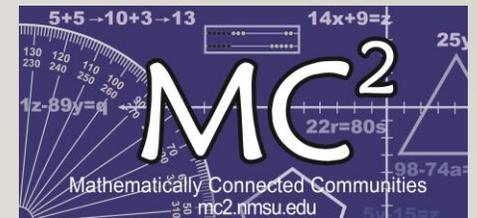


LEADERSHIP FOR IMPLEMENTING CHANGES INSIDE AND OUTSIDE THE MATHEMATICS CLASSROOM

MC² PRINCIPAL PROFESSIONAL LEARNING COMMUNITY SPRING ACADEMY

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CONNECTING AND GROUNDING

- WHO IS IN THE ROOM?
- WHAT IS OUR LEARNING PURPOSE AND OUTCOMES?
- WHAT IS YOUR LEARNING INTENTION?
- HOW CAN WE CREATE THE LEARNING SPACE?

FRAMING MATHEMATICS IMPROVEMENT: INSIDE AND OUTSIDE THE CLASSROOM

- Bridgeworks School Improvement Tool
- Inside the classroom – Powerful Student Learning
- What must be INSIDE the classroom every day to ensure powerful student learning? (MC² Specialist Supports)
- What structures must be OUTSIDE the classroom to ensure powerful student learning? (MC² Leadership Supports)

BRIDGING LEARNING FROM FALL TO SPRING

- Where are your students' growing mathematically? What is the evidence?
- Where are the students not growing? Why or why not?
- Where are teachers growing in intentional LES planning and instruction?
Where are they not growing?

POST CELEBRATIONS/CHANGES/GROWTH AREAS

How has the Logic Model been useful?

INSIDE THE MATH CLASSROOM: BUILD A TOOLKIT OF PROFESSIONAL PRACTICES

- Using data as evidence.....
- What needs to change for students?
- What instructional practices are highly effective?
- What instructional practices need to change?
- Use the **8 Mathematical Teaching Practices** to engage in a conversation with teachers. Identify what is place and what needs to change.
- Identify a focus area for intentional change.

OUTSIDE THE MATH CLASSROOM: CREATING COLLECTIVE TEACHER EFFICACY

- What collective teacher efficacy? (CTE)
- What does CTE sound like?
- What are the enabling conditions?
- What are the leadership messages and moves that promote CTE?

COLLECTIVE TEACHER EFFICACY (CTE)

“collective self-perception that teachers in a given school make an educational difference and have a positive impact on their students performance over and above the educational impact of their homes and communities”

(Tschannen-Moran & Barr, 2004, p. 190).

COLLECTIVE TEACHER EFFICACY

CTE is the #1 factor influencing student achievement with an effect size of 1.57.

(Hattie, 2016) Based on a meta-analysis by Eells (2011).

- **Double the effect size of feedback (0.75)**
- **Three times more powerful and predictive than socio-economic status (0.52).**
- **Three times more likely than student motivation and concentration, persistence, and engagement (0.48)**

COLLECTIVE TEACHER EFFICACY – SOUNDS LIKE...

Teachers believe and say..

- "that in this school we (I) can get through to our most difficult students"
- "together we (I) make a difference"
- "we (I) have support and know how to get help to know what to get through to the students"
- "we (I) can do this"

Teachers do not say...

- "our (my) kids just don't try and don't care"
- "our (my) students aren't doing well because they are so far behind"
- so many of our (my) kids are so low because they don't have parent support"
- "we (I) can't do this"

CTE: ENABLING CONDITIONS

ADVANCED TEACHER INFLUENCE

GOAL CONSENSUS

TEACHERS KNOWLEDGE ABOUT ANOTHER'S WORK

COHESIVE STAFF

RESPONSIVENESS OF LEADERSHIP

EFFECTIVE SYSTEMS OF INTERVENTION

COLLECTIVE TEACHER EFFICACY – YES OR NO?

SCHOOL A

Each teacher has a voice in choosing professional learning that meets students needs, and in the curricular, instructional and decisions. When students struggle, they know how where and how to get assistance and support. The principal provides time for collaboration, timely data, support structures for job-embedded professional learning, lab classes, and time for teachers to share their practices publicly.

