

Improving School Success

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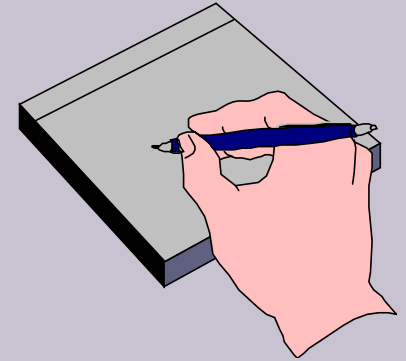
DR. PHILIP HALLINGER

What Do You Think?

2

Rank Order the following improvement interventions in terms of what you believe to be their impact on student learning.

- ___ Parent Involvement
- ___ Clear School Goals
- ___ Computer-assisted Instruction
- ___ Teacher Evaluation
- ___ Homework



The thread that runs so true.

3



I am firm in my belief that a teacher lives on and on through his students. I will live if my teaching is inspirational, good, and stands firm for good values. Tell me how can good teaching ever die? Good teaching is forever, and the teacher is immortal.

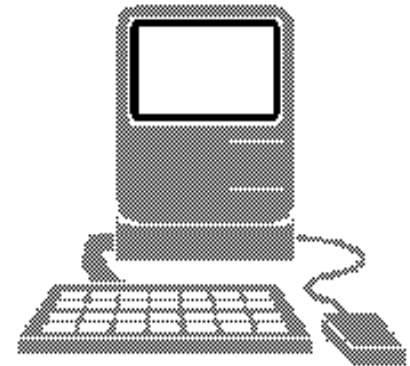
-- Jesse Stuart, 1937

Stuart, J. (1949). *The thread that runs so true*. New York: Scribner.

Proposed Agenda

4

- Introduction
- ISS Simulation: Session #1
- Break
- Debriefing and Coaching
- ISS Simulation: Session #2
- Lunch
- Making Change Simulation
- Break
- Conclusion



Genesis of the ISS Simulation

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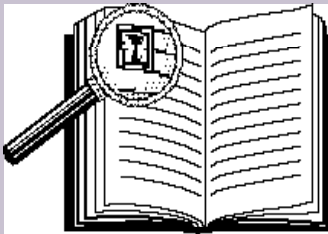
- Vanderbilt faculty's synthesis of research on learning:
 - School effects,
 - Classroom teaching effects,
 - home learning effects.
- How to convey findings to practitioners?
- Developed ISS as a problem-based simulation.

Peabody
At Vanderbilt

Workshop Goals

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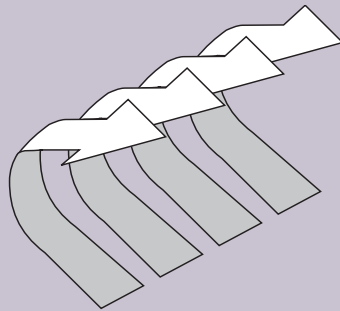
1. Explore research on improving student learning.



2. Develop and assess strategies for change.



3. Learn system thinking.



4. Evaluate uses of research.



Background

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- The problem: underachievement in all grades of the school.
- Your role: newly hired principal
- Available resources:
 - Time* – 2,000 hours of staff time and energy
 - Money* – \$20,000 budget appropriation
 - Knowledge base* – 42 educational interventions
- Goal: To improve teaching and student learning.

Approaches to School Improvement

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- Improving the Curriculum
- Ensuring the Competence of Teachers & Staff
- Creating Conditions for Effective Teaching
- Assessing Student Performance
- Motivating Teacher Performance
- Changing the School-wide Learning Environment
- Attending to Goals of the School and Classrooms
- Developing Instructional Strategies
- Seeking Parental Involvement and Assistance
- Linking to the School's Environment

Developing Your Strategy

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- You will implement a variety of interventions
- Simulation describes the costs and benefits of each
 - Cost in time and money
 - Effects on achievement from .00 GE to .20+ GE
- Achievement begins at 4.5 and will go up as you implement interventions
- You'll implement between 5 and 25 interventions

Dr. Phi



Create Synergy: Think Systemically

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Certain combinations of interventions may create **synergy**. Synergy can be positive or negative.

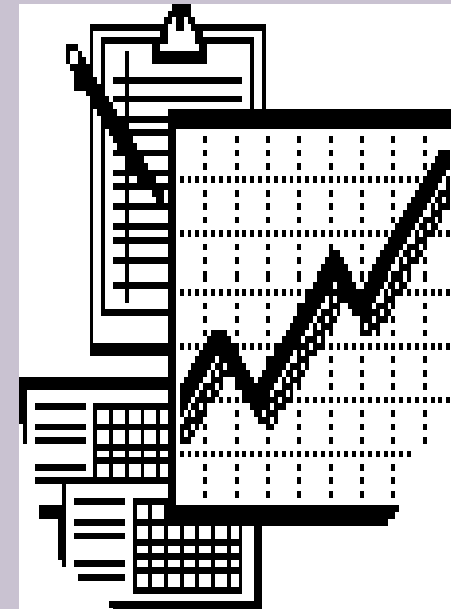
- Positive synergy can reduce the time needed to get things done or the cost. It can also boost the impact.
- Negative synergy can increase costs and reduce impact.
- To create synergy, you must think systemically.



