

**Good
Morning!**

Be sure to
sign in

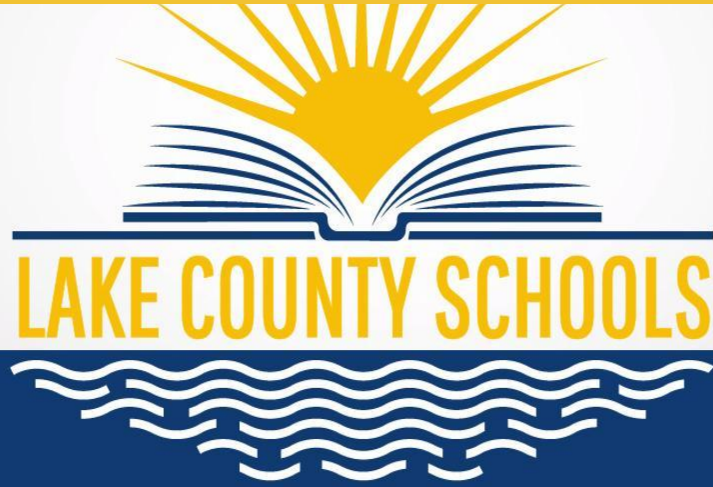


**Principals
Meeting
November 2020**



Assistant
Principals Meeting
November 2020

Year-Long Learning Goal



Deepen understanding to lead schools where equitable practices eliminate the achievement gap, ensuring high quality teaching and learning for all



Agenda:

Morning:

Read/Write/Think/Talk about Effective Instruction
Learning Walks/Debrief/Feedback Practice

Afternoon:

Conversations around Equity

This Morning's Objective

What?

Deepening our understanding and focus to lead for effective instruction in each of our classrooms across the district.

Why?

To be able to support teachers and provide feedback for strategic support of student learning.

How?

Explain to others how the effective elements of instruction support student learning. Be able to articulate how learning will be led back at your school.



Norms

- Be respectful of time and technology.
- We will practice equity of voice and mutual accountability of the work.
- We will practice vulnerability, engage in problem-solving and push other's thinking.
- We will seek clarity, respect our conversations, and maintain confidentiality in a transparent, judgment-free zone.

- **Masks Up!**
 - When visiting classrooms
 - When moving around the room during our learning time
- Limit student interactions.
- Maintain 6 feet distance at tables when not wearing masks.
- Do not gather in groups of more than 2-3.



Leadership Expectations



1. Provide time for intervention/acceleration to ensure just in time support.
2. Meet the agreed upon goal for Learning Walks and provide feedback to teachers
3. Conduct quarterly data chats with teachers
4. Provide opportunities for student to read/write/think/talk in every class, every day utilizing the District Instructional Framework
5. Actively participate in Collaborative Planning Time
6. Lead Learning in the school
7. **Implement an Equity Coalition to to address achievement gaps**



Community
Circle

Sequential Circle

We haven't been together since June, so let's do a quick check in...

How are you doing on a scale from 1-5?

1 is *I should have stayed in bed* and 5 is *everything is roses and sunshine.*



Sequential Circle

In one sentence, describe your school or department focus for this year.





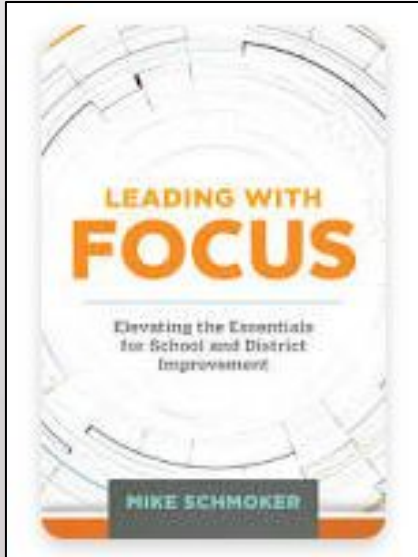
Essential Question: How do we lead for and ensure the implementation of effective instruction in each of our classrooms?



“The real path to greatness, it turns out, requires simplicity and diligence. It requires clarity, not instant illumination. It demands each of us to focus on what is vital---and to eliminate all of the extraneous distractions.”

Jim Collins

Essential Question: How do we lead for and ensure the implementation of effective instruction in each of our classrooms?



Foundational Annotation Skills

- Underline the major points.
- **Circle** keywords or phrases that are confusing or unknown to you.
- Write *margin notes* restating the author's ideas.

Let's Chat!

- What is something you annotated in your reading?
- Now that we are a quarter of the way through the year, students are scheduled and we have systems in place, what continues to distract you from that you may need to ignore or assign to someone else?
- Is there something you have kept “piercing clarity” around?
- Is there something you need to be given permission to ignore?



As we continue to clarify and understand our district instructional framework,

- Take a minute to review each element and write down where your school is for each area.
- Consider the implementation scale and what you are currently seeing on walks.
- Is there an area you were making progress prior to Covid that now has changed?
- What area are you currently working on?
- If you have an area where it is Embedded, why does that area stand out? What has been done to achieve this level of implementation?

Your School's current status

Embedded (5)- 90% of the teachers, 90% of the time

Working Towards (3)- Inconsistent implementation across classrooms

Not Yet (1)- rare to see this element in practice



Leadership Expectation: Implement an Equity Coalition to to address achievement gaps

“I consider the use of sound lessons to be a civil rights issue, in that such lessons reflect an active, organized concern for all students, including those who struggle.”

