

Visible Principals: A Framework for Excellence

with

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50 Cents

Hess tackles 23.6 miles for schools

By Matt DeBow
LEBANON EXPRESS

Lebanon Community School District Superintendent Rob Hess ran the Eugene Marathon on April 28, his first marathon.

Hess used the event to raise money for the Lebanon Schools Foundation and other LCSD programs by having people sponsor him for the race.

For \$2 a mile, Hess put donors' names on the back of his running shirt.

Hess started training for the event in January. The most he had run before tackling the 26.3-mile



Know Thy Impact

Context is KING!

Thy
~~Know The~~ Impact...

*...everything matters, but some things matter more.
Find out what they are and do them deeply.*

What impact are you making and how do you know?

Know
thy
Impact...

Know
thy
Impact...

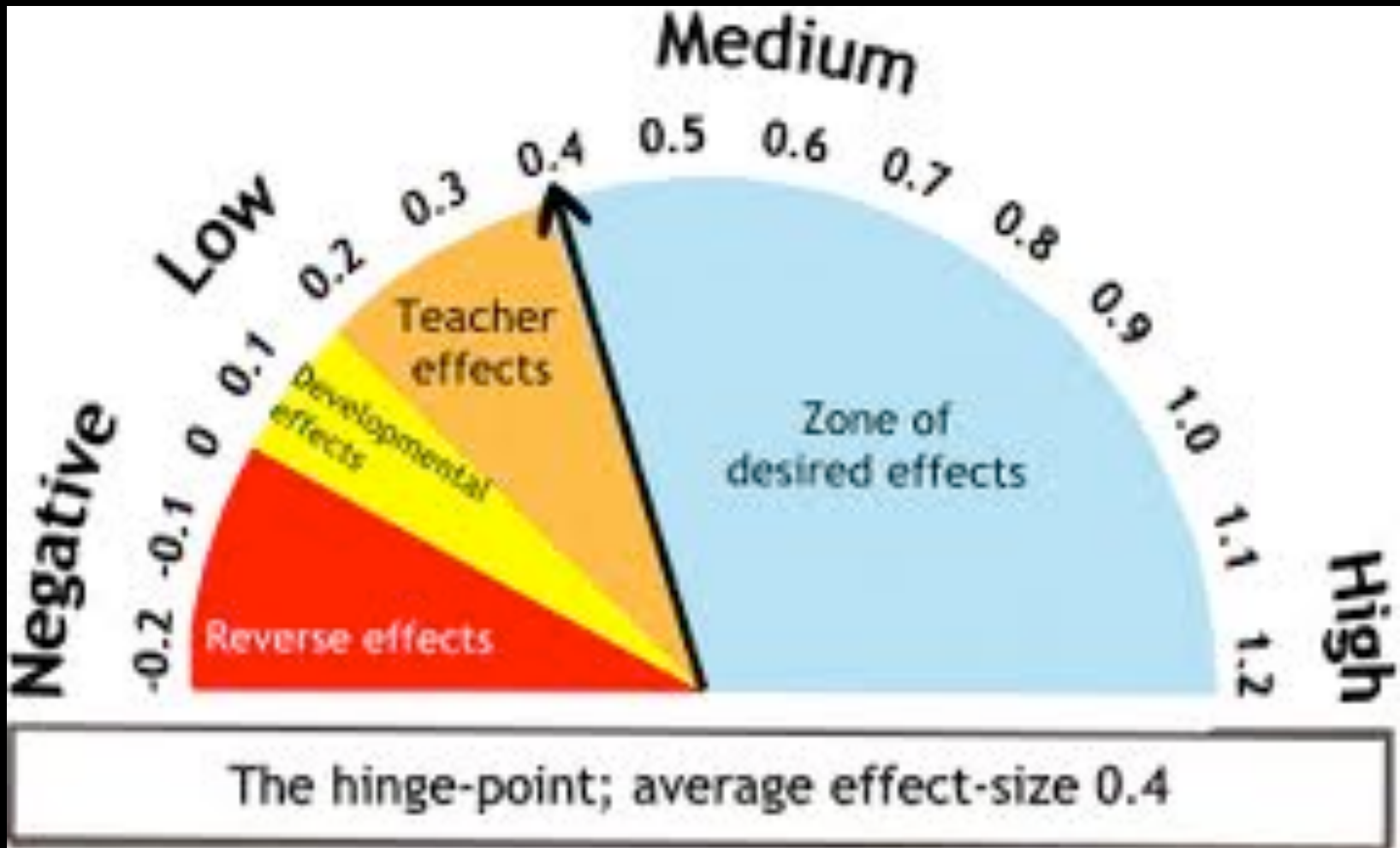
Welcome, Principals

1. Write down three initiatives you are working on in your school to improve student achievement outcomes.
2. On a scale from 1 to 10, write down the effectiveness of each initiative.
3. How do you know? Share with a partner.