School Improvement Strategy

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- EXPLORE alternative approaches.
- REVIEW costs and benefits of alternatives.
- DEVELOP a strategy for your sequence of choices.
- IMPLEMENT your strategy and see results.



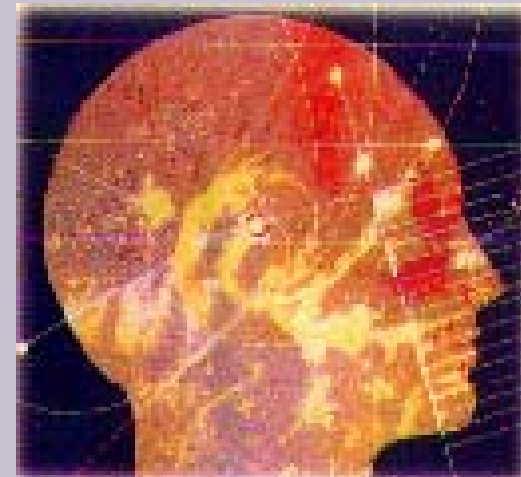
Good Luck!

Goals of the First Session:

Think Strategically!

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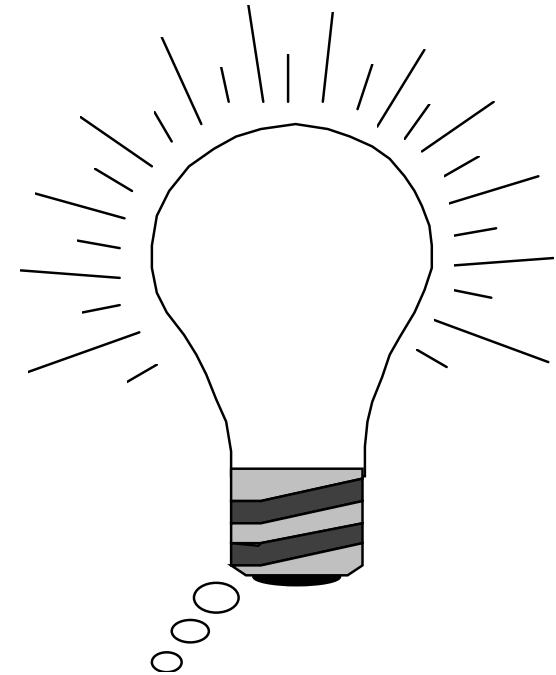
- Get a feel for how the simulation works.
- Work cooperatively to solve the problem.
- Achieve at least 1 full year of growth in learning.
- Think strategically about change as it evolves .



Reminders!

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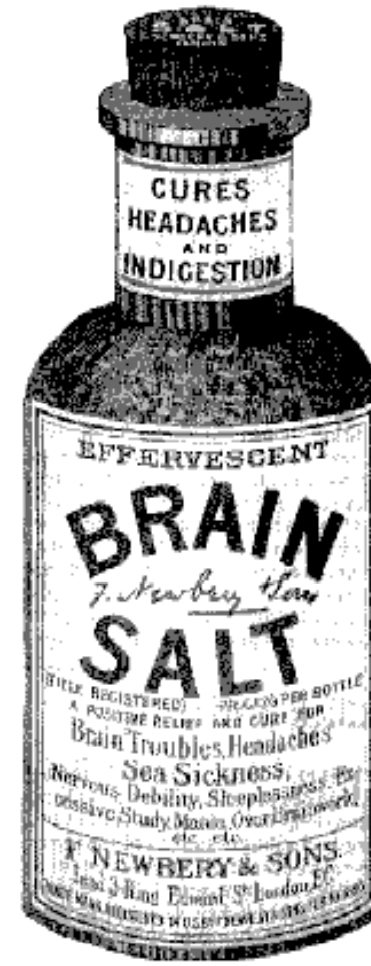
- Read the descriptions.
- Scroll down to read the feedback as well.
- Try to create synergy; read why you got the synergy.
- Evolve your strategy in response to what happens in the school.



Breaktime!

14

“Excuse me Prof. H., may I be excused? My brain is full.”



PART II: COACHING SESSION

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Results of Your School Improvement Efforts

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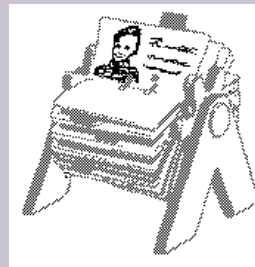
1. How did you do in terms of improving student outcomes?
2. Which interventions seemed most successful? Least successful?
3. What was your strategy (*sequence*) for implementing change?
4. Were there any surprises?