--Mike Schmoker



Today's School

Host principal will share:

- School's background
- Previous focus area(s)
- This year's focus area(s)
- Today's look fors
- Other important information



Today's Look Fors

Based on this school's focus areas and our District Instructional Framework, what might we see? What evidence might we collect? Consider:

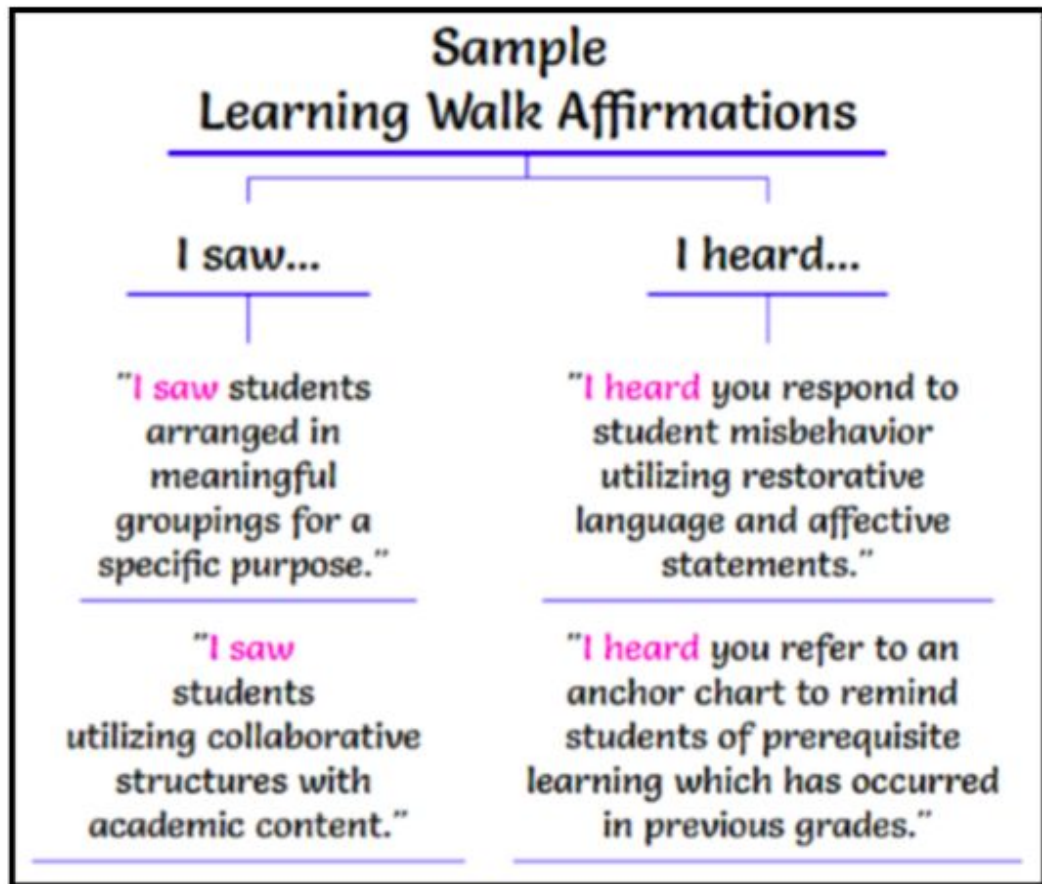
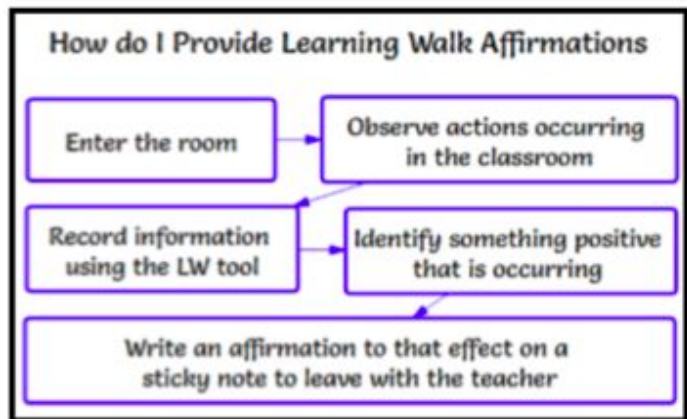
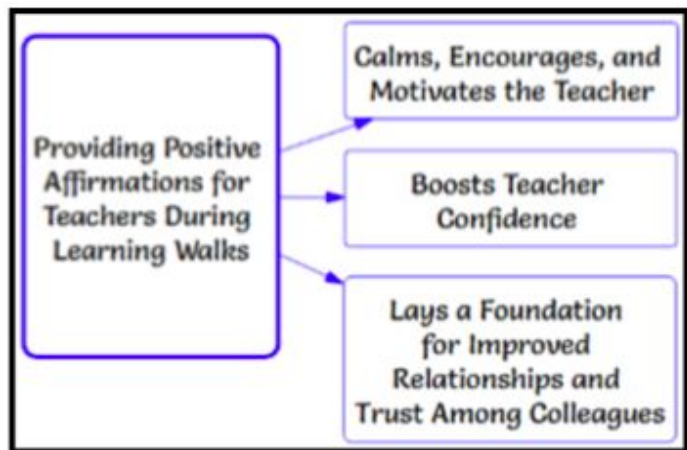
- Teacher moves
- Student moves
- Content, task and/or text





Getting Ready to Walk

Learning Walk Affirmations



Guidelines for Learning Walks

- Enter and Exit the room all at once
- Fade into the back for a minute, then interact with students as appropriate
- Use paper copies for walk
- No sidetalk during the walk either outside the classrooms or in the hallway
- Leave AFFIRMATION post it with I saw, I heard
- Honor confidentiality before, during, and after the walk





Learning Walk Debrief

Processing Learning Walks

- As a group, come to consensus on what you observed in the 3 classrooms
- One person will put the data in the learning walk tool.
- Make one chart for all three teachers focused on the requested look for



Link to the dashboard here...



Can

- Strong evidence the practice is in place
- With intention
- Effective

Verge of

- Evidence the practice is in place
- With intention
- Not as effective as it needs to be



Feedback Frame for Intentional Shifts

“Today as we focused on _____, we
observed you _____. We saw students
_____.

We think this is happening because
_____.

One next step might be _____.



