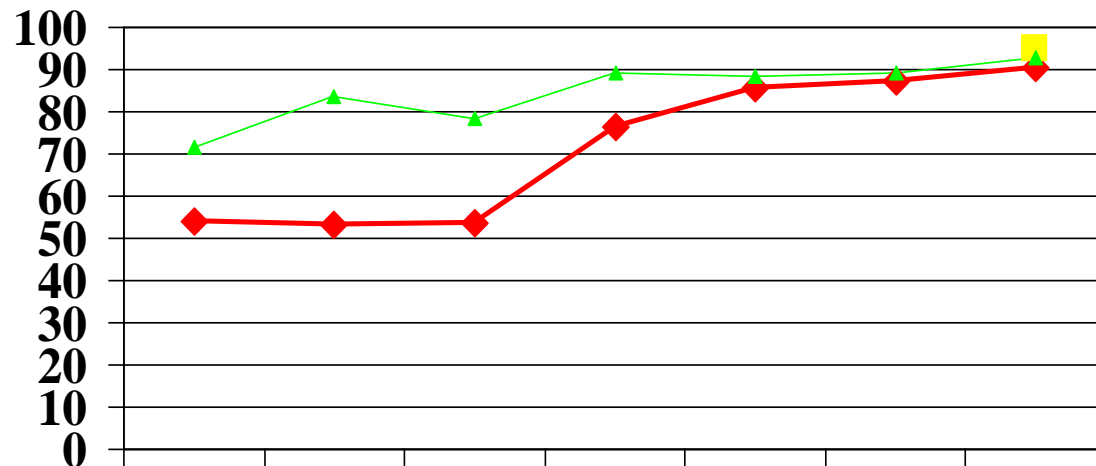
11% Sped

61% FRL

Title I

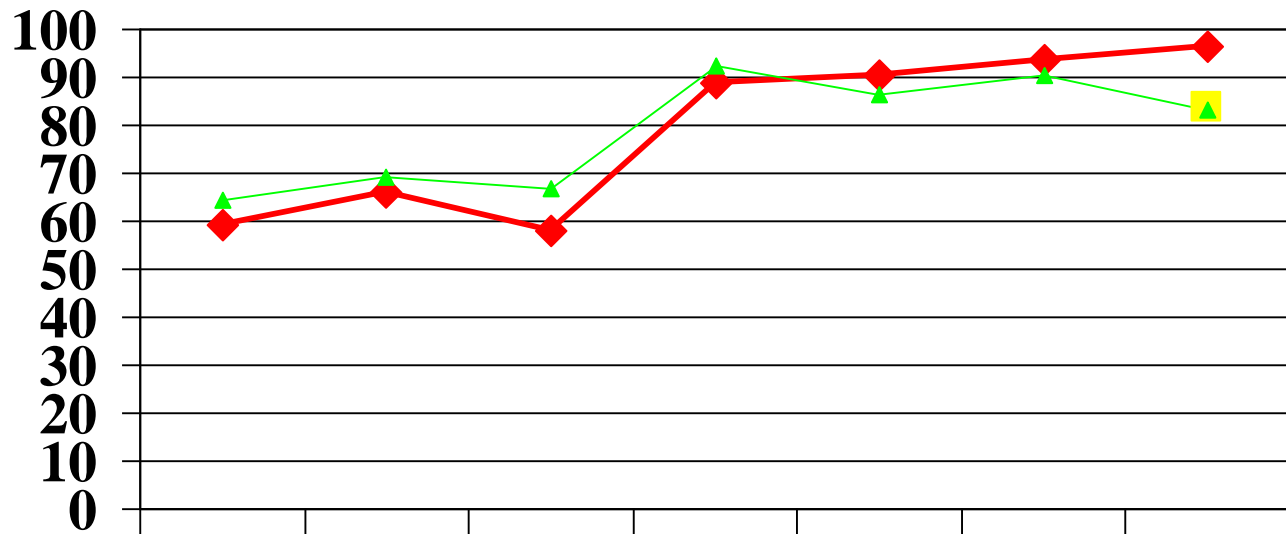
Success at Ocean View

SOL ENGLISH



	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
◆ Grade 3	54.1	53.2	53.8	76.5	85.7	87.2	90.6
■ Grade 4							94.8
▲ Grade 5	71.8	83.5	78.3	89.3	88.5	89.3	93

SOL MATH



	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
◆ Grade 3	59.1	65.9	58	88.9	90.5	93.8	96.6
■ Grade 4							83.8
▲ Grade 5	64.5	69.3	66.7	92.4	86.3	90.4	83.3