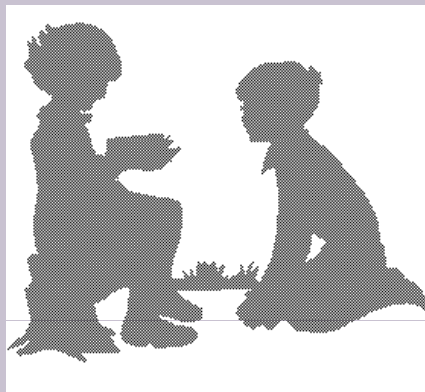
Successful School Improvement Interventions

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Classroom Management that maximizes academic learning



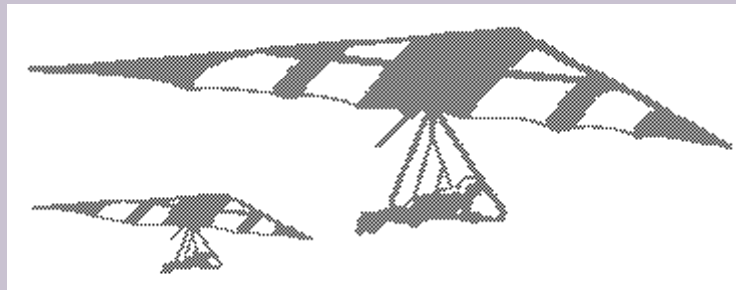
School Climate that stresses student self-discipline and learning



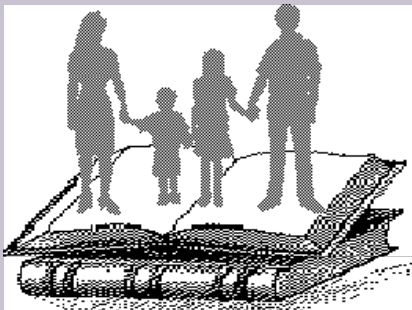
Successful Interventions *(continued)*

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High expectations for teachers
and students



Parental involvement
in child's education



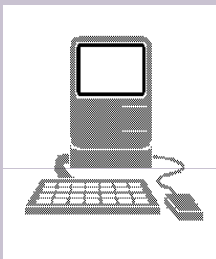
Successful Approaches *(continued)*

19

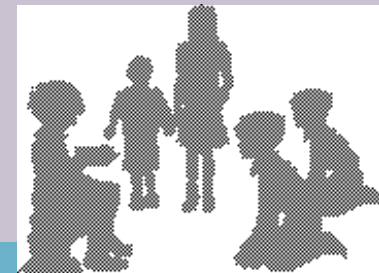
Student performance information is obtained and used by teachers



Use technology to facilitate instruction

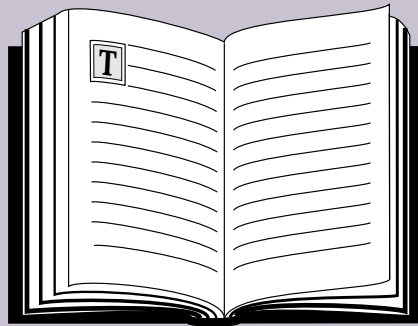


Instructional strategies that maximize the benefits of students diversity

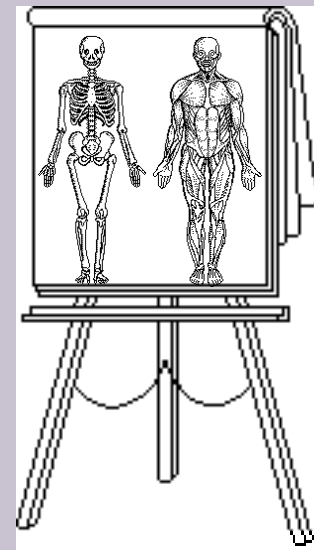


Achieving Change in Social Systems

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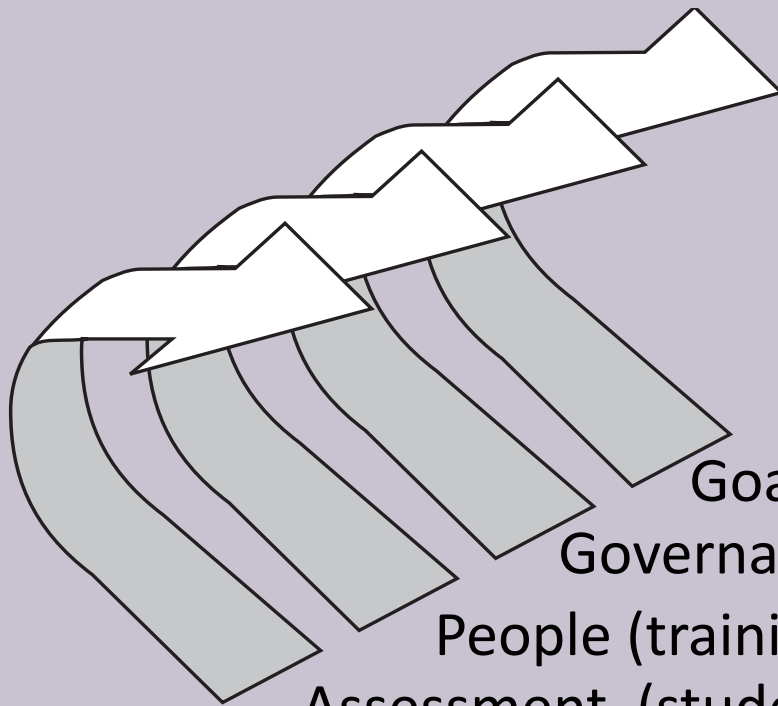


Focus on Curriculum
and Instruction



Achieving Change in Social Systems

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Change System Parts
Simultaneously

Goals (vision, school, curriculum)
Governance (participation, councils, union)
People (training, collegial relations, motivation)
Assessment (student, teacher, school)

Planning and/or Acting?