Focused Action:

"Hedgehogs see
what is essential and
ignore the rest."

Jim Collins

Based on our walks and conversations this AM, what has been clarified for you regarding the Look-Fors?

What will you provide more clarity on for your staff?



This Morning's Objective

What?

Revisit the elements of Effective Instruction and the leadership opportunity for implementation.

Why?

To be able to support teachers and provide feedback for strategic support of student learning.

How?

Explain to others how the effective elements of instruction support student learning. Be able to articulate how learning will be led back at your school.

- **Be respectful of time and technology.**
- **We will practice equity of voice and mutual accountability of the work.**
- **We will practice vulnerability, engage in problem-solving and push other's thinking.**
- **We will seek clarity, respect our conversations, and maintain confidentiality in a transparent, judgement-free zone.**





Let's do
Lunch!



Thank you for
your time today!



November Learning Walks
Afternoon Session: Equity

<i>Performance Matters Data</i>	ESE	ELL	Male	Female	B	A	W	H	MR	U
District Totals	18%	4%	51%	49%	15%	3%	49%	26%	4%	2%
<u>% Achievement Level 3+ FSA ELA</u>	18%	2%	48%	59%	37%	68%	61%	48%	55%	43%
<u>% Achievement Level 3+ FSA Math</u>	24%	20%	57%	58%	37%	74%	68%	51%	52%	43%
<u>% Enrolled in ADV, Honors, AP, & AICE</u>	6%	2%	46%	54%	11%	4%	55%	25%	4%	1%
<u>% Flagged as Gifted</u>	0%	0%	52%	48%	7%	4%	66%	17%	3%	1%
<u>% GPA 3.0 +</u>	10%	3%	46%	54%	12%	4%	54%	24%	4%	1%
<u>% Enrolled in Remedial Courses</u>	24%	6%	57%	43%	24%	2%	40%	29%	3%	2%
<u>% Retained Last Year</u>	40%	8%	63%	37%	24%	1%	44%	26%	3%	1%
<u>% Suspended at Least 1 Day</u>	33%	2%	71%	29%	32%	1%	37%	23%	6%	1%
<u>% Absent 10%+ Days</u>	24%	5%	52%	48%	17%	2%	46%	29%	4%	2%
<u>% with an IEP</u>	100%	4%	65%	35%	18%	2%	47%	28%	4%	1%

<i>Performance Matters Data</i>	ESE	ELL	Male	Female	B	A	W	H	MR	U
Elementary - Enrollment	18%	5%	51%	49%	15%	2%	50%	26%	4%	2%
<u>% Achievement Level 3+ FSA ELA</u>	22%	5%	58%	65%	43%	71%	69%	55%	60%	53%
<u>% Achievement Level 3+ FSA Math</u>	29%	27%	65%	63%	43%	75%	73%	58%	53%	46%
<u>% Retained Last Year</u>	39%	11%	62%	38%	24%	1%	44%	26%	4%	2%
<u>% Students with and IEP</u>	100%	5%	65%	35%	16%	2%	49%	28%	4%	2%
<u>% Flagged as Gifted</u>	1%	0%	50%	50%	6%	4%	68%	15%	5%	2%
<u>% Suspended at Least 1 Day</u>	42%	2%	79%	21%	35%	2%	37%	19%	8%	1%
<u>% Absent 10%+ Days</u>	27%	6%	51%	49%	16%	2%	44%	29%	5%	2%



<i>Performance Matters Data</i>	ESE	ELL	Male	Female	B	A	W	H	MR	U
Middle School - Enrollment	17%	4%	51%	49%	17%	3%	46%	29%	4%	1%
<u>% Achievement Level 3+ FSA ELA</u>	17%	1%	46%	58%	37%	74%	59%	45%	52%	53%
<u>% Achievement Level 3+ FSA Math</u>	20%	13%	54%	56%	36%	75%	65%	48%	52%	41%
<u>% Enrollment in Advanced & Honors</u>	7%	2%	48%	52%	12%	3%	53%	26%	4%	0%
<u>% Enrollment in Remedial Classes</u>	37%	14%	61%	39%	23%	1%	35%	36%	3%	1%
<u>% Retained Last Year</u>	26%	2%	74%	26%	12%	0%	65%	21%	0%	0%
<u>% Students with and IEP</u>	100%	3%	63%	37%	22%	1%	43%	30%	3%	0%
<u>% Flagged as Gifted</u>	0%	0%	55%	45%	10%	5%	64%	19%	2%	0%
<u>% Suspended 1 or More Days</u>	32%	3%	72%	28%	31%	1%	35%	26%	3%	0%
<u>% Absent 10%+ Days</u>	25%	4%	54%	46%	14%	1%	48%	31%	5%	1%



<i>Performance Matters Data</i>	ESE	ELL	Male	Female	B	A	W	H	MR	U
High School - Enrollment	14%	3%	50%	50%	16%	3%	50%	26%	3%	1%
<u>% Achievement Level 3+ FSA ELA</u>	14%	1%	43%	55%	34%	64%	56%	43%	55%	30%
<u>% Achievement Level 3+ FSA Math</u>	18%	22%	40%	41%	24%	46%	52%	39%	35%	29%
Graduation Rate*	75%	85%	83%	90%	78%	95%	87%	89%	83%	0%
<u>% Enrollment in Honors, AP, and</u>	5%	2%	43%	57%	11%	4%	55%	25%	3%	1%
<u>% Dual Enrollment</u>	1%	0%	34%	66%	10%	8%	59%	20%	2%	0%
<u>% 3.0 GPA or higher</u>	9%	2%	41%	59%	12%	5%	55%	24%	3%	1%
<u>% Enrollment in Remedial Classes</u>	23%	7%	57%	43%	23%	2%	40%	29%	3%	2%
<u>% Students with an IEP</u>	100%	2%	64%	36%	20%	2%	42%	30%	4%	1%
<u>% Flagged as Gifted</u>	0%	0%	49%	51%	6%	4%	69%	16%	4%	1%
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Lake County Schools