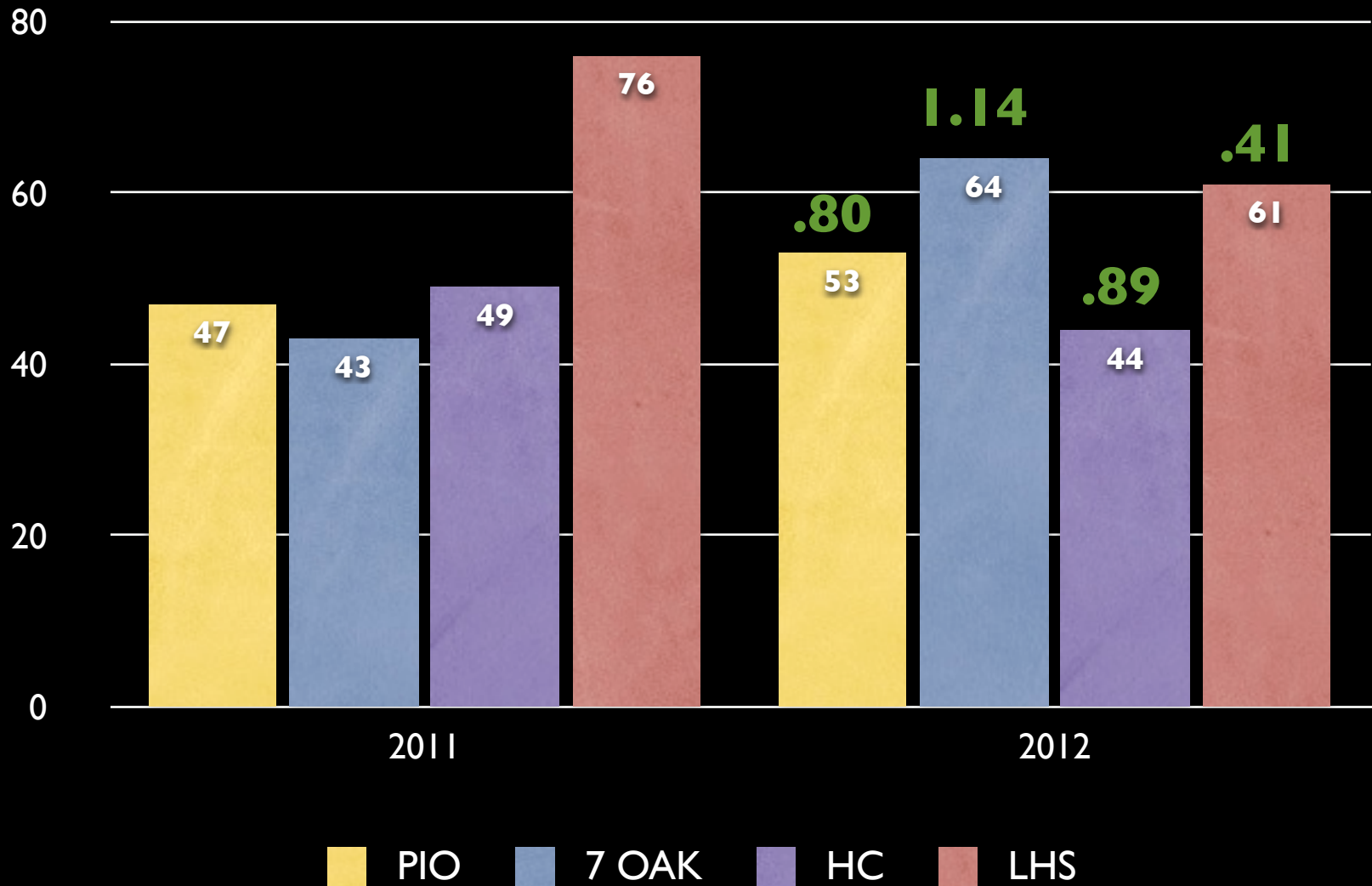
Know
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