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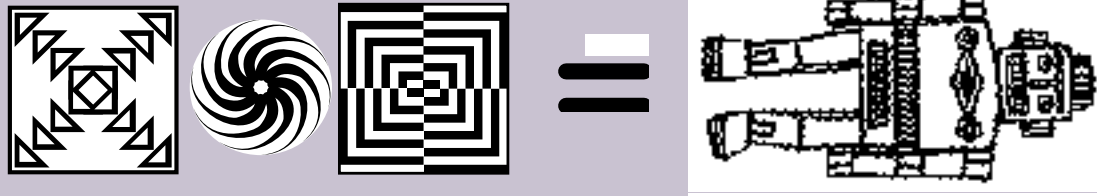
The commitment of teachers and administrators can be engaged as fully (and much more rapidly) by involvement in actual implementation activities as by extended participatory planning and make-ready activities.

Crandall & Loucks



23

Don't try to implement too many technical changes at one time.



Treat staff time and energy as scarce resources.



Goals of the Second Session

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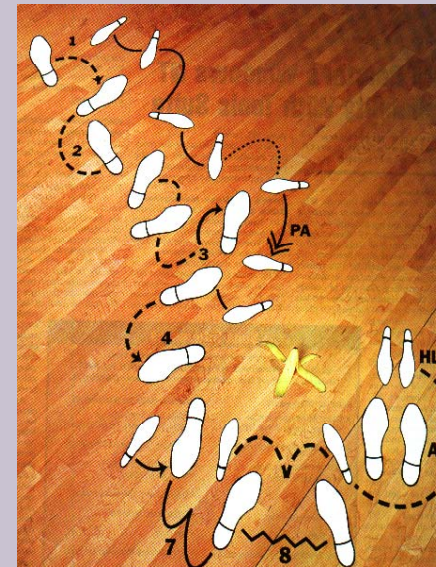
- Achieve at least one year of growth in learning.
- Surpass your score from the first session.
- Think strategically about implementation of your improvement effort.
- Develop synergy among your interventions.



Results of Your School Improvement Efforts

25

1. How did you do in terms of improving student outcomes?
2. Which interventions seemed most successful? Least successful?
3. What was your strategy (*sequence*) for implementing change?
4. Were there any surprises?



Break!

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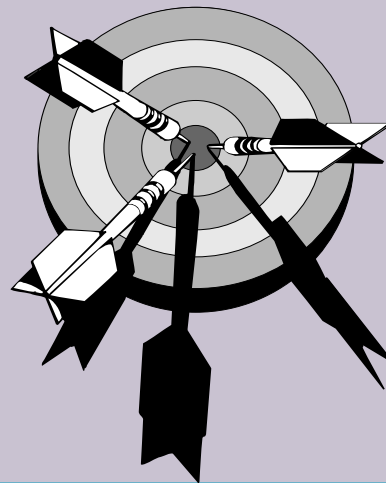
“ Excuse me Prof. but I
need to check back
with my school.”



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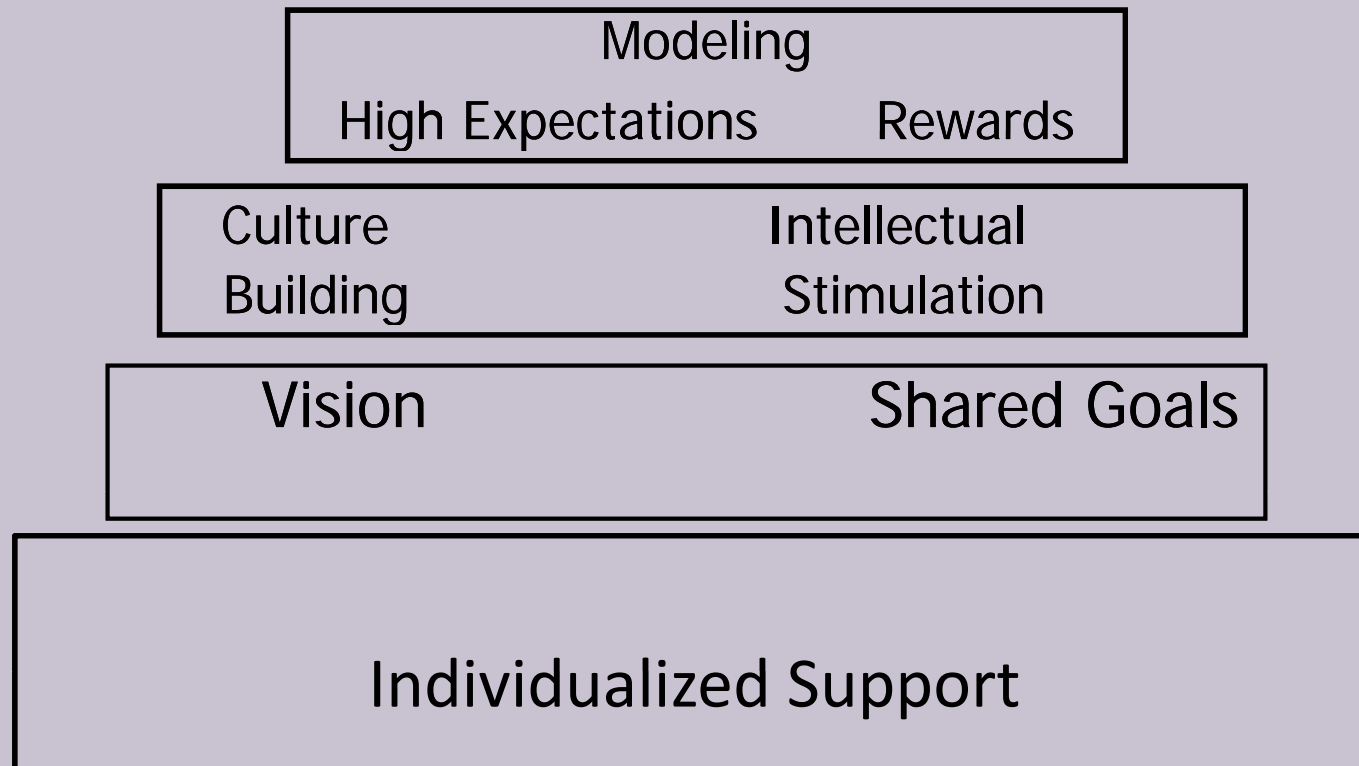
PART III