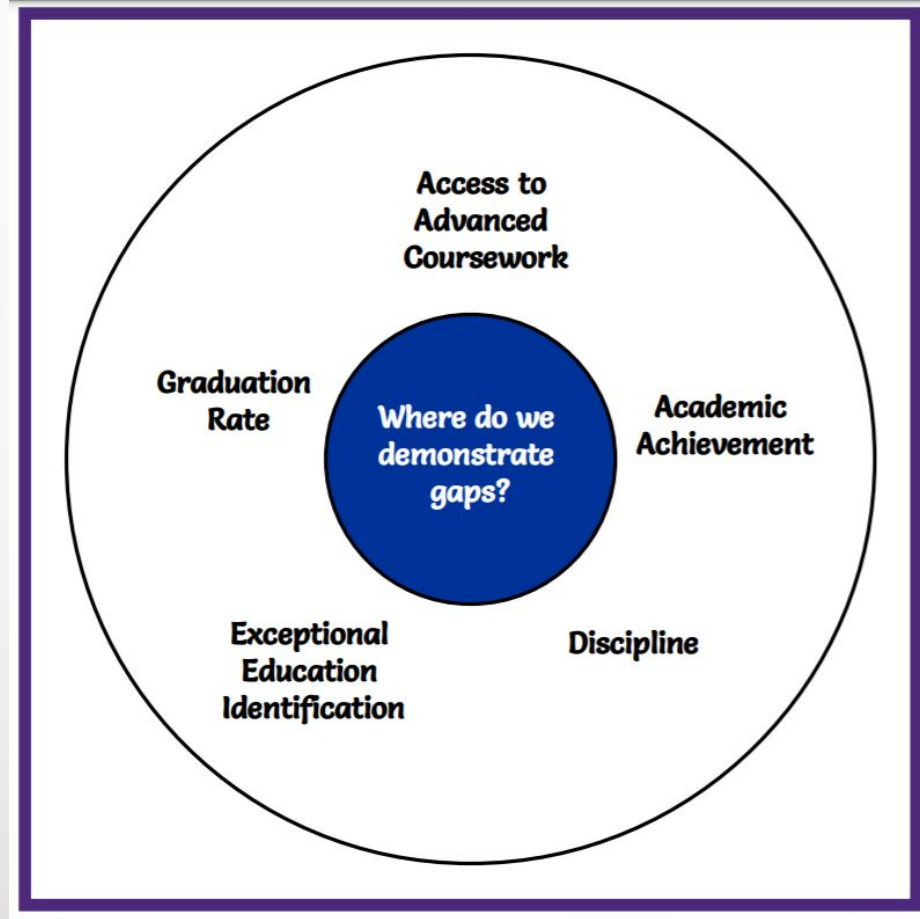
Vision: A dynamic, progressive, and collaborative learning community embracing change and diversity, where **every student** will graduate with the skills needed to succeed in post-secondary education and the workplace.

Mission: The mission of Lake County Schools is to provide **every student** with individual opportunities to excel.



The Achievement Gap

Achievement gap refers to the **observed and persistent disparity** on a number of educational measures between the performance of groups of students, especially groups defined by **gender, race/ethnicity, language, disability, and socioeconomic status**.

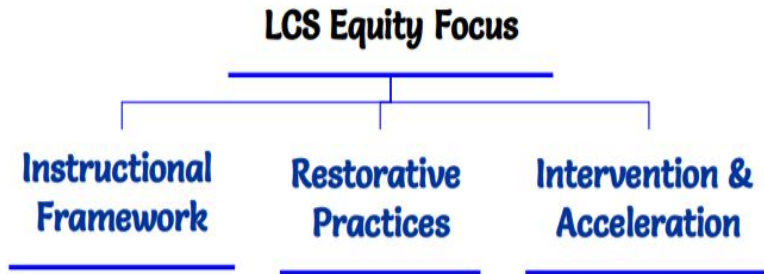


Lake County Schools Equity Commitment

- Lake County Schools is committed to **eliminating** disparities represented by gender, race/ethnicity, language, disability, or socioeconomic status, thereby ensuring that success in our district is **no longer predictable** by any of the above categories.



