

INTRODUCTION MODULE

**LEADERSHIP TO EMPOWER
SCHOOLS TO MAKE A DIFFERENCE:
LEARNING TEAMS**

FACILITATOR'S MANUAL

About the Facilitator’s Manual

This manual includes Facilitator’s Notes, PowerPoint Slides, Handouts, and Appendix, and a list of Resources.

Facilitator’s Notes:

The Facilitator’s Notes include instructions, background information, and suggestions for conducting discussion activities related to the information presented. Notes are also on the Notes Pages of the Power Point slides.

PowerPoint Slides:

A series of 63 slides related to the Leadership Module is included in PowerPoint format. The slides include: an overview of the system of support related to the use of the Standards Based Report Card, the entire professional development plan being delivered to the State, and the role of learning teams to improve the culture of the school.

*PowerPoint Slide Script

Handouts:

The Handouts section includes the PowerPoint slide handouts. Also included are copy-ready masters of the agenda, activity sheets, note-taking forms, and supplementary materials to be used in small group discussions.

Appendix:

Included in the Appendix are text of Superintendent’s leadership speech, Act 51, selected readings, and resources.

Handouts	Appendix
Handout 1: Agenda	Appendix A: Superintendent’s Message
Handout 2: Pre-Assessment	Appendix B: Act 51
Handout 3: Learning Team Meeting Log	Appendix C: Facilitated Conversations
Handout 4: Jigsaw Reading Activity	Appendix D: Learning Teams
Handout 5: Facilitated Questions: Module Overview	Appendix E: Professional Learning Communities
	Appendix F: Readings from <i>Transforming Schools: Creating a Culture of Continuous Improvement</i>
Handout 6: Learning Log: Reaction to Video	Appendix G: References and Resources
Handout 7: Planning Sheet	
Handout 8: Exit Pass	

Introduction Module

Leadership to Empower Schools to Make a Difference: Learning Teams

The Introduction Module (210 minutes) gives an overview of the system of support related to the use of the Standards Based Report Card. It describes the entire professional development plan being delivered to the State and explores the role of the principal as an agent of change to improve the culture of the school. The outcomes of this module are:

- Participants will make connections between Act 51 and professional development.
- Participants will increase awareness of the system of support for professional development related to the use of the Standards.
- Participants will gain a deeper understanding of professional development as demonstrated through professional learning communities.
- Participants will understand their roles and responsibilities in establishing, continuing, and revitalizing collaborative inquiry as part of the system of support for professional development.

Key concepts and skills include:

- Capacity-building leaders make use of the five conceptions of leadership, which include moral purpose, relationship building, knowledge generation, understanding the change process, and coherence building.
- Effective leadership requires a collaborative effort that includes the six principles of adaptive change as outlined in Superintendent Patricia Hamamoto's address.
- Professional learning communities must be created within schools to enable teachers and leaders to work together to improve student learning.
- Teachers need the content, process, and time to implement changes in their classrooms, and these elements can be provided through a professional development plan of action. Complex area superintendents and principals, along with their support staff, are the leaders of professional development for the teachers in the schools.
- Understanding of standards, assessment for learning, and curriculum mapping are the essentials for meaningful standards-based grading.

This module is an introduction to Modules 1, 2, 3, and 4, and provides possible implementation strategies for leadership.

Suggested Agenda with Appropriate Presentation Times

	Activity	Time
I.	Introduction	5 min.
	Superintendent's Message (video)	10 min.
	Connection to Act 51	10 min.
II.	Get on the Balcony	10 min.
	Self Assessment Checklist	
	Professional Learning Conversations	

III. Identify the Adaptive Challenge Jigsaw Reading Activity Facilitated Conversation	35 min.
IV. Regulate Distress Overview of Modules	40 min.
V. Maintain Disciplined Attention Facilitated Conversation	15 min.
VI. Give the work back to the people Video Presentation (selected principals) Conversation: Good ideas from the video	30 min.
VII. Protect Voices of Leadership from Below Professional Development: Learning Communities Conversation: What will it be like at your school?	25 min.
Approximate Workshop Time	170 min.