Applying Research and Experience to School Improvement



Leading Smart Schools

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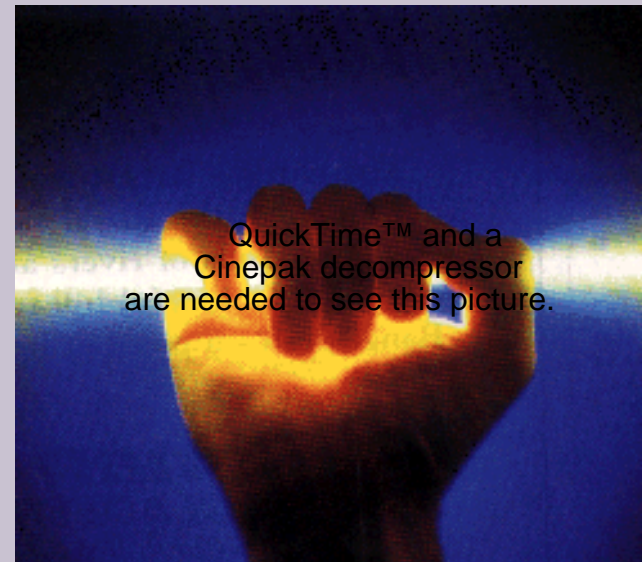


Ken Leithwood, 1996

Leaders of Learning Organizations

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- Designers of the learning process
- Stewards of the shared vision
- Teachers of systems thinking



Senge, P. (1990). *The fifth discipline*. New York Doubleday.

Schools are Communities of Learners

30

- Schools are communities of learners.
- The capacity of schools to change depends upon their ability to learn.
- Teachers are adult learners.
- Principals are “head learners.”

DILBERT SUCCESS STRATEGIES

YOU SHOULD, LIKE, WORK HARDER... OTHERWISE YOU MIGHT GET FIRED. ANY QUESTIONS?

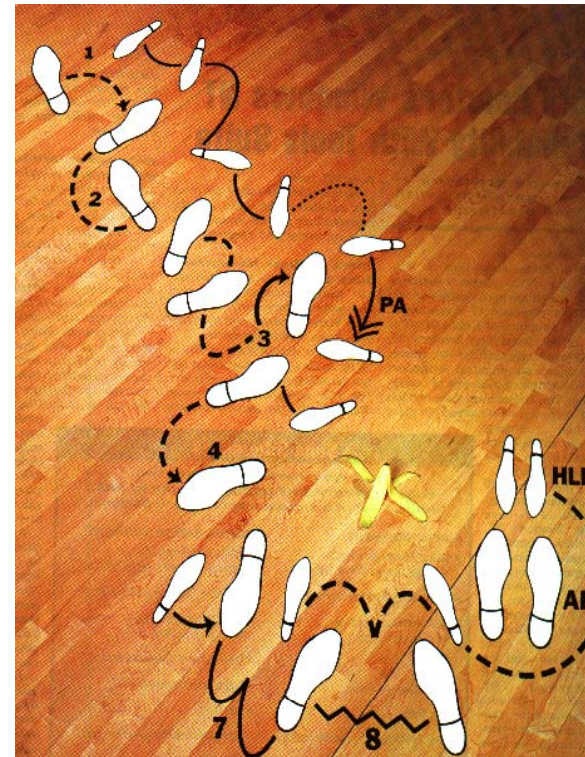


Effective Schools and School Improvement

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“As Ronald Edmonds often said, we know far more about the features that characterize an effective school than we know about how a school becomes effective in the first place. Why then do we try to force schools we don’t like to resemble schools that we do like by employing means that have little to do with the evolution of the schools we like.”