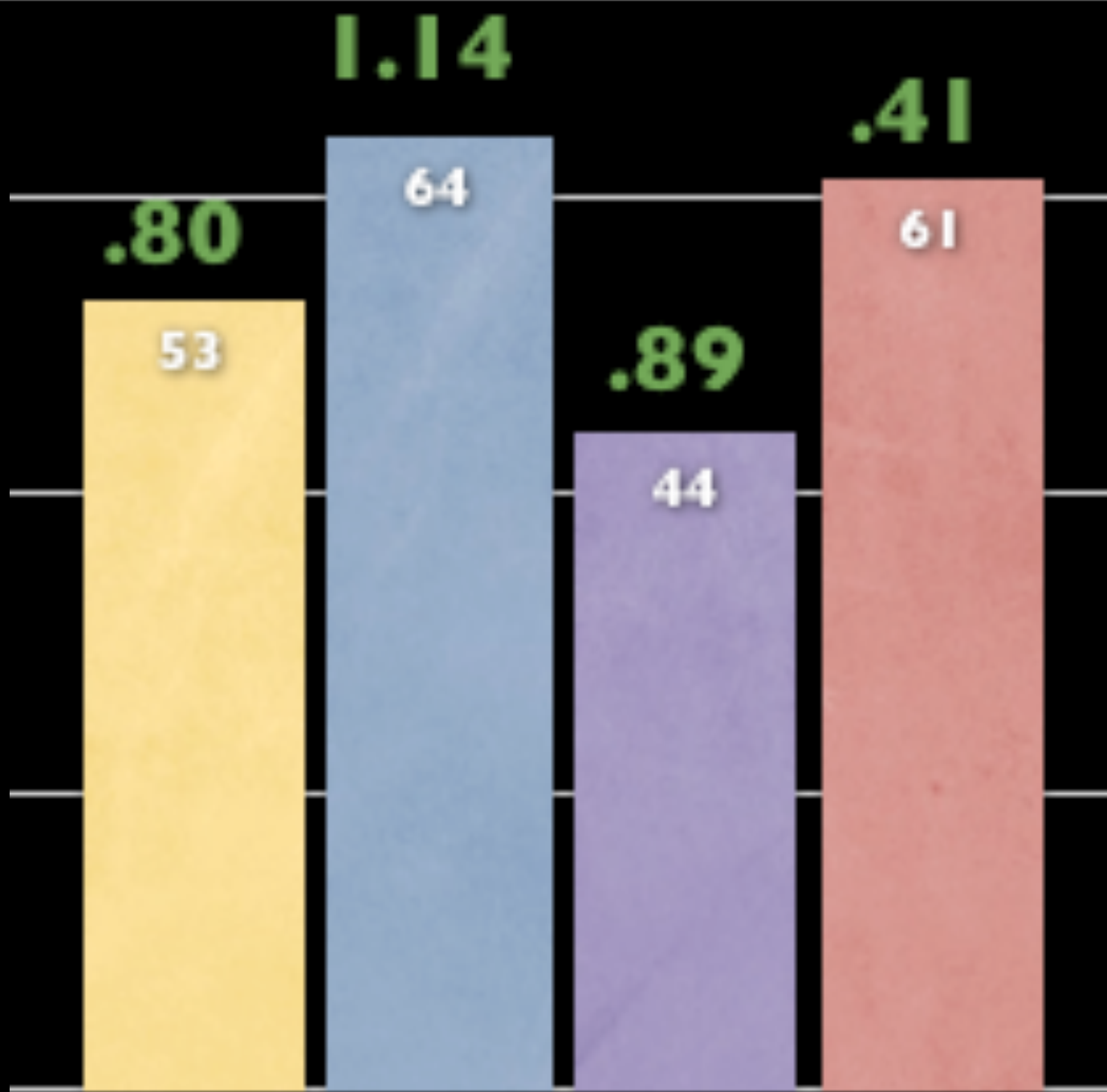
Know
thy
Impact...