For this workshop, the following is needed from the Presentation section:

- ✓ Leadership Module PowerPoint presentation
- ✓ Leadership Module PowerPoint notes
- ✓ Leadership Module Handouts #1-8
- ✓ Leadership Module Resources and Readings
- ✓ Glossary
- ✓ Learning Log

Part I

A. Welcome and Introductions (5 minutes)

1. This workshop will guide the participants in understanding the system of support for leadership and accountability.
2. Reiterate that the desired outcome of the entire professional development plan, *Transforming Our Teaching and Learning (TOTAL)*, is to increase awareness of the system of support related to the use of the Standards Based Report Card.
3. Share the agenda for the day on Handout #1.

*PowerPoint Slide #1: *TOTAL*



*PowerPoint Slide #2: *Agenda*



*PowerPoint Slide #3: *Leadership to Empower Schools to Make a Difference*



 These six principles of adaptive change along with 1-6-3 will set the tone of today and the rest of the professional development presented this year. For a deeper understanding of these principles, go to www.harvardbusinessonline.com

B. Superintendent's Message (10 minutes)

1. Introduce excerpts from video recording of Superintendent's message from the Superintendent's Conference on June 14, 2004.
2. Entire speech is included in the Appendix.

*PowerPoint Slide #4: *Superintendent's Message*



 Welcome to TOTAL—Transforming Our Teaching And Learning, the professional development training developed by OCISS and specialists from Test Development and the districts. This training will be delivered to all districts in the state. This first module focuses on leadership's role in professional development, which reaches to the school level and is a contributing factor in improved student achievement. Many of us heard Superintendent Hamamoto at Transforming Education for Student Achievement at Educational Leadership Conference on June 14th. As these modules were developed, we focused on the idea of transforming education and used the concepts developed in the Superintendent's speech to frame this opening module. To begin this first session of our five sequential modules, we'd like to show a short excerpt from her talk that day on the concept of "adaptive change".

C. Connection to Act 51 (10 minutes)

1. Show PowerPoint Slides #5-11.
2. Refer to PowerPoint notes.
3. Entire Act 51 is included in the Appendix.

*PowerPoint Slide #5-11: *Act 51*

1-6-3

- Vision of a Public School Graduate
- General Learner Outcomes
- Student Priorities
 - Academic Achievement
 - Safety and Well Being
 - Civic Responsibility

Resources

- Weighted Student Formula
- Information Technology
 - Tech support positions
 - Infrastructure
 - Customization of SIS software
 - Technology training
- Students and Teachers



Operational Authority



Accountability

- Academic Achievement
 - Reading Proficiency
 - Personalized Education Plan
 - Critical Thinking
 - Graduates Without Remediation



Accountability

- Safety and Well-Being
 - Attendance
 - Comprehensive Student Support System
 - Discipline



Accountability

- Civic Responsibility
 - Knowledge of American Democracy
 - Skills to Engage in Democratic Society
 - Understanding and Awareness of Community and Global Issues
 - Respect for Self and Others
 - Participation in School and Community Organizations



Evidence

- All Students...
 - Are Reading Within Their Grade Level Range
 - Are Prepared to Handle Ninth Grade
 - Graduate in Four Years



NOTE: A copy of the entire Act 51 is available in the Appendix for review purposes. When presenting to a faculty, the facilitator needs to make a summary sheet of the pertinent information related to this Act.

Part II

A. Get on the Balcony (5 minutes)

1. Using Handout #2 (Pre-Assessment), direct the participants to “put a dot ● on the continuum where they think they are, regarding:
 - a. Understanding Standards-Based Grading
 - b. Confidence in being a Professional Development Leader
 - c. Use of Collaborative Inquiry/Learning Teams for Enhancing Teacher Quality
2. Allow time for participants to write in the “comments” section and share with others from their cadre.