LCS Equity Focus



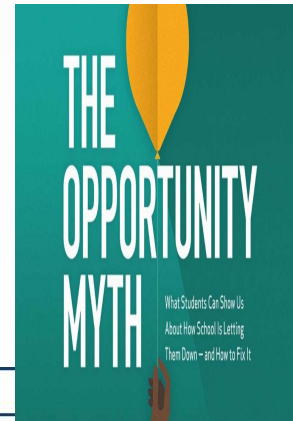
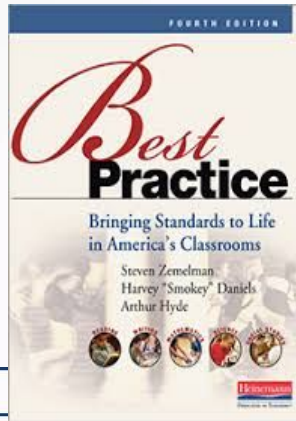
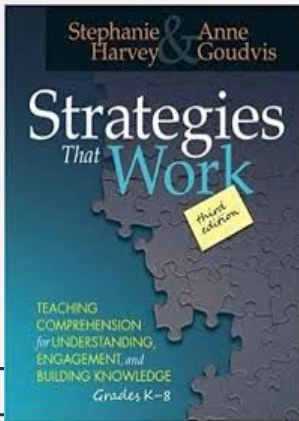
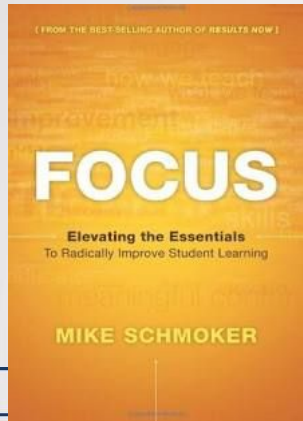
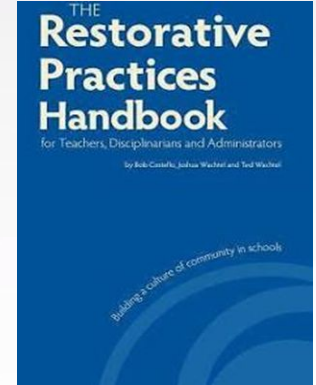
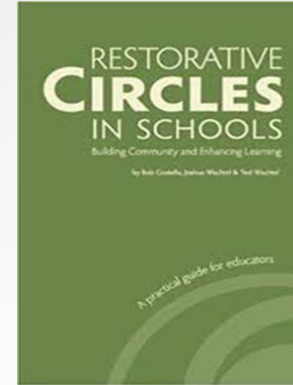
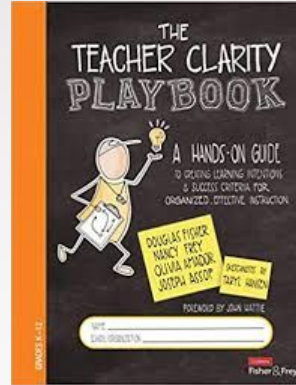
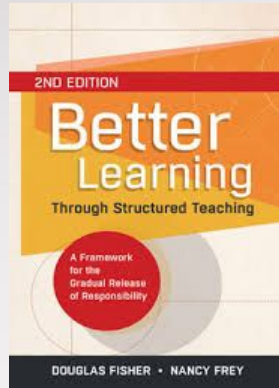
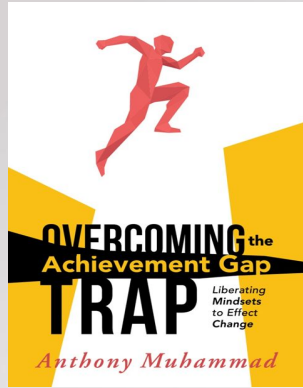
Culture of Learning

“*Structural change* that is not supported by *cultural change* will eventually be overwhelmed by the culture, for it is the culture that any organization finds meaning and stability.”

Schlechy, Shaking Up the Schoolhouse: How to Support and Sustain Educational Innovation (2001)



Which text(s) has(have) influenced your leadership most? Why?



Work
we've
done!



Instructional Framework

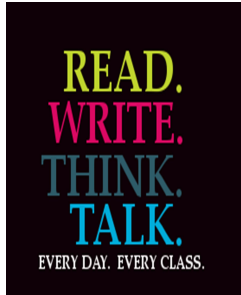
Scale of 1-5: To what extent has the work we've done produced Structural Change? Cultural Change?

LCS Equity Focus

Instructional Framework

Restorative Practices

Intervention & Acceleration

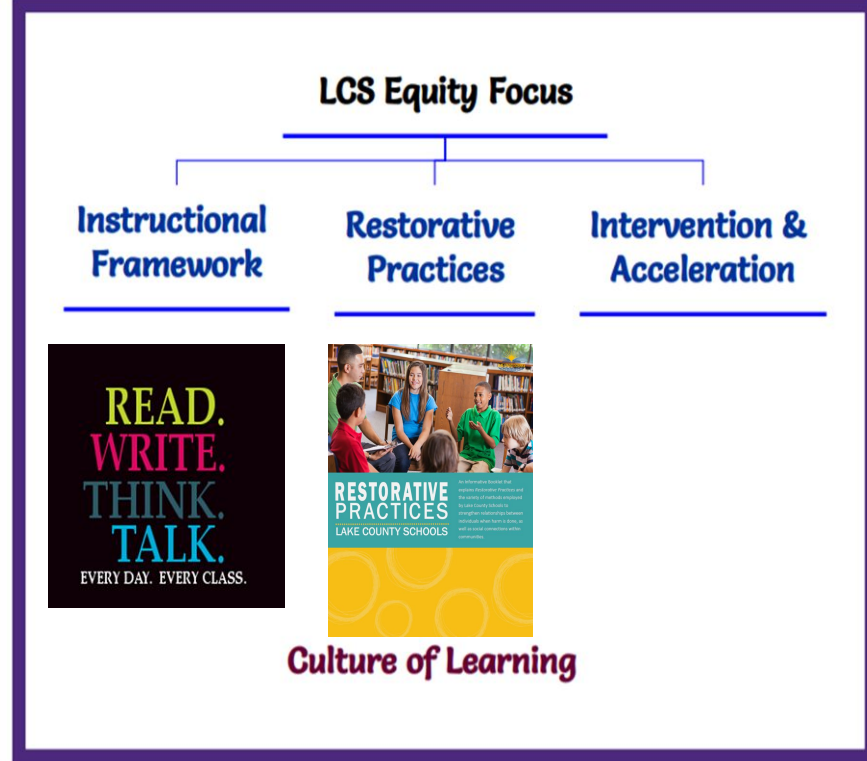
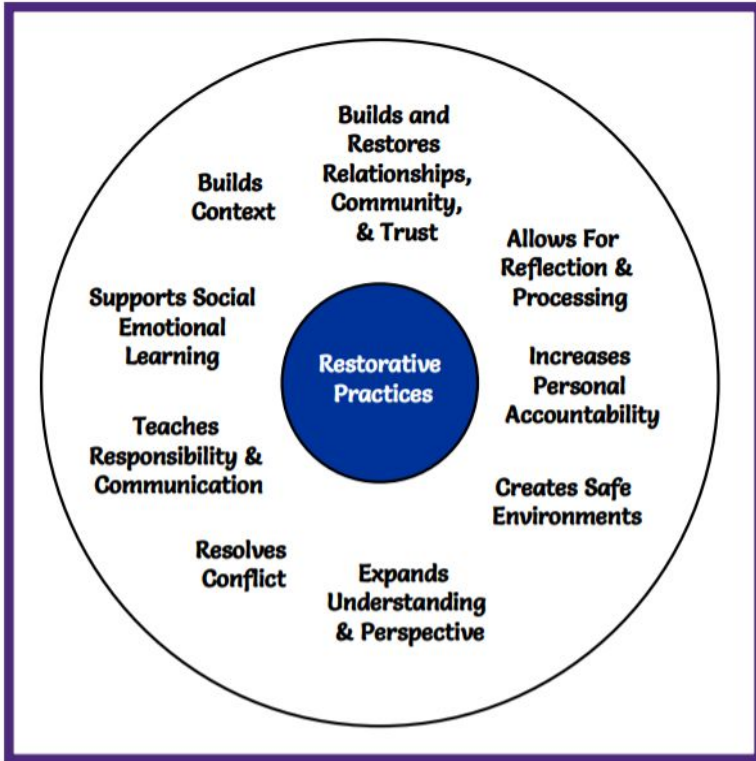