The Power of Effect



8th Grade Math Outcomes





8th Grade Math Outcomes

1. How does **knowing thy impact** force you to think about individual student learning and growth?
2. Do you think that will make a difference in goal setting? Should it make a difference?
3. Do you think sharing the impact with teachers will make a difference in how teachers teach or set goals with students? Why or why not?

Know thy
impact

Educator Effectiveness
Teachers & Principals

Purpose
Autonomy
Mastery

*AVID
Focus
No Excuses*

*Goal Setting for
Student Learning*

VL

**Alignment to
the Common Core**

*Formative
& Summative
Assessments*

**Proficiency-Based
Teaching & Learning**

*...everything matters, but some things matter more.
Find out what they are and do them deeply.*



**Visible
Learning** is
the container
for all the
pieces you are
working on
right now.

and talks of
for the future
leadership
his new
of

**“Great schools
do not exist apart from
great leaders.”**

(Leadership Matters, NAESP & NASSP, p. 1, 2013)

Domain I: Instructional Leadership

I. Curriculum

The Principal understands the importance of relevancy in curriculum planning/design and helps teachers design a curriculum that is based upon standards, is meaningful, supports high-level thinking, and is aligned among/between grade levels.

1. Facilitates curriculum planning and implementation of high quality curriculum aligned to local, state and national standards.
2. *Ensures the intended curriculum is aligned between and among grade levels and is relevant to students.*
3. *Understands the research about a variety of curriculum models and their effectiveness.*

Reflection Activity

Please form groups of 2 or 3.

- Please individually reflect on what you have done to increase curriculum relevancy and connect the curriculum to the Common Core.
- Share your reflections with a colleague.
- Identify similarities and differences in your responses.

