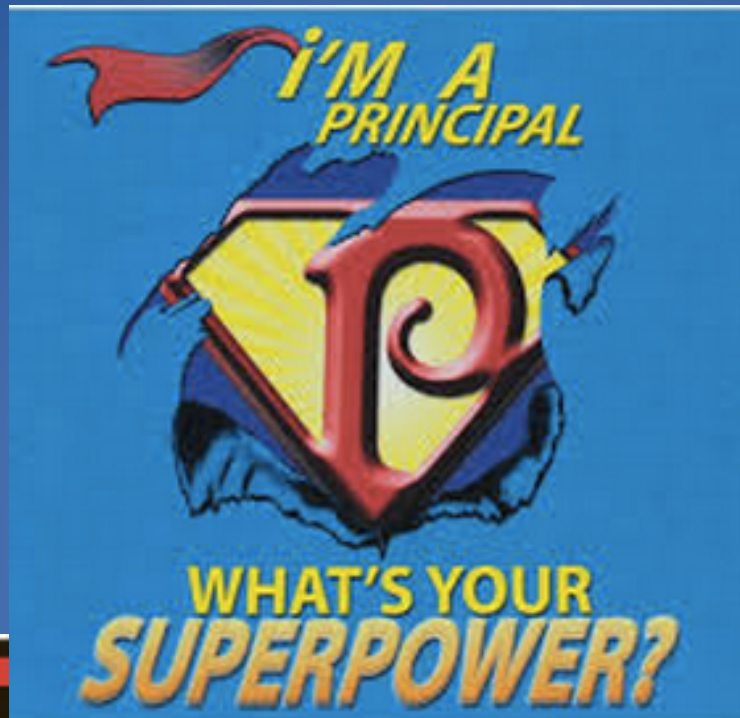


Systems Manager or Learning Leader?



Kimberly Miles, Principal, EGES
Polly Patrick, HMH, Educational Specialist
COSA, October 26, 2015

Which image?



Learning Outcomes



Review our own foundational thinking

Recalibrate our focus

Re-examine our framework
moving forward

Success Criteria

1. **Clarify and expand** our thinking about the being a learning leader.
2. **Internalize** possible response to presented ideas.
3. **Act** on one idea this week.

Mindset Foundation

10 Growth Mindset Statements

What can I say to myself?

FIXED MINDSET

INSTEAD OF:

- I'm not good at this.
- I'm awesome at this.
- I give up.
- This is too hard.
- I can't make this any better.
- I just can't do Math.
- I made a mistake.
- She's so smart. I will never be that smart.
- It's good enough.
- Plan "A" didn't work.