NOTE: Stick-on dots may be provided for all participants and placed on tables at this time. If dots are not available, have participants use markers.

*PowerPoint Slide #12: *Get on the Balcony*



Take a few moments to take this short assessment. Dots have been provided for each table.

B. Professional Learning Conversations (5 minutes)

1. Show PowerPoint Slides #13-16.
2. Refer to fact sheets in the Appendix on:
 - a. Learning Teams
 - b. Professional Learning Communities
 - c. Professional Conversations

NOTE: Fact sheets can be used more extensively if group has no previous experience with professional learning conversations or learning teams. Time could be devoted to explaining how each process works at the school level. During this module, the participants will simply be directed to the location in the facilitators guide.

*PowerPoint Slide #13-16: *Professional Learning Conversations*



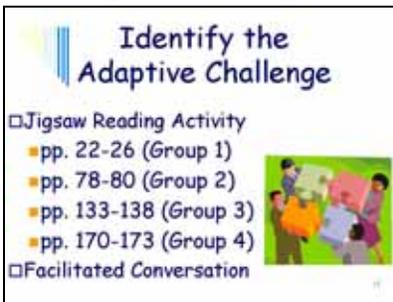


Part III

A. Identify the Adaptive Challenge (5 minutes)

1. Show PowerPoint Slide #17.
2. Introduce participants to “Learning Team Meeting Log” (Handout #3).

*PowerPoint Slide #17: *Identify the Adaptive Challenge*



Explanation of process before dividing the audience into groups.

-  “Now we are going to participate in the Jigsaw strategy for the Research and Reading Activity.”
- “For today we’ve chosen a topic for you.”
- “Please remain seated until all instructions are given!”
- “Goal is to discuss readings and apply it to your own situation.”
- “A facilitated conversation can happen at a learning team session.”
- “Please honor silence while articles are being read.”

B. Lead jigsaw reading activity found on Handout #4 (30 minutes).

1. Go over basic instructions for jigsaw reading on Handout #4.
2. Have participants remove readings from “Reading” section of binder (from *Transforming Schools: Creating a Culture of Continuous Improvement*).
 - a. p. 22-26 Administrator Conversation #1
 - b. p. 78-81 Administrator Conversation #2
 - c. p. 133-138 Administrator Conversation #4
 - d. p. 170-173 Administrator Conversation #5
3. Conduct facilitated conversation using the same handout.

Part IV

Regulate Distress (40 minutes)

1. Present *Transforming Our Teaching and Learning (TOTAL)* professional development plan by showing PowerPoint Slides #18-59

2. Use PowerPoint notes to explain the slides.
3. Show parts of Toolkit to be used as resources.
4. Explain how to access website for resources developed by the State.
5. Introduce Learning Log found in the Appendix.

NOTE: Blackline masters of the Learning Log, found in the Appendix, can be used for future training sessions. If presenters of the remaining Modules want to use the Learning Log, they will have copies on yellow sheets for participant use with their modules.