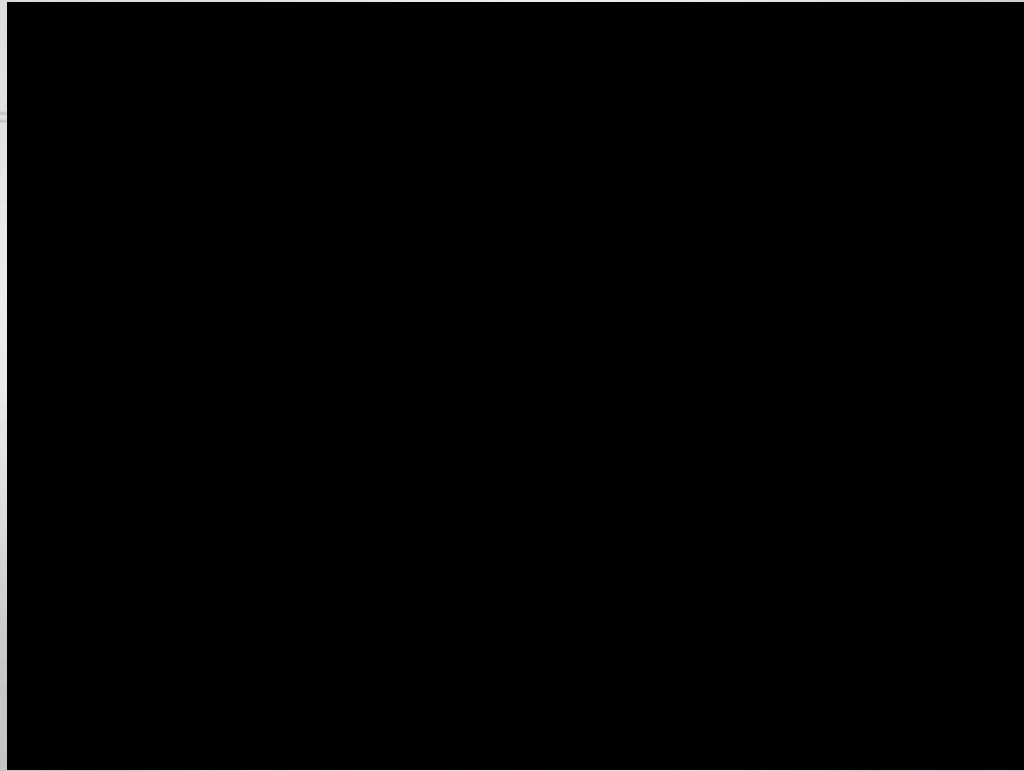


On a Data Team, everyone plays an important role.

Rock Stars

A vibrant concert scene with a large crowd in the foreground and a stage illuminated by bright yellow lights in the background. The text "Rock Stars" is overlaid in the upper left. The crowd is silhouetted against the bright stage lights, with many hands raised in the air. The stage is filled with bright yellow light, creating a hazy atmosphere. A microphone boom is visible on the right side of the stage.