GROWTH MINDSET

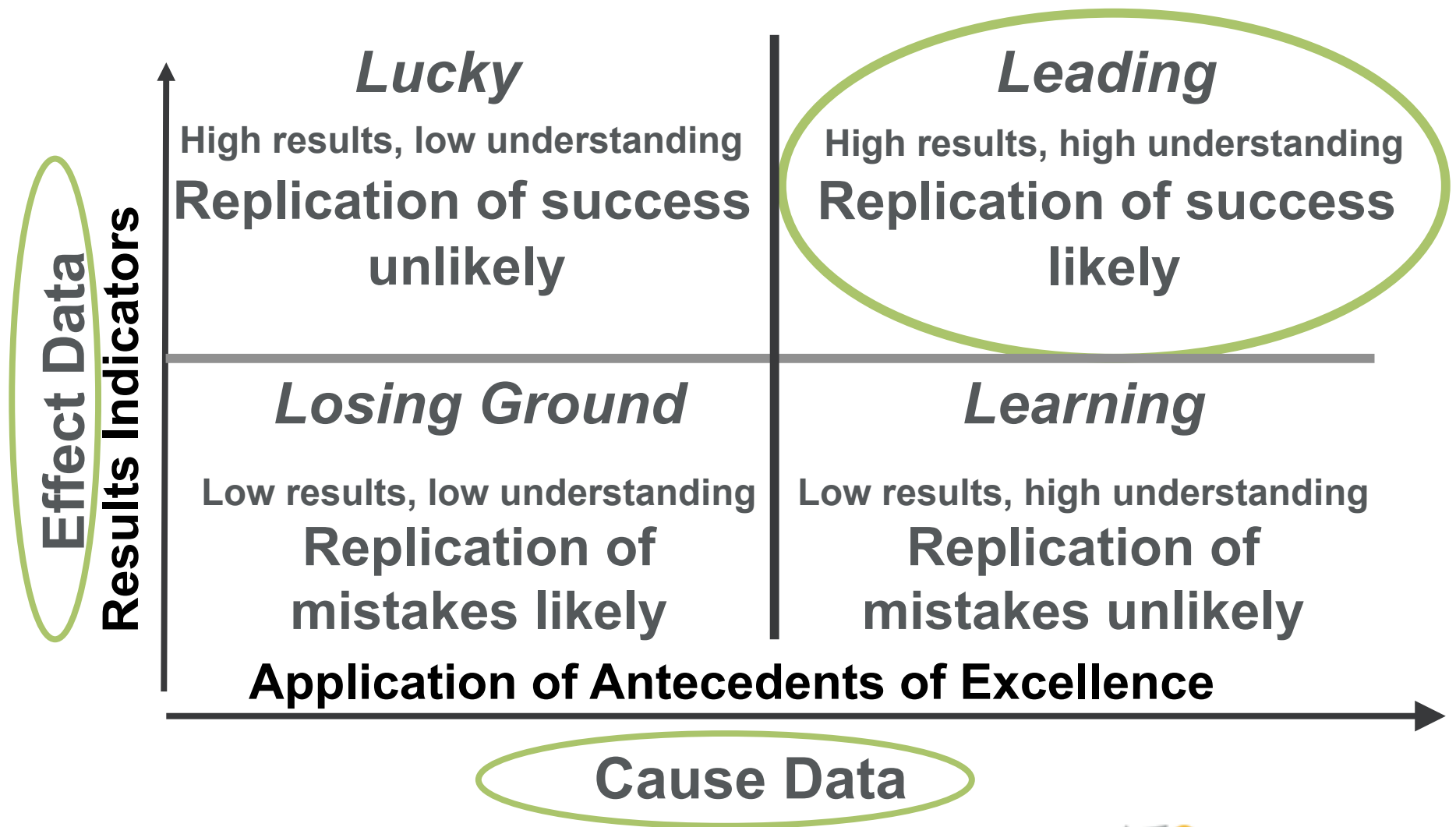
TRY THINKING:

- 1 What am I missing?
- 2 I'm on the right track.
- 3 I'll use some of the strategies we've learned.
- 4 This may take some time and effort.
- 5 I can always improve so I'll keep trying.
- 6 I'm going to train my brain in Math.
- 7 Mistakes help me to learn better.
- 8 I'm going to figure out how she does it.
- 9 Is it really my best work?
- 10 Good thing the alphabet has 25 more letters!

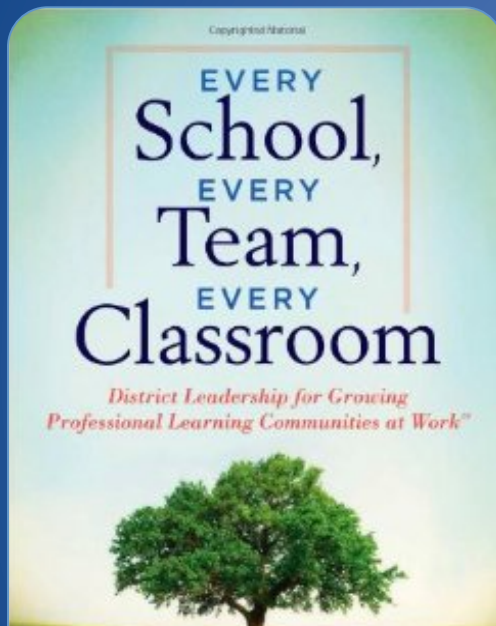
(Original source unknown)