SCHOOL B

Teachers are directed by administrators and district what scope and sequence and math textbook to use. They are required to attend mandated professional development, implement certain practices, told that they will be monitored, have little time to collaborate, and are left on their own to find out how to support students. They are infrequently observed and when they are, are monitored for compliance.

REFLECT: COLLECTIVE TEACHER EFFICACY

Use the Interactive Handout to reflect with your small group.
Post your ideas.

- Ideas sparked
- Things to act on

OUTSIDE THE MATH CLASSROOM: COMMUNICATION THAT PROMOTES CTE

VERBAL BEHAVIORS/PATTERNS OF TALK

What are people's verbal behaviors and patterns of talk?

UNPRODUCTIVE TO PRODUCTIVE TALK

How can unproductive patterns of talk turn into productive ones?

FRAMING AND MESSAGING

How can leaders frame messages that promote CTE?



COMMUNICATION THAT PROMOTES CTE: **VERBAL BEHAVIORS AND PATTERNS OF TALK**

Best and Worst Conversation

SAVI Grid – Red, Yellow, Green

Patterns of Talk

Ideal Pattern for Collaborative Learning

COMMUNICATION THAT PROMOTES CTE: **UNPRODUCTIVE TO PRODUCTIVE TALK**

Gripe Cycles

- Defining Features
- Sounds like...
- Underlying Issues
- Unhelpful Responses
- Solution
- Practice

GRIFE CYCLES – DEFINING FEATURES

- Sense of hopelessness
- Our life is unfair, too much, or not enough, and there's nothing we can do about it.
- We're taking a passive role, talking as though we're helpless victims of our circumstances.
- Complaining acts as a substitute for taking productive action.

GRIBE CYCLES – SOUNDS LIKE...

- *We never get anything done in these meetings.”*
- *“Students are coming into my class so low.”*
- *“Parents aren’t involved”*
- *“There’s not enough time.”*
- *“They are asking us to do too much. I am so overwhelmed.”*
- *“I’m not appreciated or respected.”*

GRIBE CYCLES – UNDERLYING ISSUES

Complaints are deceptive, diverting our attention from the true sources of trouble. The secret to understanding complaints is the following underlying issues.

- The person wants something.
- They feel powerless to get it.

GRIBE CYCLES – UNHELPFUL RESPONSES

- **Joining** – you are drawn in to the hopelessness “*I know. The working conditions are terrible here; they don’t appreciate anything we do.*”
- **Arguing** – change the person’s attitude. “*Sure we are in a tough situation, but it’s bound to get better soon.*”
- **Trying to help** – try to solve the problem. “*Why don’t you just talk to the person and share your feelings?*”

GRIFE CYCLES - SOLUTION

FOR SELF

- What do I want?
- What proposal can I make to help get that to happen?

FOR OTHERS

- What do *you* want?
- What proposal can you make to help get that to happen?

COMMUNICATION THAT PROMOTES CTE: FRAMING AND MESSAGING

Instead of this message.....

- 1) *What are you teaching?*
- 2) *What do you want to teach?*
- 3) *You must teach the textbook with fidelity.*
- 4) *Data shows students have increased/dropped.*
- 5) *We need to support students who aren't motivated and so far behind.*

Try this message.....

- 1) *What are students learning?*
- 2) *What strategies would be most effective?*
- 3) *What tasks in the textbook promote reasoning, problem solving, and proficiency of the math standards?*
- 4) *What strategies contributed to increases/decreases of learning for all students?*
- 5) *What strategies promote ownership of learning for all students?*

ENSURING CHANGE: USING THE LOGIC MODEL FOR PLANNING AND IMPLEMENTING

Activity: Create a plan for intentional change using the Logic Model. Share plans with group and get feedback.

REFLECTION

- What are you are thinking more deeply about as a result of this day of professional learning?
- What has been valuable and meaningful?
- What is the next step to take to support students' mathematics learning?