OCEAN VIEW ES VIDEO



III. Build Capacity



High Expectations + High Support




Central System Support

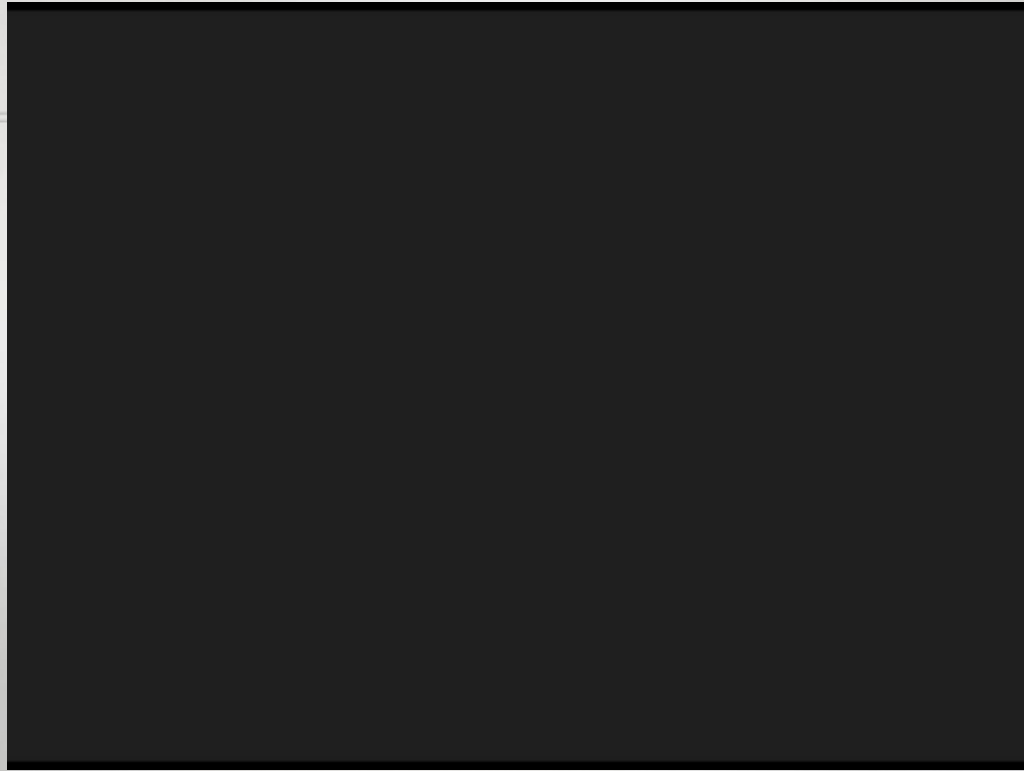


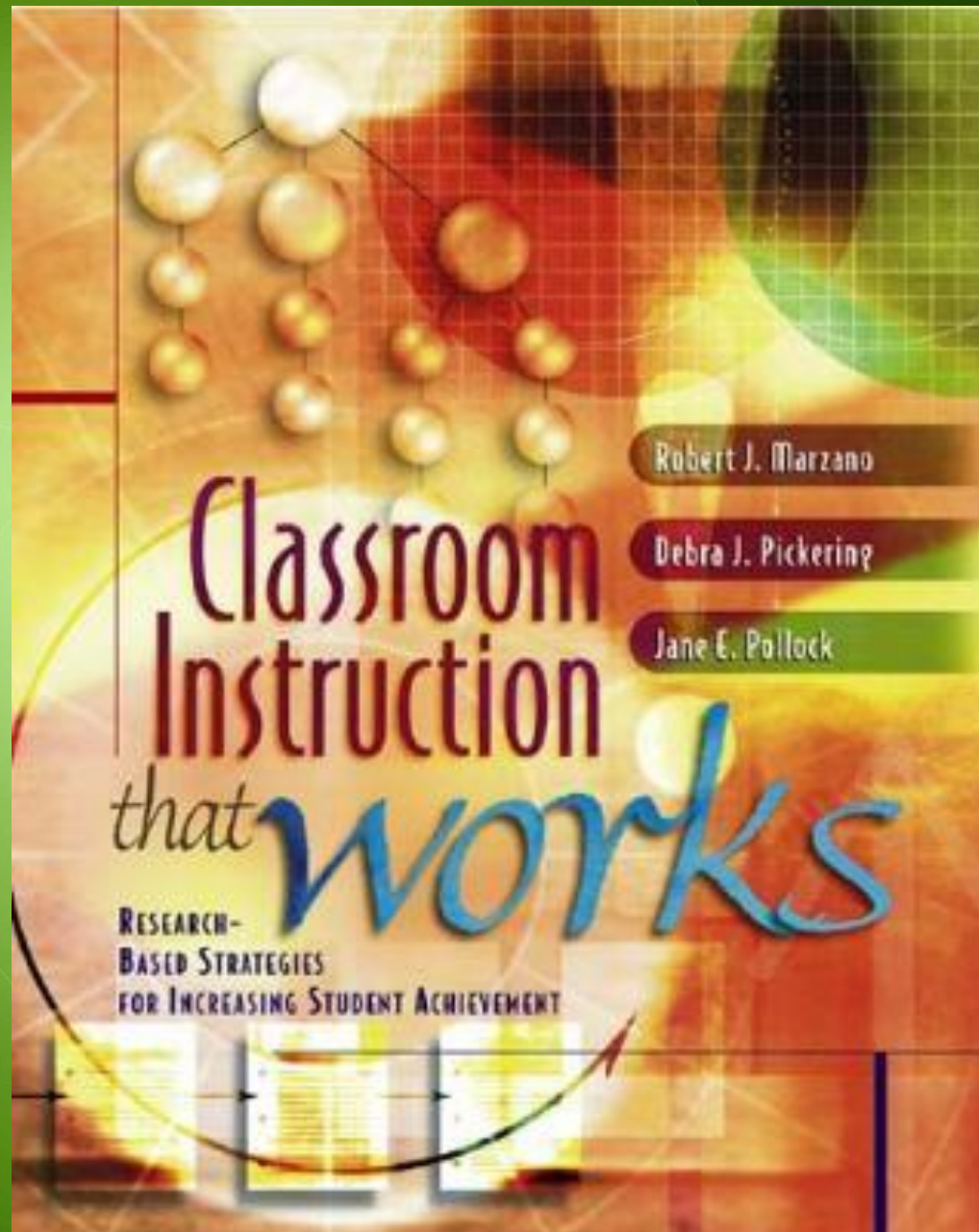
Teacher Capacity





NEW TEACHER ORIENTATION





Robert J. Marzano

Debra J. Pickering

Jane E. Pollock

Classroom Instruction *that* works

RESEARCH-
BASED STRATEGIES
FOR INCREASING STUDENT ACHIEVEMENT

***Instructional Strategies**

Similarities and differences

Summarizing and note-taking