Culture of Learning

Modeling Thinking	Guided Instruction
Using "I statements" to explain thinking while demonstrating the task or strategy. Teacher may alert learners about errors to avoid, or show them how to apply new thinking.	Teacher questions, prompts, cues students, facilitates. Only if those don't work, go to direct explanation.
Purpose Is aligned to the standard, focuses on student learning rather than a task, activity or assignment and must be interesting and relevant. Students can state: <ul style="list-style-type: none">• what they are learning,• why they are learning it,• how they will know they have learned it.	
Students consolidate their understanding of the content and explore opportunities to problem solve, discuss, and negotiate thinking through productive tasks with their peers. Collaborative Learning	Addresses the most important goal of good instruction- provide students with practice in applying skills and information in new ways independently. Independent Learning

Restorative Practices

Scale of 1-5: To what extent has the work we've done produced Structural Change? Cultural Change?



Intervention & Acceleration

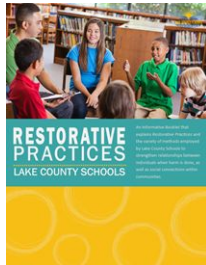
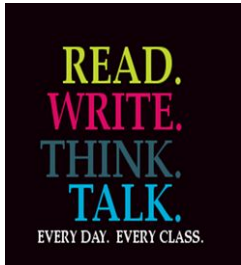
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LCS Equity Focus

Instructional Framework

Restorative Practices

Intervention & Acceleration



$$\begin{array}{r} \text{QI (V)} \\ + \text{T (V)} \\ \hline \text{L (C)} \end{array}$$

Culture of Learning

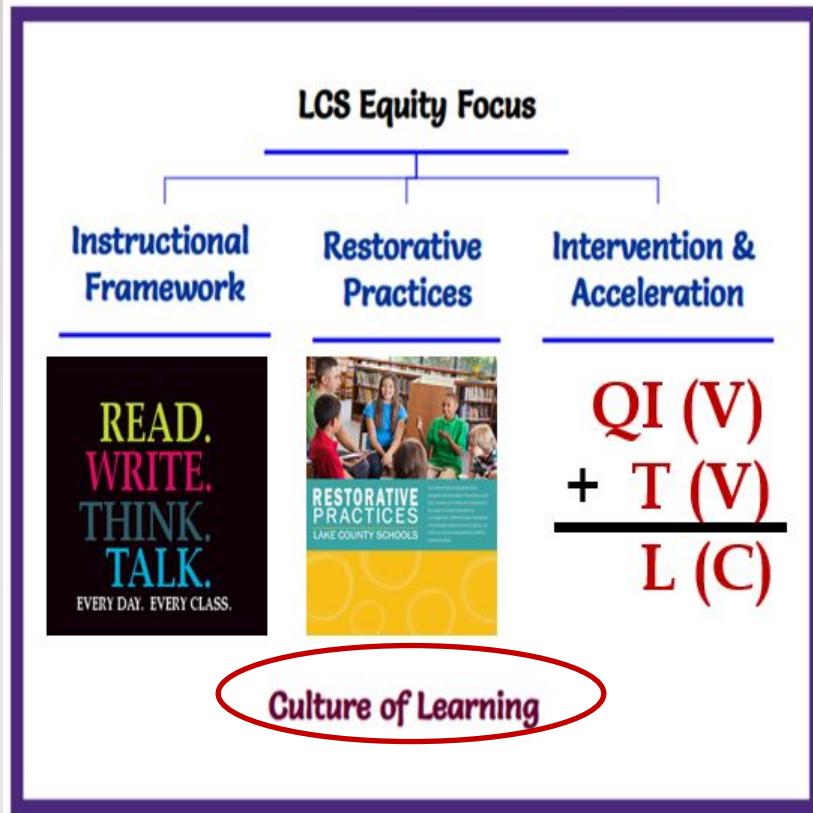
QI (V)
Quality Instruction
that is **Varied** for
the needs of the
learner