Roland Barth, 1990



Barth, R. (1990). *Improving schools from within*. San Francisco: Jossey Bass.

Increase the System's Collective I.Q.

32

Information technologies may be able to serve as the connective tissue between people and information. The result would be an increase in the organization's collective I.Q., which would in turn supercharge a group's ability to improve itself over time.

Douglas Engelbart

<http://www.bootstrap.org>



Engelbart, D. (1995). Toward augmenting the human intellect and boosting our collective IQ, *Communications of the ACM*, 38 (8), 30-33.

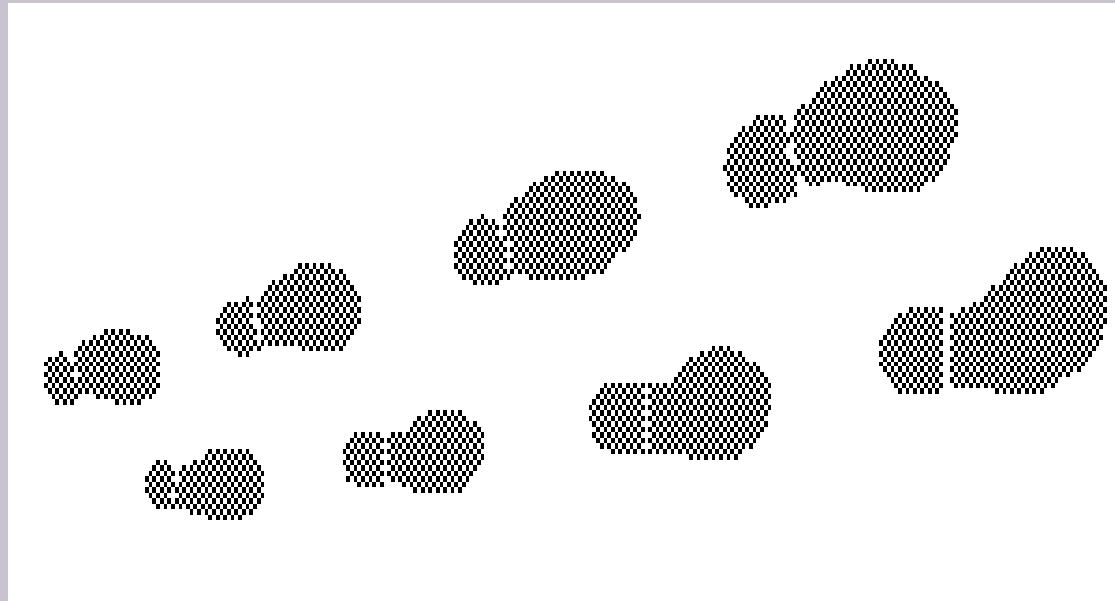
School Improvement Strategies

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1. Start small, think big; Use bi-focal vision.
2. Focus staff attention on student learning.
3. Involve people in defining the nature of change.
4. Use pressure and support to foster improvement.
5. Ensure teachers gain expertise to implement change.
6. Develop structures that enable collaboration on instructional change.

1. Start Small. Think big.

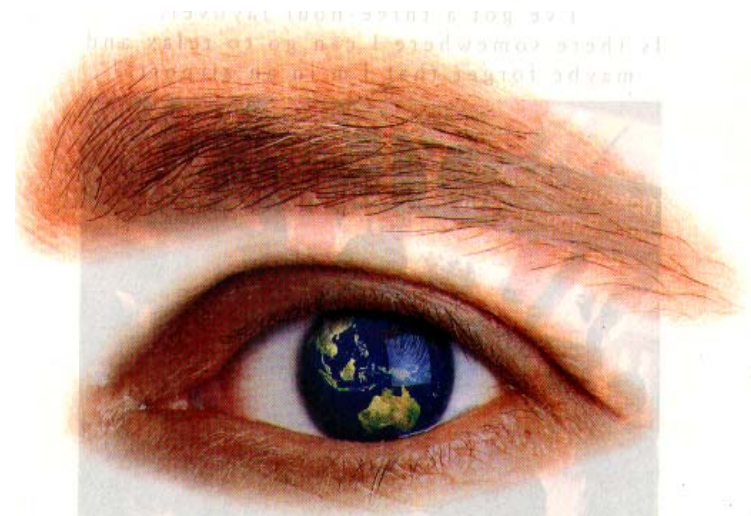
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1a. Use bi focal vision.