Effort and recognition

Homework and practice

Nonlinguistic representation

Cooperative learning

Setting objectives, providing feedback

Generating and testing hypotheses

Cues, questions, advance organizers

Marzano, 2004

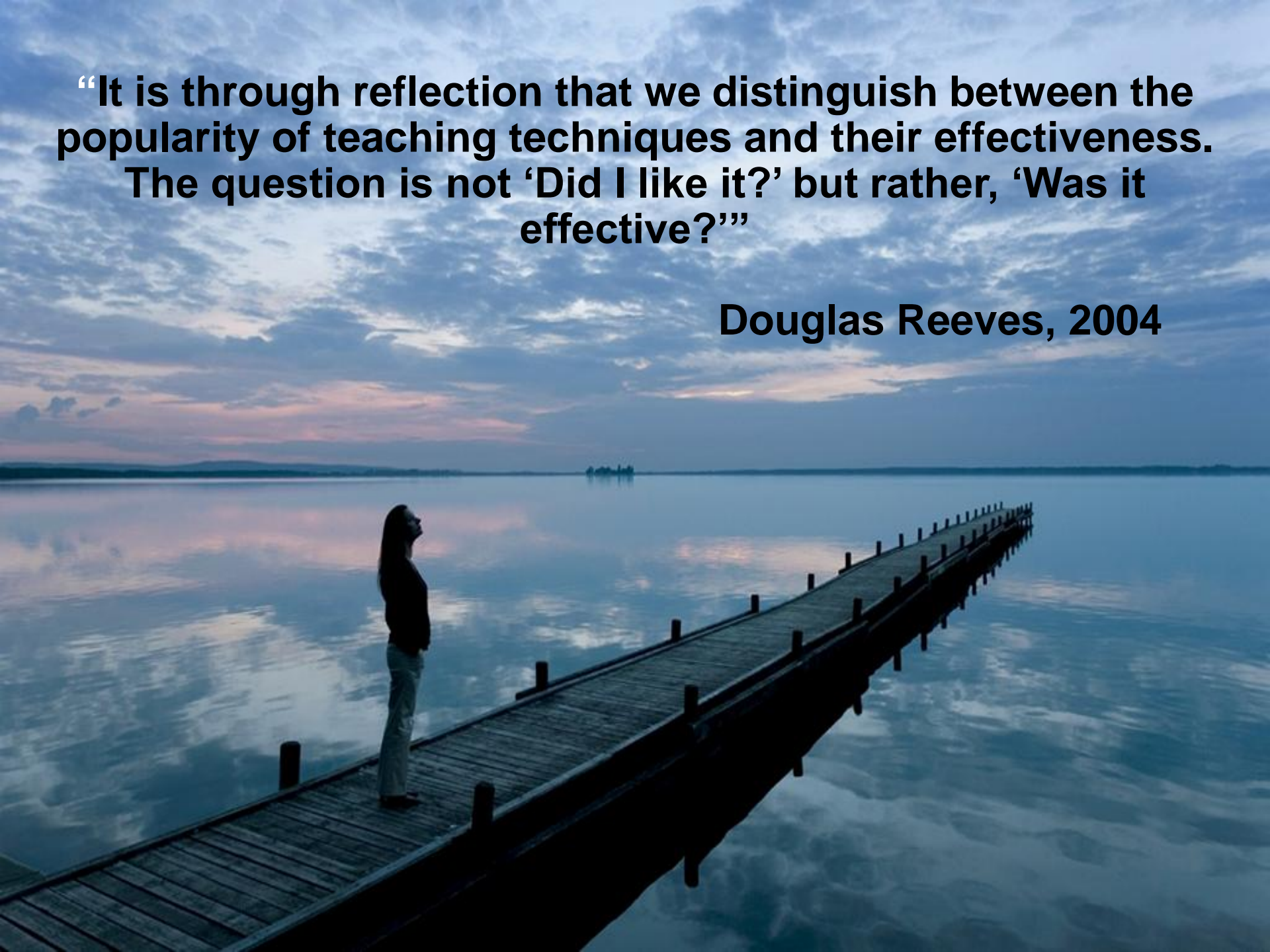




Teacher Collaboration

“It is through reflection that we distinguish between the popularity of teaching techniques and their effectiveness. The question is not ‘Did I like it?’ but rather, ‘Was it effective?’”