T (V)
Varied amount of
Time to support the
learner's need

L (C)
Constant
Learning
Occurs

$$\text{QI (V) + T (V) = L (C)}$$

A Culture of Learning

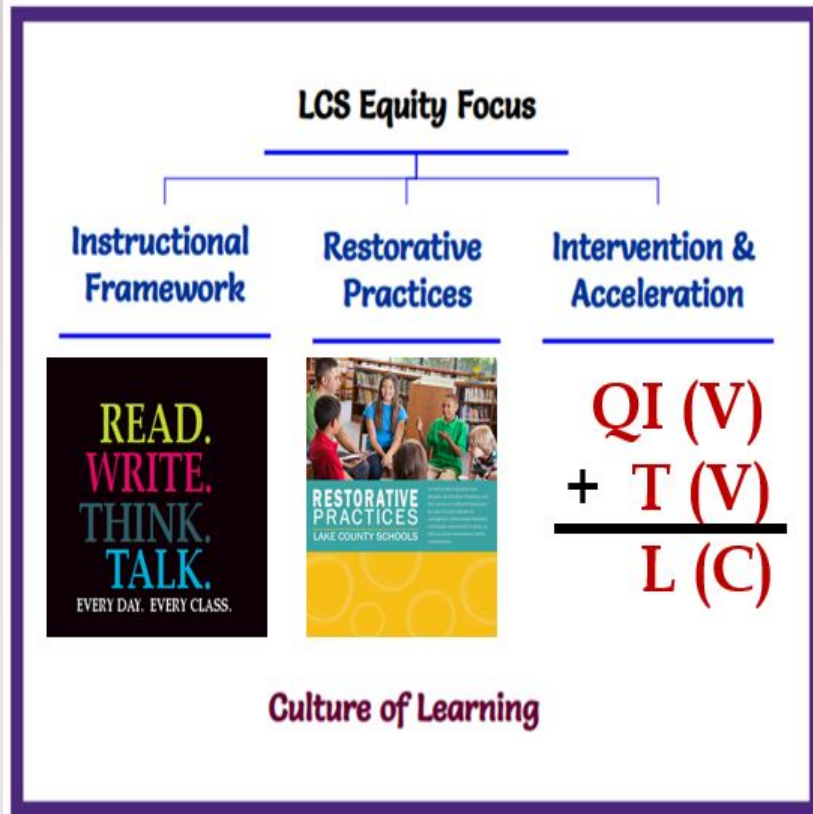


“*Structural change* that is not supported by *cultural change* will eventually be overwhelmed by the culture, for it is the culture that any organization finds meaning and stability.”

Schlehty, *Shaking Up the Schoolhouse: How to Support and Sustain Educational Innovation* (2001)



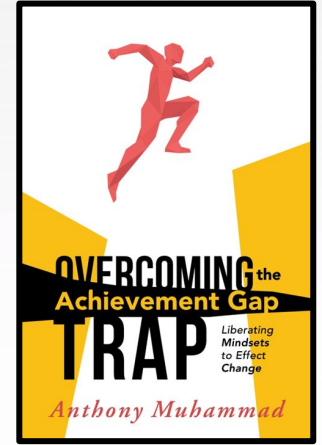
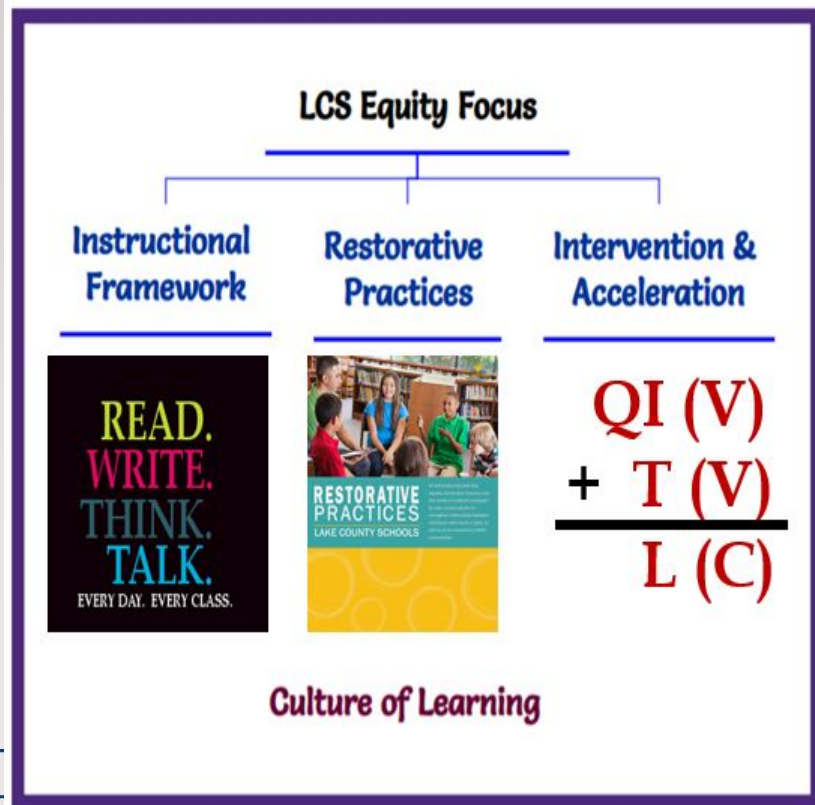
Deepening Our Learning



- Collaborative Team Meetings
 - Principal
 - Regional
 - District
 - Faculty
 - Common Planning Teams
 - Data Chats



Deepening Our Learning

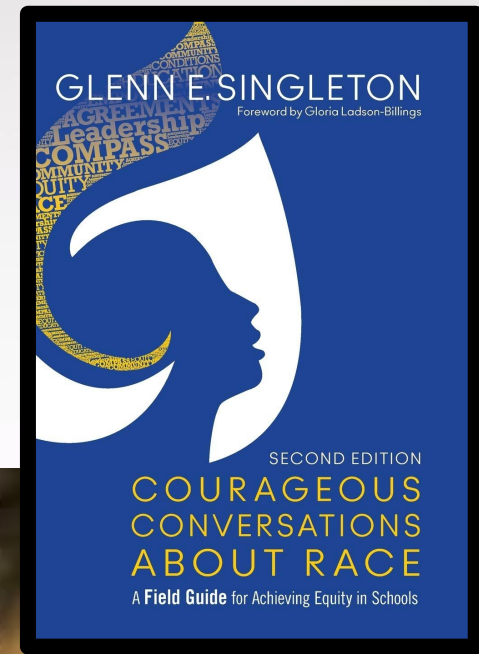


- Equity Teams
- Equity Dialogues
- Book Studies
- Professional Learning Opportunities



District Book Study

- During last year several district staff participated in a book study using Glenn Singleton's, *Courageous Conversations About Race*.
 - The text introduced a tool that assisted with honest and courageous conversations.
 - We will introduce and utilize that tool today in our learning.
-
-



Courageous Conversations Compass

<http://link.brightcove.com/services/player/bcpid2109637168001?bckey=AO~~,AAAAPmbRRLk~,C5G7jhYNtifLHMZ3Mk1et94EXmm8Be9z&bctid=3814599227001>

The Compass is a navigation tool that will guide us through our conversations.