Education History 101

Bloom's Taxonomy



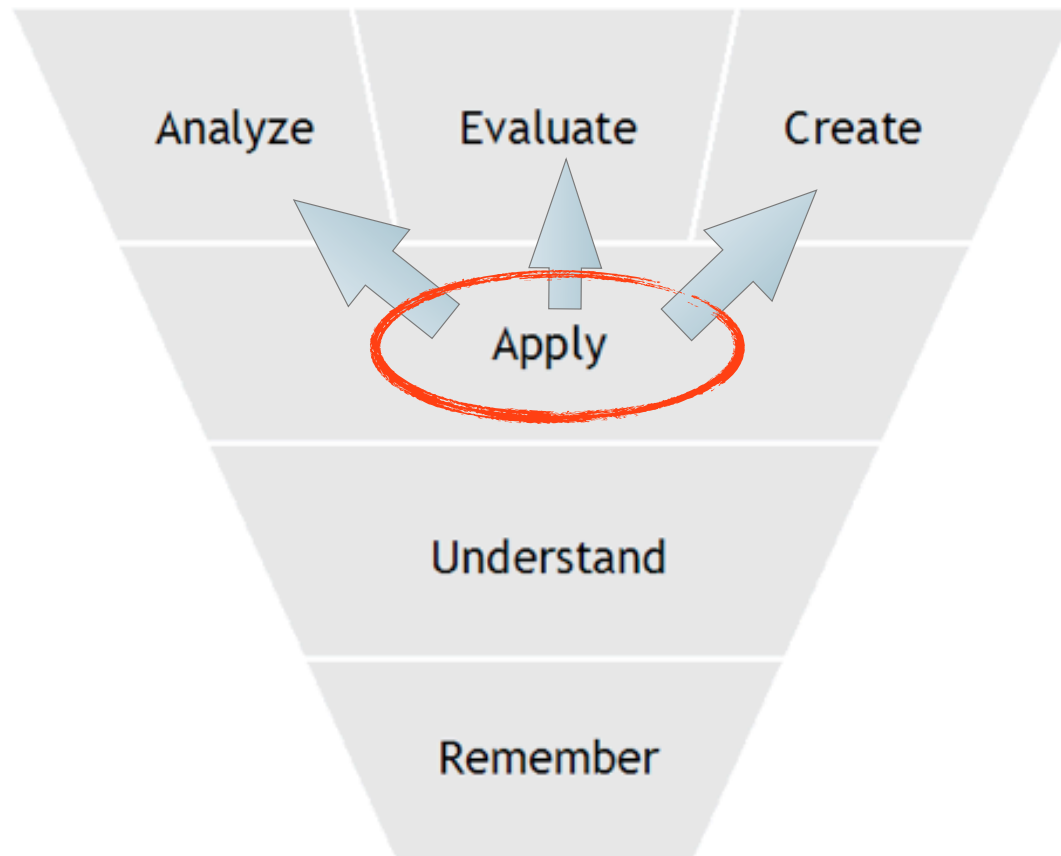
1956

2001



Bloom's Revised
Taxonomy

Preparing for the Common Core



2. Instruction

The Principal understands the importance of *relationships* when it comes to delivering high quality instruction and works to ensure that teaching staff build and maintain high quality relationships with students so that instruction is effective.

1. Focuses on classroom instruction, knowledge/understanding of students, and recognizes/knows effective instructional strategies. Instruction is personalized to each student's need.

2. Continually learns and disseminates knowledge of educational research and best practices in relation to instruction.

3. Supports the use of technology as an instructional tool to enhance student learning and motivation.



3. Assessment

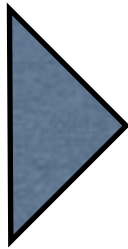
The Principal understands the importance of *rigorous* formative and summative assessments and supports teachers in the development and implementation of rigorous assessments.

1. *Uses data to determine students' instructional needs and works with staff to monitor progress and improvement in student learning and achievement.*
2. *Implements common formative and summative classroom/school assessments.*
3. *Uses data from those assessments to improve curriculum and instructional practices in the school.*

Tool #4: Analyze Your Students

- Great for classrooms, grade levels, and schools
- Take one set of data and place students in categories according to need:

80%



- Blue = Exceeding the standard

- Green = Meeting the standard

- Yellow = In need of intervention

20%



- Red = In need of additional intervention

Fall 09

Tool 4: Analyze Your Students
This tool is used with one data set. Based upon data you have about your students (i.e. end of year state assessment, grades, attendance, oral reading fluency, curriculum pre-test, etc.) place your students in their zone of intervention. As you place the students, keep in mind the % of students that should be in each category. An assessment given to all students three times a year is a Benchmark Assessment.

Why should I analyze my students?
Doing this activity will help you to see patterns for your students based upon their needs, which can help you design small group instruction or change your whole group instruction. It will also help you to assess the validity of your Benchmark assessment.