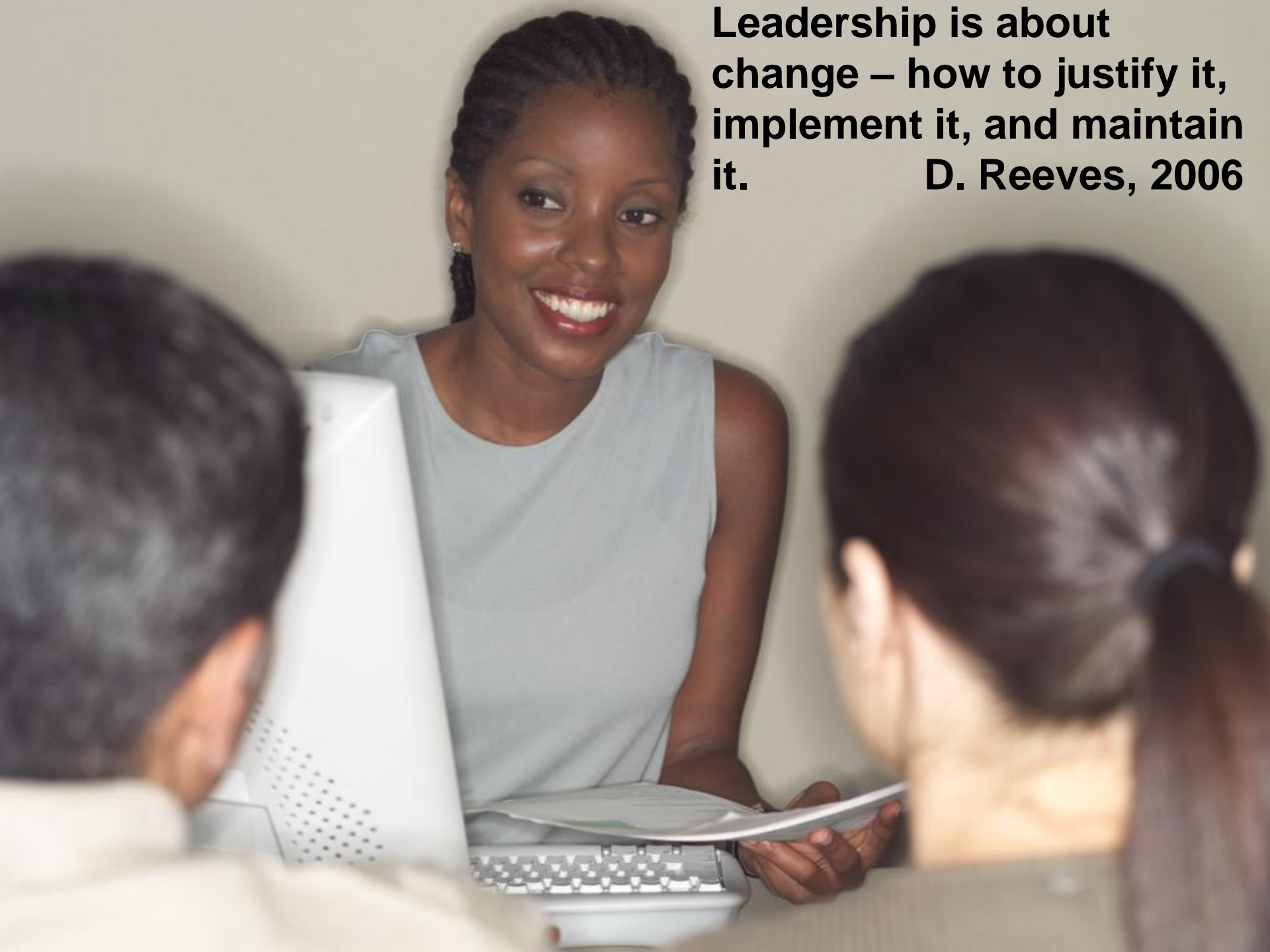
Douglas Reeves, 2004

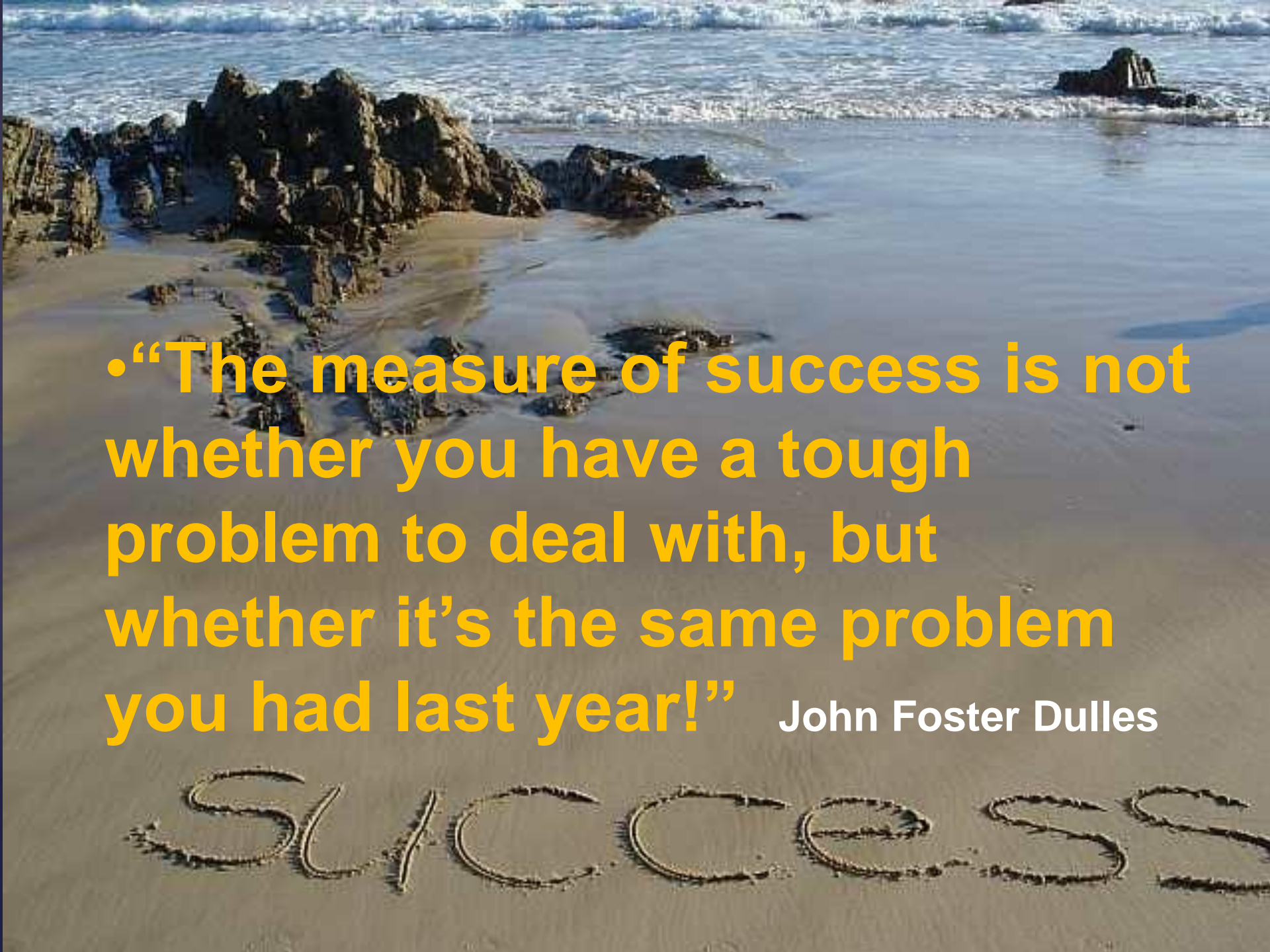


Leader Capacity



**Leadership is about
change – how to justify it,
implement it, and maintain
it. D. Reeves, 2006**





• **“The measure of success is not whether you have a tough problem to deal with, but whether it’s the same problem you had last year!”** John Foster Dulles