@sylvia Duckworth

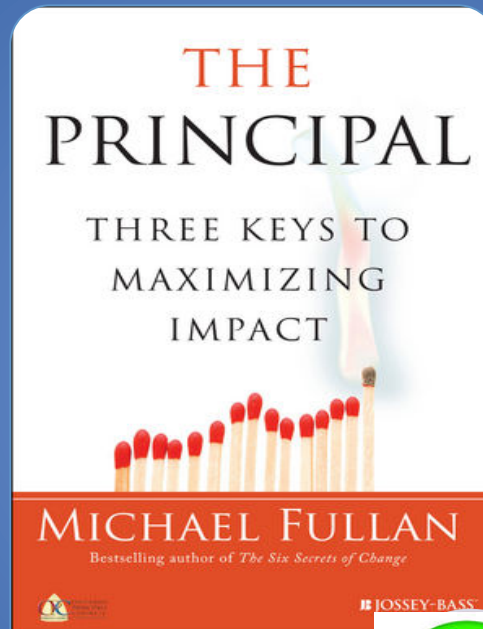
Leadership and Learning Matrix



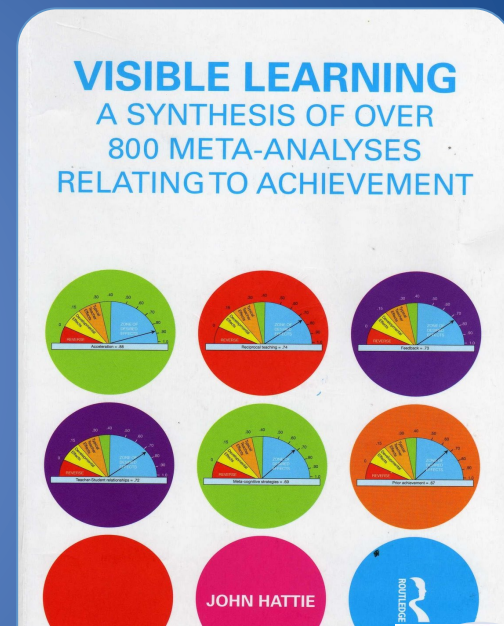
Practitioners, Leaders and Researchers



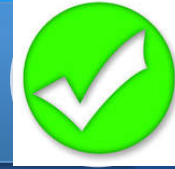
Keating



Fullan



Hattie



Setting the Plan

How do we proceed?



East Gresham 2015-16 CAP Comprehensive Achievement Plan		
Our goals are to build a strong school learning culture that will... <ul style="list-style-type: none"> Invest in teachers by equipping them with the most effective teaching strategies available to improve instruction Commit to increasing student achievement in ELA and Math Provide high quality professional development Value every student by providing for their social, emotional, and instructional needs 		
6/4/15		
CULTURE <ul style="list-style-type: none"> Growth Mindset training for all staff <u>Engaging Students in Poverty</u> book study Improve collaboration through Data Teams Restorative Justice training for all staff PBIS team continues school-wide efforts SUN after school program strengthened Play Works initiated Attendance Data Team continues to monitor Upgrades to the physical plant continues (new paint, bulletin boards, art installation) 5th grade Leadership Team continues Regular communication with families standardized 	INSTRUCTION <ul style="list-style-type: none"> Focus on literacy and math priority standards Align CCSS instruction & assessments within and across grade levels Increase rigor Gradual release of responsibility model Improve data analysis Deepen data team process, role of collaboration, and use of assessments Short-cycle formative assessments used to inform instruction in data teams Student work collaboratively scored 40 min. Reading and math intervention blocks are in Master Schedule RTI - six week cycle to inform program decisions Regular progress monitoring, literacy and math groups 	PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> With our partner, HMH Educational Services, provide PD and coaching in the following areas: <ul style="list-style-type: none"> Collaboration Data Team process Gradual Release of Responsibility Growth Mindset Learning Targets Success Criteria Common Formative Assessments Writing Math Review High yield instructional strategies Evidence-based practices Student Engagement Strategies Rigor Other PD provided: <ul style="list-style-type: none"> Systematic ELD training for all teachers ECRI for K-2 teachers Journey's PD-District