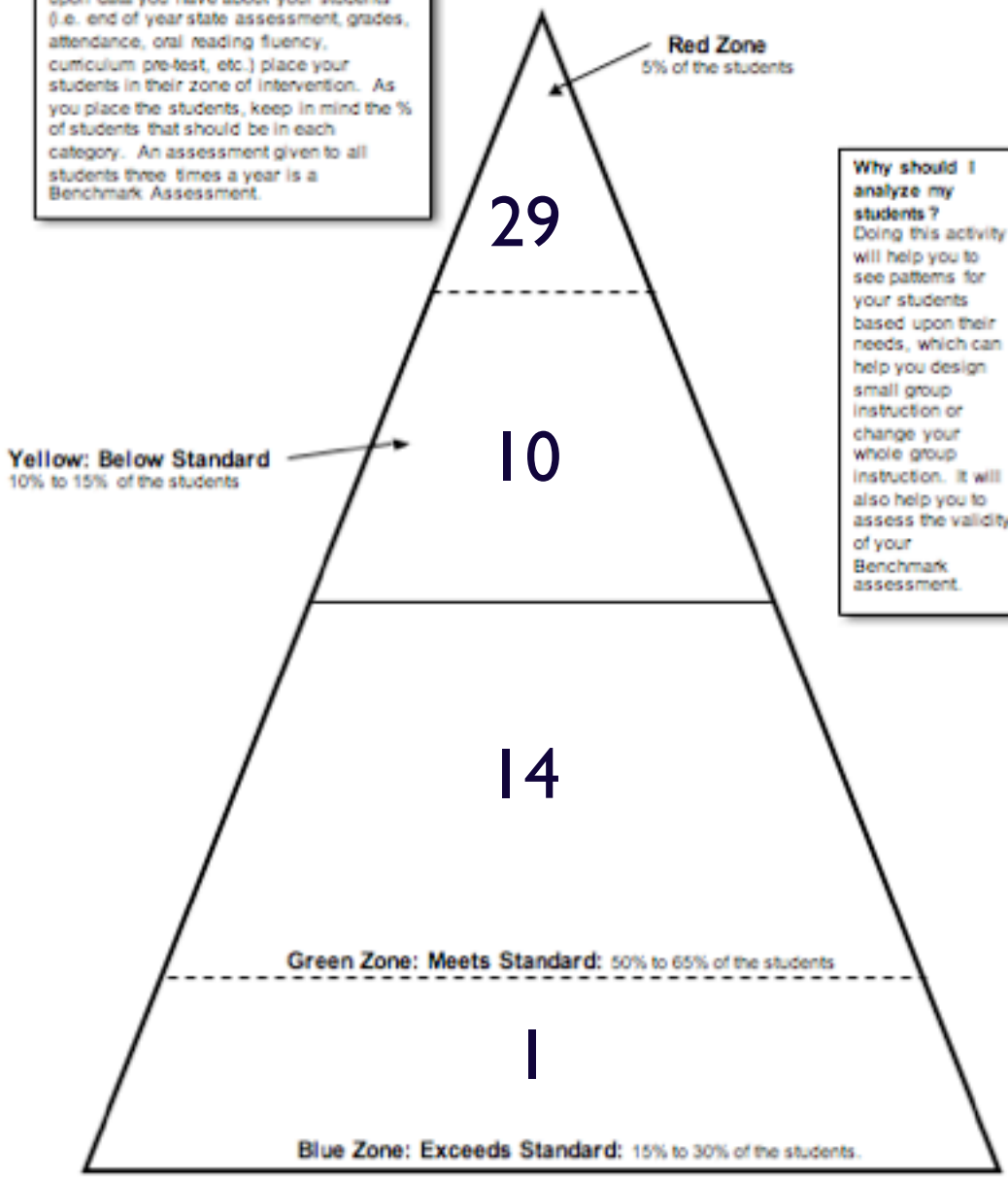