35

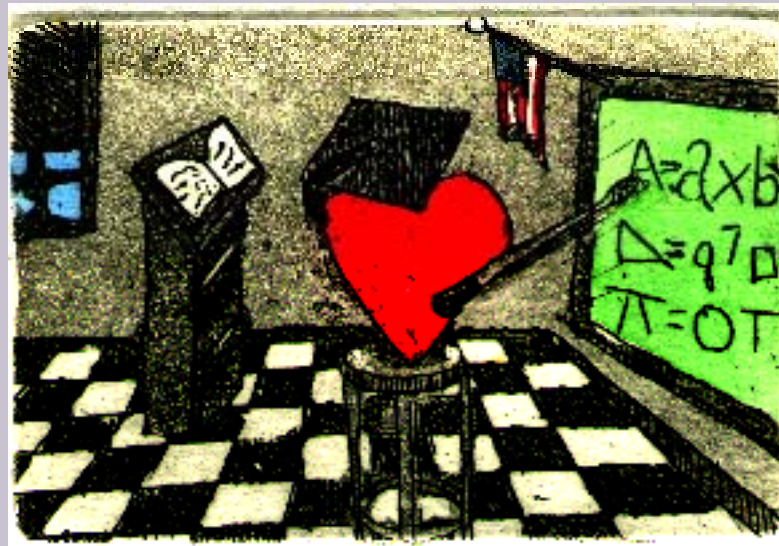
- Look to the future.
- Track global trends
- Assess needs:
 - Students
 - Community
 - Staff
- Look in the schoolhouse.
- Connect with traditions.



I always skate to where the puck is going, not to where it is.
Wayne Gretzky, 1985

2. Focus staff attention on student learning.

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Learn by heart.

Goals and Accountability

37

“The good news is, what gets measured gets done. The bad news is what gets measured gets done.”

Larry Lezotte

GREAT IDEA (NOT)!

SO... YOU DONT CARE HOW BAD OUR
INTERNAL PROCESSES ARE, AS LONG
AS THEY'RE WELL-DOCUMENTED
AND USED CONSISTENTLY?

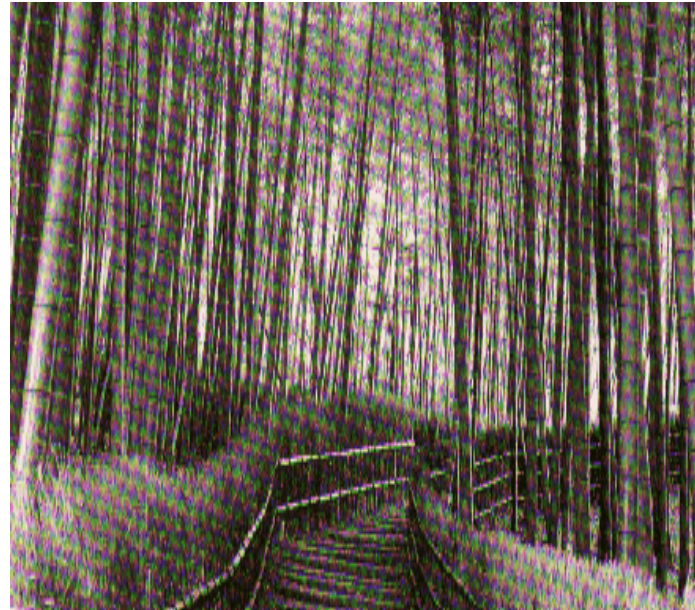


3737

Creating Shared Mission

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- Reflect. What do you stand for?
- Listen. Shared visions need input.
- Decide.
What to do and not to do.
- Act! Plant seeds. Avoid *plan-nying*.
- Persist! Shared values grow slowly.



3. Involve people in defining the nature of changes.

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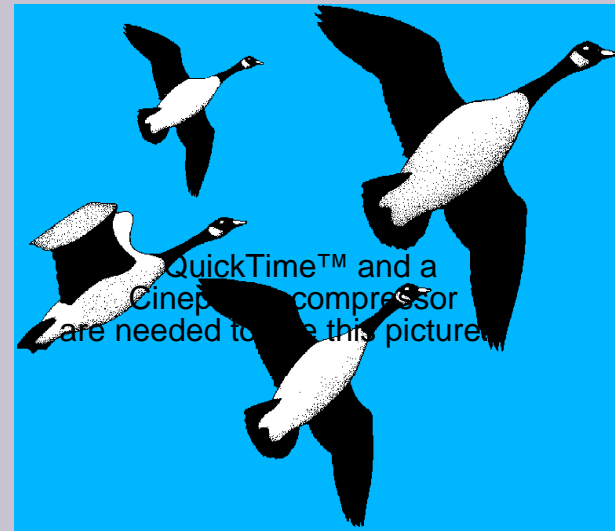


Empower a community of learners and they will become leaders.

40

One day, lying alone on the lawn on my back. . . , I saw above me a flock of geese. The head goose, the leader of the "V," suddenly swerved out, leaving a vacancy that promptly was filled by the bird behind. The leader then flew alongside, the formation growing wide, and took his place at the back of the line--and they never missed a beat!

Stomberg in Barth 1990



Barth, R. (1990). *Improving schools from within*. San Francisco: Jossey Bass.