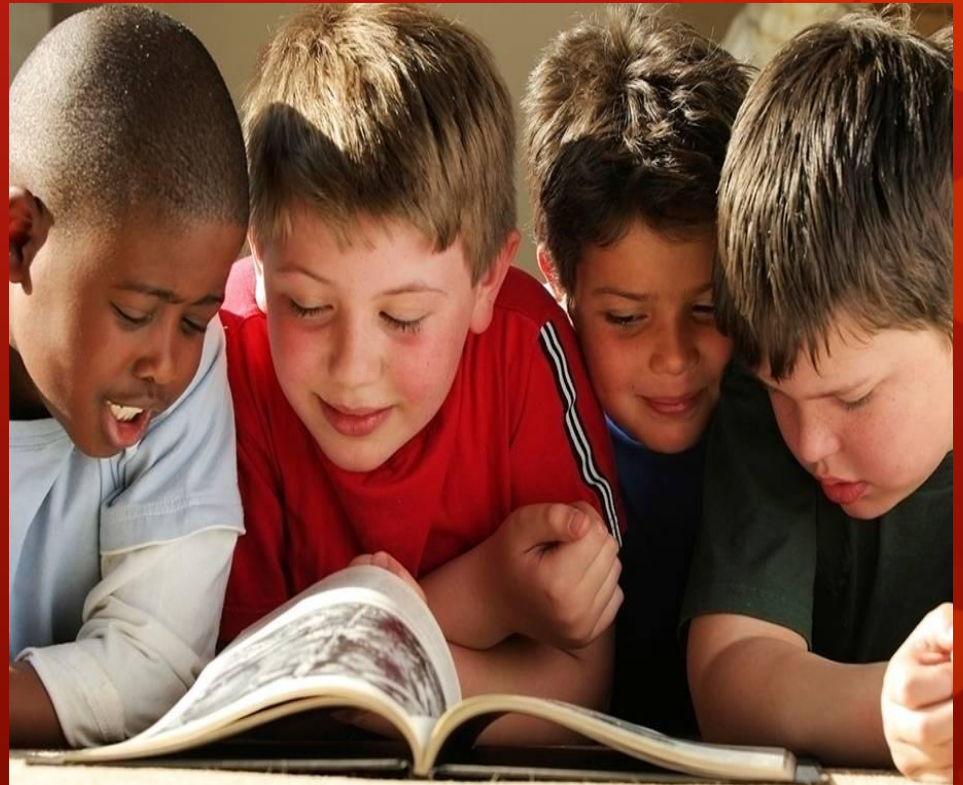
SUCCESS

Building Student Capacity



Early Intervention

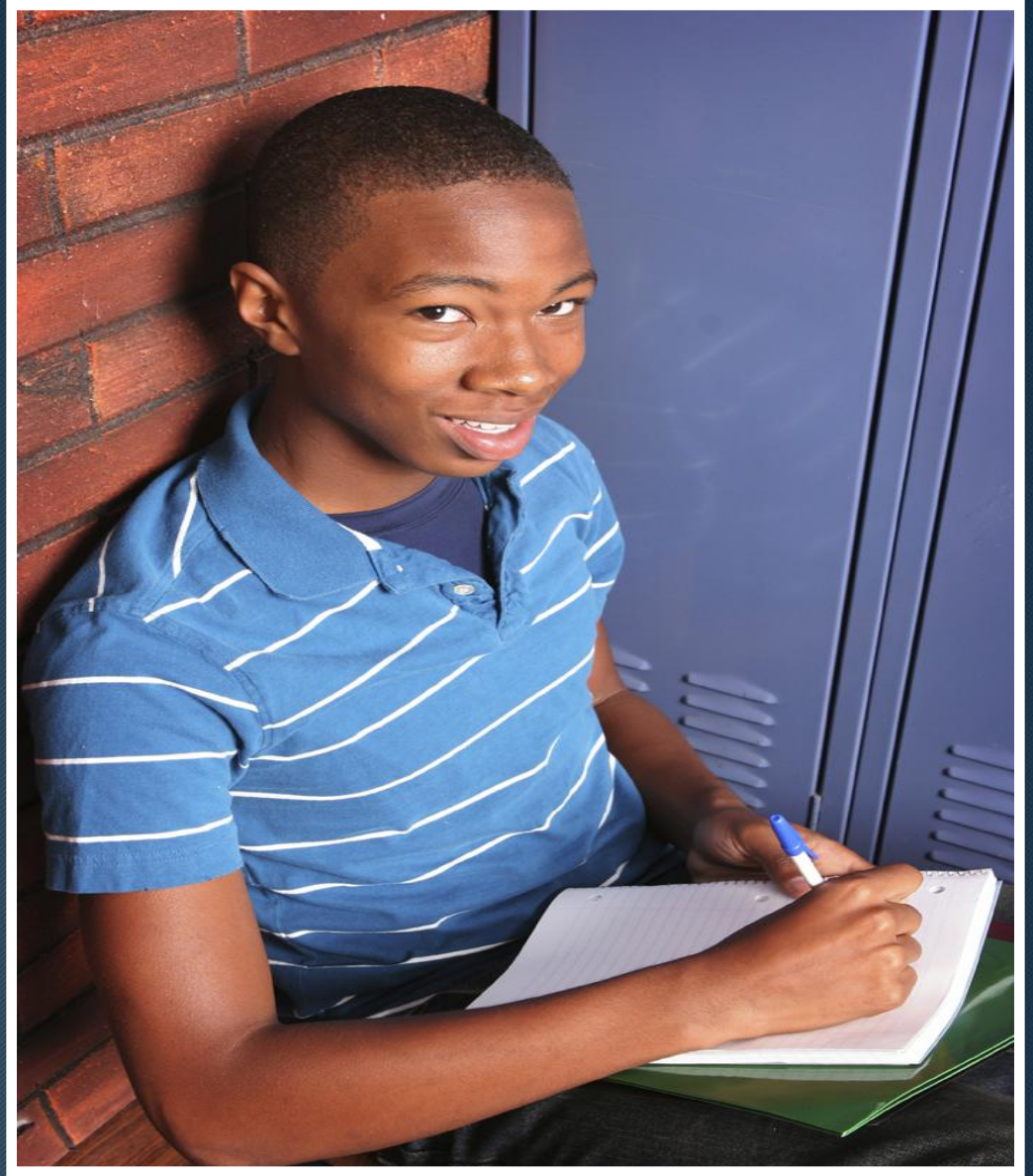
- Prevention vs. intervention
- Early literacy
- Personnel
- Time
- RTI