*PowerPoint Slide #18-59: *TOTAL Professional Development Plan*

<p>Regulate Distress: Elements of TOTAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modules <input type="checkbox"/> Training of Trainers <input type="checkbox"/> Website <input type="checkbox"/> Maintenance Sessions <input type="checkbox"/> Learning Teams <input type="checkbox"/> Content Courses (University Level) <input type="checkbox"/> TV Series <input type="checkbox"/> Timeline for SB Report Cards 	<p>Big Picture</p> <ul style="list-style-type: none"> <input type="checkbox"/> OCISS, SPED, and TDS <ul style="list-style-type: none"> • Deliver training to Complex Area Consortia <input type="checkbox"/> Complex Area Teams <ul style="list-style-type: none"> • Attend training sessions • Develop understanding of each module • Determine number of sessions needed • Deliver training to complex area schools • Facilitate initiation of school learning teams <input type="checkbox"/> Maintenance Sessions <ul style="list-style-type: none"> • Evaluate and adjust school professional development activities 	<p>Standards Tools and Services</p>
<p>Standards</p> <ul style="list-style-type: none"> <input type="checkbox"/> Making Sense of Standards <input type="checkbox"/> HCPS 	<p>Standards Toolkit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional Guides <input type="checkbox"/> Curriculum Frameworks <input type="checkbox"/> Professional Development Modules 	<p>Instructional Guides</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content Standards <input type="checkbox"/> Grade Level Benchmarks <input type="checkbox"/> Grade Level Sample Performance Assessments <input type="checkbox"/> Sample Instructional Strategies <input type="checkbox"/> Sample Assessment Tasks <input type="checkbox"/> Rubrics
<p>Curriculum Frameworks</p> <ul style="list-style-type: none"> <input type="checkbox"/> General Description of Program <input type="checkbox"/> Explanation of Standards <input type="checkbox"/> Curriculum, Instruction, Assessment <input type="checkbox"/> Special Topics <input type="checkbox"/> K-12 Scope and Sequence 	<p>Professional Development Modules for Content Standards</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction <input type="checkbox"/> Resources and Readings <input type="checkbox"/> Transparencies, PowerPoint <input type="checkbox"/> Handouts <input type="checkbox"/> Workshop Agenda 	<p>Website</p> <ul style="list-style-type: none"> <input type="checkbox"/> http://www.doe.k12.hi.us <ul style="list-style-type: none"> • Standards • Standards Toolkit • Document Library <ul style="list-style-type: none"> • Instructional Guides • Curriculum Frameworks • Training • PD Modules 

Instructional Materials Review

- Review of textbooks, videos, CDs
- Review, not "approved list"
- Alignment to Hawaii standards?
- Backed by research?
- Overall quality?
- Elementary, Secondary
- FUTURE-Approved List



Where?

- Instructional Materials Review:

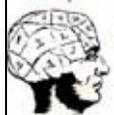
<http://standardstoolkit.k12.hi.us/imr/>

Standards-Based Report Cards

- Standards-Based Teaching
- Standards-Based Grading
- Standards-Based Reporting



Standards-Based Teaching



- Teach to Hawaii Standards
- All Kids
 - Curriculum-interesting, engaging, challenging, rewarding
 - Extended Student Work
 - Problem Based Research
 - Integrated, Differentiated
 - Formative Assessment
 - Extra Time, Extra Help

Standards-Based Grading

- Clear understanding of what the standards are asking for
- Student generated work
- Compare student to standards not other students
- Preponderance of evidence
- Most recent work
- No averaging

Standards-Based Reporting

- The Promise: better communication about where students are
- The Challenge: how do we communicate and still keep it manageable
- Pilot Projects

Where?

- Report Card:

<http://reportcard/doe/>

Standards-Based Teaching, Grading, Reporting

- Professional Development Modules
- TOTAL TV Series
- Complex Resource Kits
- Teleschool Video Tapes

Evaluation: Purpose

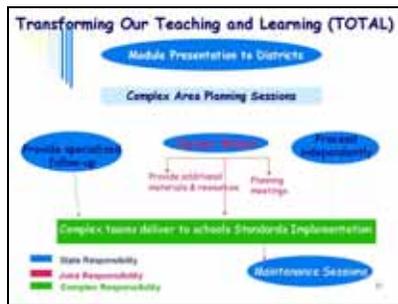


- Contract with UH
- Developed at beginning of professional development plan
- Evaluation completed at end of year one

Modules



- Leadership to Empower Schools to Make a Difference (2 sections)
- Standards Implementation Process
- Assessment for Learning: Rubric Development
- Curriculum Mapping (4 sections)
- Standards-based Grading & Reporting