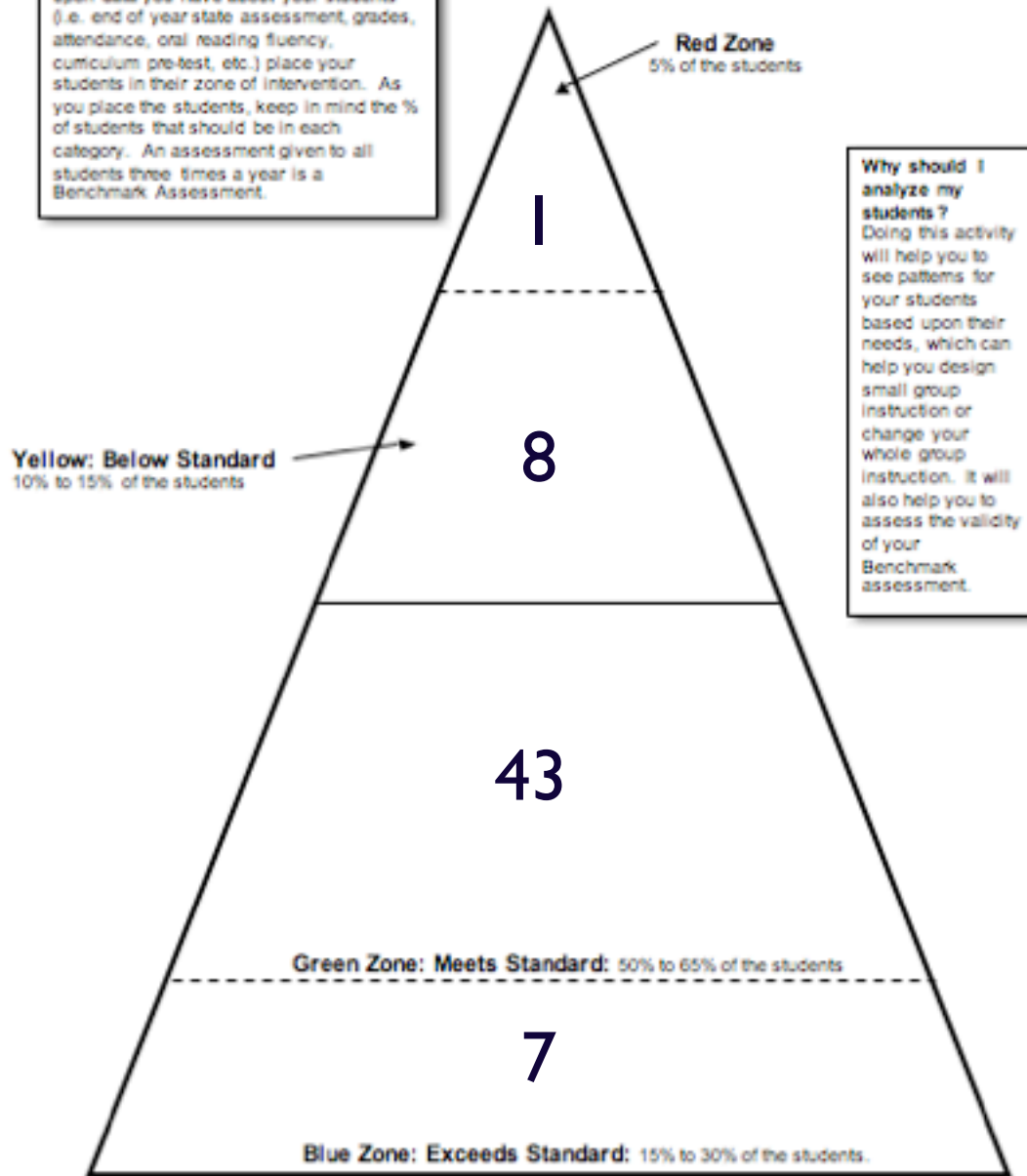