Focus Schools

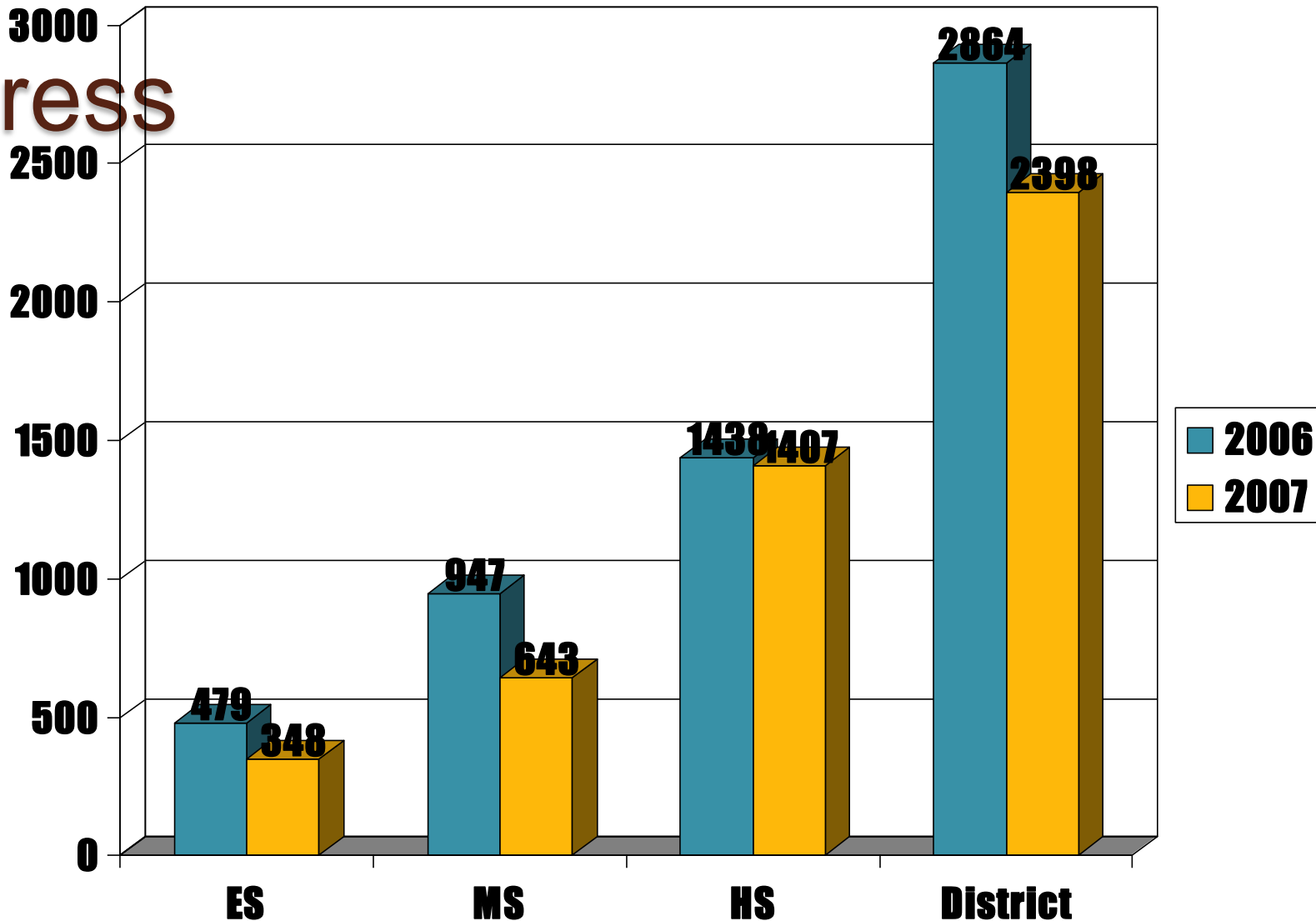


Project HOPE



Overage for Grade

Progress



Knowing Doing Gap

Every organization,
every person,
suffers to some
degree from a gap
between
intention and action.