Complex Area Planning

- Create cadre
 - 5-7 members
 - School Renewal Specialist
 - District Resource Teachers
 - School Leadership
- Attend training sessions
- Design delivery for each module
 - Schedule over time
 - Involve learning teams
 - Use Broker as needed



Training

- Modules
 - Developed July 2004
 - Involve complex area and OCISS
- Complex Area Training
 - August-September 2004
 - Involve Complex Area Cadre
- Maintenance Sessions
 - Held twice during year
 - Address needs and concerns
- Learning Teams
- Long Range Training




Do you hear this at your school?

- "I use my textbook, it's aligned to the standards."
- "What toolkit?"
- "It'll pass...NCLB will go away like all the other initiatives."



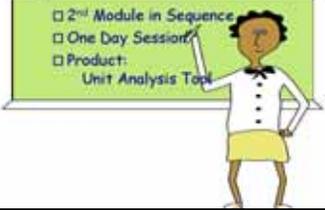
Do you hear this at your school?

- "I use my textbook, it's aligned to the standards."
- "What toolkit?"
- "It'll pass...NCLB will go away like all the other initiatives."



Standards Implementation Process

- 2nd Module in Sequence
- One Day Session
- Product: Unit Analysis Tool



Standards Implementation Process Key Concepts & Skills

- Process for implementing standards
- Sub-processes within each step
- Process is not linear
- System of Standards



Do you hear this at your school?

- "I just average all my chapter tests."
- "If they don't get it, I just assign more homework."
- "Why don't they know? I taught it to them."
- "I can't tell them what is expected...that would be cheating!"
- "I didn't know I was flunking until I got my report card."



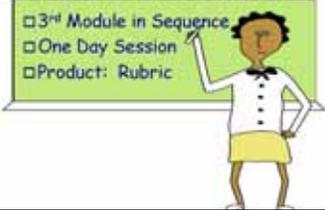
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Assessment FOR Learning: Rubric Development

- 3rd Module in Sequence
- One Day Session
- Product: Rubric



Using Rubrics to Assess Learning Key Concepts & Skills

- Best Performance Assessments
- Sound Criteria
- Rubrics Need to be Shared
- Clear Targets Indicate Quality
- Rubrics Help with Self-assessment
- Validity



Do you hear this at your school?

- "I thought you covered that benchmark in ____ grade."
- "What do you mean I can't do my rainforest unit?"



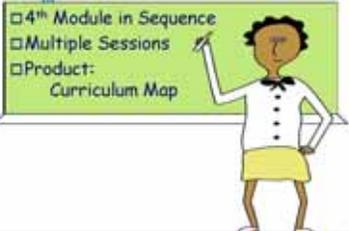
Do you hear this at your school?

- "I thought you covered that benchmark in ____ grade."
- What do you mean I can't do my rainforest unit?



Curriculum Mapping

- 4th Module in Sequence
- Multiple Sessions
- Product: Curriculum Map



Curriculum Mapping Key Concepts & Skills

- Essential Questions
- Implementation plan for carrying out curriculum mapping
- Revise curriculum maps using assessment data
- Use as part of a systems approach to school and district reform



Do you hear this at your school?

- "What do you mean there are no more letter grades?"
- "So are there numbers?"
- "Does anyone understand standards based grading?"



Do you hear this at your school?

- What do you mean there are no more letter grades?
- So are there numbers?
- Does anyone understand standards based grading?