Figure 4.1: Analyze your Students (worksheet)

Spring 10

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Figure 4.1: Analyze your Students (worksheet)

Teachers are a...

Curriculum

Relevant

CIA

Rigor

Assessment

Relationship

Instruction

REFLECTION

Delta Force

In the lives of your students, you will be a
powerful force for change

4. Powerful Teaching and Learning

The Principal places a premium on teaching and learning through constant dialogue, training, modeling, thinking, and frequent conversations.

1. *Conducts meaningful formal and informal observations of staff.*
2. *Facilitates meaningful goal setting and reflection activities for staff.*
3. *Devotes time and energy to building the capacity to promote student learning, including reading books, attending conferences, and reflecting on teaching and learning through dialogue and writing.*

5. Data-Driven Decision Making

The Principal constantly collects and uses data to make decisions on ways to improve student learning outcomes.

1. *Collaborates with teachers to collect and use data from a variety of sources.*
2. *Develops, implements, and supports staff teams and professional learning communities.*
3. *Thinks and acts strategically to keep staff focused on closing the achievement gap and demonstrates improved student achievement and growth outcomes for all students and subgroups.*

6. Innovation and Continuous Improvement

The Principal understands that improvement comes through **bold** actions and constantly looks for ways to make improvements in teaching and learning delivery and outcomes.

1. *Models and encourages creativity*
2. *Provides sustained and meaningful professional development opportunities for staff.*
3. *Challenges the status quo and asks difficult questions.*

7. Building Operations

The Principal recognizes the importance of maintaining and upgrading building facilities.

1. *Manages the school facility effectively.*
2. *Maximizes human resources efficiently.*
3. *Applies principles of financial management and creative resource utilization.*

8 Effective Systems

The Principal implements systems that create a smooth running and safe school.

1. *Designs and implements effective and efficient systems to support students and staff academically, behaviorally, and operationally.*
2. *Uses data and input from stakeholders to systematically improve the effectiveness of all services.*
3. *Fosters effective transition/articulation between different grade levels/schools and creates systems that ensure that effective communication occurs.*

Broken Windows Theory

Monday, October 3, 2010

As Expoused By Malcolm Gladwell In His Book "The Tipping Point"

•• Vol. 001, No

**ERNIE
OETZ**

Way Vigilante

1984 - 2004

22 1984 The Day

James Bernard

1984 - 2004

1984 - 2004

1984 - 2004



9. Professionalism

The Principal is committed to professionalism and demonstrates professionalism in all situations. High levels of trust are evident throughout the school community.

- 1. Possess a professional code of ethics and is familiar with legal and contract requirements. Staff can rely on and depend that information received is reliable.*
- 2. Develops positive relationships with students, staff, parents, community members, and colleagues.*
- 3. Actively seeks professional growth opportunities.*

Domain III: School Culture

10. Vision

The Principal has a vision for improving the quality of experiences for all students and enlists others in the development and implementation of that vision.

1. Implements and fosters a shared vision and purpose in order to build community and improve all school outcomes.
2. Uses distributed leadership to create and implement school improvement goals; applies strategies to improve the school culture, climate, and experience for all students.
3. *Committed to district vision, values, and initiatives.*

11. Community Connections

The Principal understands the importance connecting to the community and develops meaningful relationships with community partners.

1. Integrates the school with the community at large and fosters pride in the school.
2. *Solicits and utilizes community resources.*
3. *Engages parents and community members to facilitate service learning opportunities for students.*

12. Diversity and Equity

The Principal values diversity and works hard to provide equity for all students and staff.

1. *Develops and supports a safe, welcoming, caring, and inclusive school environment for all students from all backgrounds.*
2. *Promotes the understanding of and respect for diversity within and between students and staff from all cultures.*
3. *Promotes the understanding of equity for students and staff.*