1. **Emotionally:** responding through feelings; physical
2. **Intellectually:** responding through disconnect; searching for more information or data; often verbal
3. **Morally:** responding through a deep seated belief; rightness or wrongness; often in the “gut”
4. **Relationally:** Responding through a connection of acting; behaviors and actions



Courageous Conversations Compass

Shadow Elements

1. **Emotionally: Fear** of jeopardizing my standing
2. **Intellectually: Ignorance** or lack of understanding
3. **Morally: Disbelief** or refusal to believe
4. **Relationally: Fatigue** or overwhelmed and burnt out from trying





Let's Practice

For the purpose of understanding and personalizing the compass, where do you locate yourself on the following topics.

- Today's Learning Walk
- VAM
- Wearing Masks

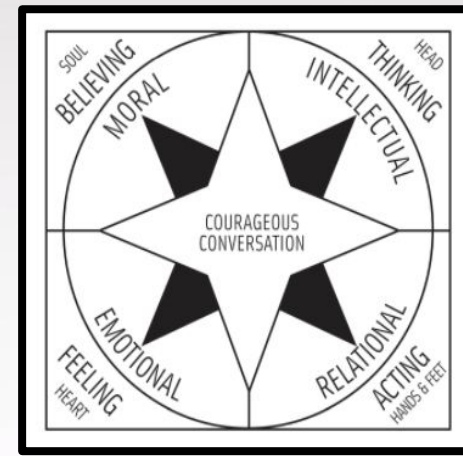
As you ponder the topic and connect to your own experiences, do you travel on the compass?



Text: Melissa Krull

https://docs.google.com/document/d/1elqadzCK2q0cbGVsJG_90KYGFFIZ_fsmmAN7GAEcec/edit?usp=sharing

- As you read, use the compass to process the text.
- Highlight any portions that resonate with you and code them according to where you locate yourself on the compass. *eg: Did it resonate with me because of a moral, emotional, intellectual, or relational connection to my own experiences?*



Four Agreements of Courageous Conversations

Educators must agree to

1. stay engaged.
2. speak your truth.
3. experience discomfort.
4. expect and accept non-closure.

Educators typically have not examined and discussed race in their schools because they fear they don't know how to go about this process correctly. However not knowing how to talk about race is not as devastating as the problem of failing to seek ways to close the gaps.

-Glenn Singleton




Processing

Utilizing your compass as a tool,

1. Discuss with your partner/table one thing that resonated with you from the text and where you located yourself on the compass and why.
2. Repeat and alternate sharing until time is called.

*I highlighted and placed myself at the _____
location of the compass because*



A top-down view of a desk with a cup of coffee, crumpled paper, a smartphone, a spiral notebook with "Brain Break" written on it, and several markers.

Brain
Break

Circle Guidelines

- **RESPECT** the talking piece: Everyone listens, everyone has a turn. (Facilitator will assist in monitoring. We will not use a Talking Piece due to health and safety)
- **SPEAK from the heart:** Your truth, your perspectives, your experiences.
- **LISTEN** from the heart: Let go of stories that make it hard to hear each other.
- **TRUST that you will know what to say:** No need to rehearse.
- **SAY** just enough: Without feeling rushed, be concise and considerate of the time of others



Responsive Circle

On a scale of **1-5, 5 being the best**,
how do you rate the following?

1. Your understanding of educational equity.
 - Why did you assign that rating?
2. Your confidence engaging in conversations around equity with your leadership team?
With your staff?
 - Why did you assign that rating?
3. Your equity team work since summer leadership.
 - Why did you assign that rating?



Responsive Circle

Using **Almost Never, Sometimes, & Almost Always**, respond to the following as it relates to your school, region, or department?



1. How often do you think about what students of different races, ethnicities, and cultures experience?
2. How often do students of different races, ethnicities, and cultures interact?
3. How often do students discuss issues related to race, ethnicity, or culture?
4. How much do you feel like you belong?
5. Is there anything else that needs to be considered or discussed to move our collective work forward?

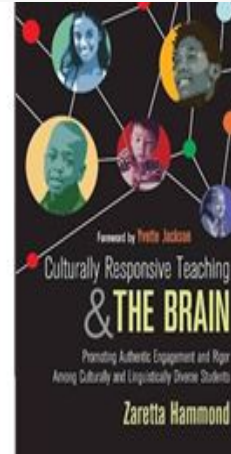
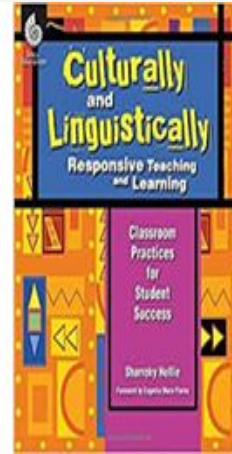
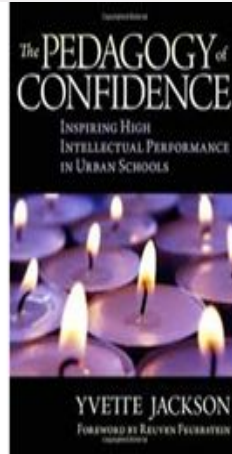
Final Reflection & Debrief

- Share something that was learned or affirmed from our learning today.
- How did the following support the ability to lead and deepen our dialogue today?
 - Use of the text?
 - Use of the compass?
 - Use of the circle?



Virtual Book Studies

Coming Soon....



And Many More!





Thank you for
your time today!