Standards Based Grading/Reporting

- Last Module in Sequence
- One-day Session
- Products:
 - Grade Book
 - Plan for Grading



Standards Based Grading/Reporting Key Concepts & Skills

- Grading needs to be aligned with standards-based instruction and assessment
- Practices different from those in a traditional grading system
- Guidelines for grading should be established
- Involvement of students

<h3>Resources: Additional</h3> <ul style="list-style-type: none">□ Facilitator's Guide<ul style="list-style-type: none">• Blackline masters• Additional articles to read□ Digital Resource<ul style="list-style-type: none">• PowerPoint slides• Handouts• Web links□ Resource Kit<ul style="list-style-type: none">• Books• Videos• One per complex 	<h3>Long Range Continuation</h3> <ul style="list-style-type: none">□ Workshops by experts<ul style="list-style-type: none">• Heidi Hayes Jacobs• Rick DuFour• Judy Arter• Ken O'Connor□ Online Course□ WebCT□ Video Conferencing 	<h3>Rationale</h3> <ul style="list-style-type: none">□ Complex areas will help teachers□ Maintenance sessions ongoing□ Video conferencing opportunities□ Training will continue next year□ Online resources <p>• The solution does not lie with the outside experts, it lies within ourselves.</p>
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Part V

Maintain Disciplined Attention (20 minutes)

1. Use Slide #60 to describe disciplined attention.
2. Use Handout #5 to conduct a facilitated conversation on implications of professional development modules on teacher training at schools.
 - What are the adaptive challenges before us as we look at implementing each of the modules in our schools?

*PowerPoint Slide #60: *Disciplined Attention*



Use Handout #5 to conduct a facilitated conversation on implications of professional development modules on teacher training at schools.

1.  What are the adaptive challenges before us as we look at implementing each of the modules in our schools?
2. What are ways that we can regulate distress and prioritize what needs to be done and when it needs to be done? Think Big but start Small (Thomas Guskey)
3. How can we maintain disciplined attention by encouraging and managing diversity and differences within our schools?
4. How can we give the work back to the people through professional development and collaboration?
5. What conditions can we create for people to discover that they need to change? How can we protect voices of leadership from below to feel safe in their environment and to take challenges without the risks?

Part VI

Give the Work back to the People (30 minutes)

1. Show video, Slide #61, on principals discussing the virtues of professional learning time used by their faculties.
2. Use Learning Log (Handout #6) to record good ideas from the video of the following principals:
 - a. Darrel Galera, Moanalua High School
 - b. Eileen Hirota, Ewa Beach Elementary School
 - c. Steve Nakasato, Mililani Ike Elementary School

*PowerPoint Slide #61: *Give the Work Back to the People*



Video featuring:

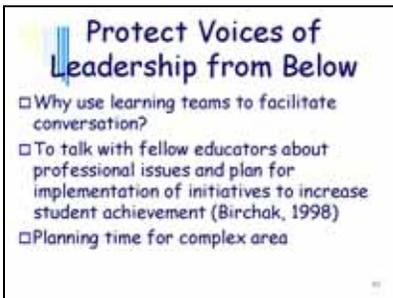
- Steve Nakasato
- Darrel Galera
- Eileen Hirota

After video (18 minutes) use handout #6 “Learning Log—Principals Video” to have reflection and sharing done by cadre members.

Part VII

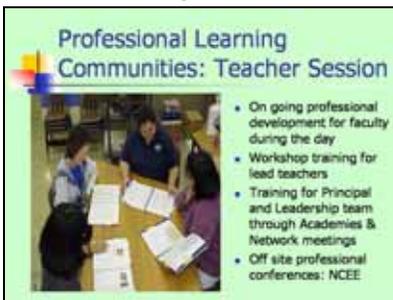
Protect Voices of Leadership from Below (25 minutes)

*PowerPoint Slide #62: *Protect Voices of Leadership from Below*



1. Go to slide #62. Why use learning teams to facilitate professional conversations?
2. To talk with fellow educators about professional issues and plan for implementation of initiatives to increase student achievement (Birchak, 1998).

*PowerPoint Slide #63: *Professional Learning Communities*



3. Use Handout #7 to plan for complex area training at school level. As cadre are planning, show slide #63.

Part VIII

Wrap-up

1. Session Evaluation
2. Exit Pass