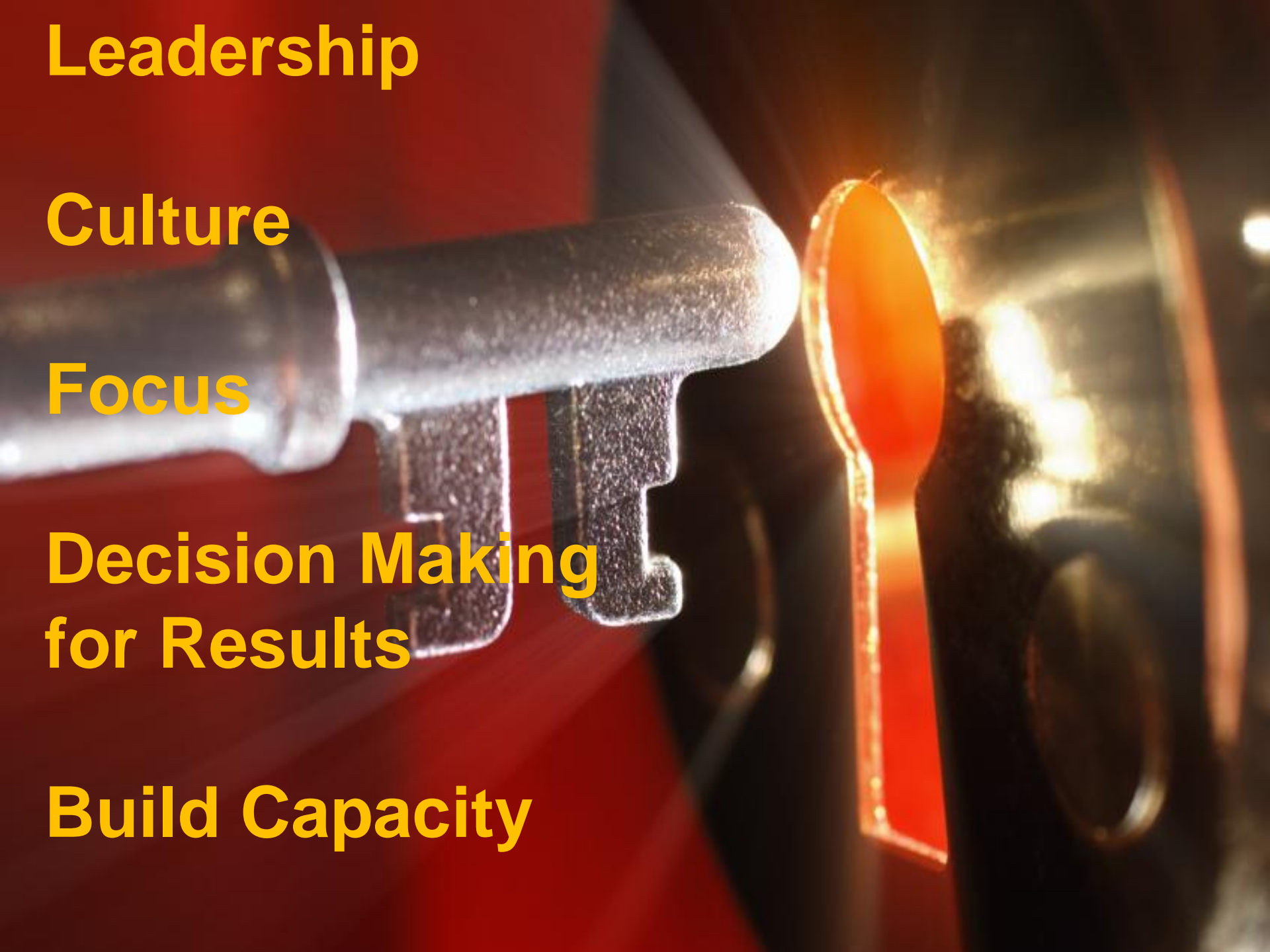
Leadership

Culture

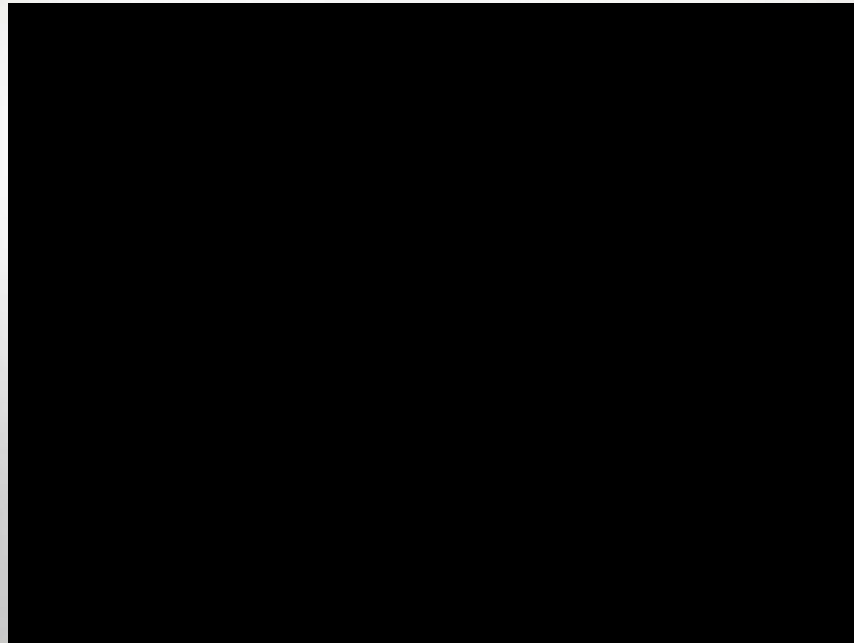
Focus

**Decision Making
for Results**

Build Capacity



BLANCHE VIDEO



Guiding Light

A collection of incandescent lightbulbs is scattered across a dark surface. One bulb in the center-right is illuminated, casting a warm yellow glow and a soft shadow on the surface. The other bulbs are unlit and appear as dark, out-of-focus shapes against the dark background.

Be the change you want
to see in others

The Calling



Questions and Discussion

Linda O’Konek, Ed. D.

**The Leadership and Learning
Center**

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