Collecting the evidence

[illegible]

Celebrating the Change

Using data to monitor our progress

Reading Screening Assessment

Letter Names Upper Task 1	Letter Names Lower Task 2	Consonant Sounds Task 3	Vowel Sounds Task 4	Short Vowels in CVC words Task 5A	Short Vowels, digraphs, and schwa Task 5B	Consonant Blends with Short Vowels Task 5C	Long Vowel Spellings Task 5D	R- and L- controlled vowels Task 5E	Variant vowels and diphthongs Task 5F	Two Syllable Words Task 5G	Three Syllable Words Task 5H
25/26	25/26	20/21	8/10	8/10	8/10	16/20	8/10	8/10	8/10	19/24	6/8
26	26	20	10	10	10	21	9	10	10	23	8
26	26	21	10	10	10	20	10	10	10	24	8
26	26	21	10	10	10	20	9	8	8	20	8
26	26	19	8	9	10	18	10	8	9	22	8
26	26	20	10	10	9	19	8	9	10	14	2
26	26	21	10	10	10	20	10	10	10	24	8
26	26	21	8	10	10	20	10	10	10	24	8
26	26	21	10	10	10	20	10	10	10	24	8
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26	26	21	10	10	10	19	9	10	10	21	8
26	26	21	10	10	10	20	10	10	10	24	8
26	26	21	10	10	10	12	3	0	0	0	0
26	26	21	10	10	10	19	10	9	8	23	8
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26	26	21	10	10	10	20	10	10	10	24	8
26	26	21	10	10	10	20	10	10	10	24	8
26	26	20	9	10	9	18	8	0	0	12	3
26	26	21	10	10	9	20	6	0	0	10	4
26	26	21	10	10	10	20	10	10	10	24	8
26	26	21	10	10	10	20	10	10	10	24	8
26	26	21	10	10	9	18	10	8	10	23	8
26	26	20	10	10	10	19	10	10	10	23	8
26	26	21	10	10	10	19	7	7	8	12	1
26	26	21	10	10	10	20	10	10	9	23	8
26	26	21	10	10	10	20	10	10	10	24	8



***“Start by doing what’s
necessary; then do what’s
possible; and suddenly you are
doing the impossible.”***

St. Francis of Assisi

FOCUS

Follow one course until successful



FROM THE AUTHOR OF THE BESTSELLER *MULTIPLIERS*

THE multiplier EFFECT



TAPPING THE GENIUS INSIDE OUR SCHOOLS

LIZ WISEMAN | LOIS ALLEN | ELISE FOSTER

Foreword by CLAYTON CHRISTENSEN

competence

What core questions do you ask?

1. What is it like to be a student in this school?
2. Do the teachers appreciate, enjoy and respect students?
3. Are students engaged in this school?
4. Are students experiencing meaningful learning? Are they being entertained or simply completing tasks that fill the time?


What's the connection to your work?





Knowing-doing gap

Doing-thinking gap



The wisdom is in the
room—we just need to
connect it because it is
in different heads.

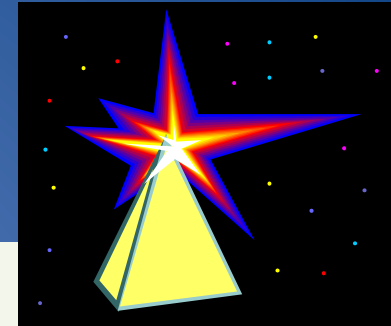
Success Criteria

1. **Clarify and expand** our thinking about the being a learning leader.
2. **Internalize** possible response to presented ideas.
3. **Act** on one idea this week.

Next Steps...



3 • 2 • 1 Reflection



3 – things I want to remember

2 – things I want to implement now

1 – question I still have