4. Change in professional practice requires both support and pressure.

41

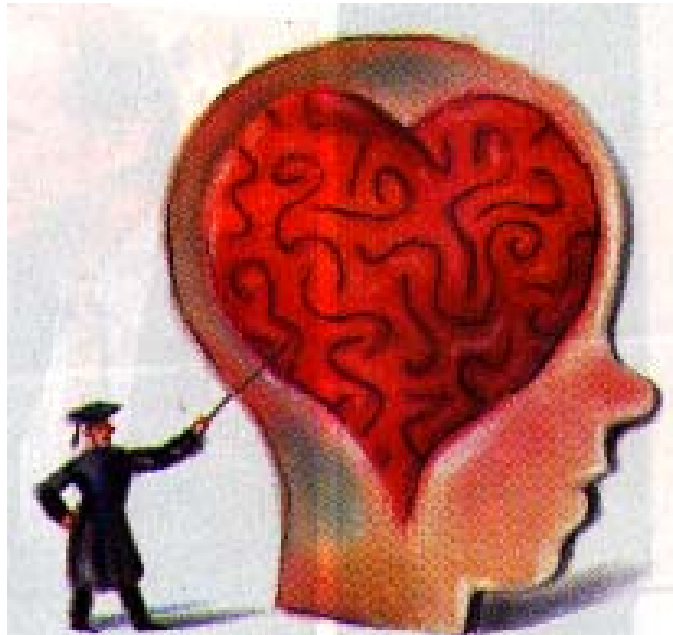
“High performing organizations rely on extracting extraordinary performance from ordinary people. They see no conflict between being hard and soft on their people at the same time. Hard, in the sense of pushing them to achievements they had not imagined possible. Soft, in the sense of supporting people with encouragement, praise recognition, and the resources they need to grow in the job.”

Goldsmith & Clutterback,, 1997
The Winning Streak Mark II



5. Ensure teachers gain expertise to implementing instructional changes.

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6. Develop structures that enable collaboration on instructional change.

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Knowledge only works in a network.

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Collaboration: def. An unnatural act engaged in by two or more consenting adults.

- How do we stay connected?
- How do we share knowledge?
- What do we give to each other?

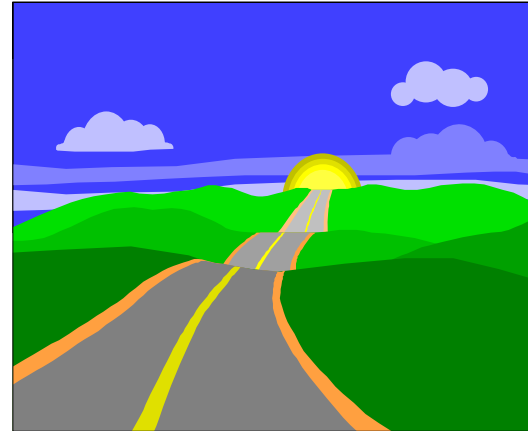


You can't lead where you won't go.

45

"Being the principal learner is the most important thing I can be in my school."

Nathan Levy, Principal



Barth, R. (1997). *The principal learner: A work in progress*. The International Network of Principals' Centers, Harvard Graduate School of Education, Cambridge, MA.

Accept that change is *not*
entirely under your control.

46

Predicting the
future is easy. It's
trying to figure out
what's going on
now that's hard.

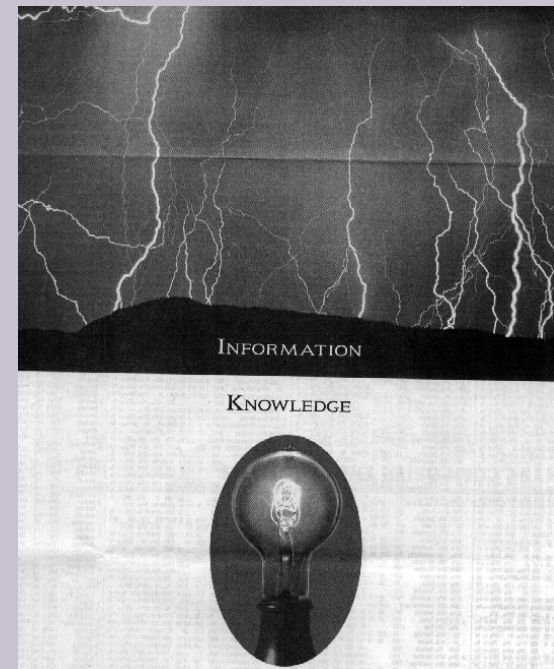
Fritz Dressler



Applying Research to Practice

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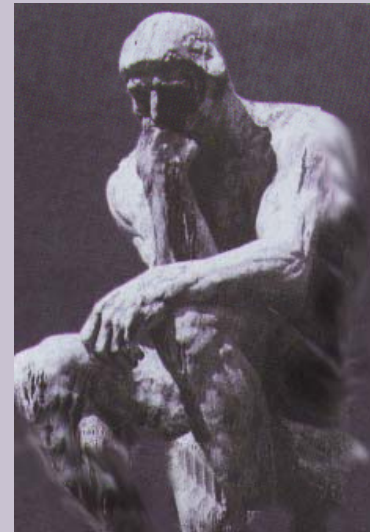
- Are the findings sensible in light of my experience?
- How do the findings relate to my school setting?
- Are the findings supported by related fields of study?
- Is the intervention *cost-effective*?
- What are the costs to children if the effort fails?



Caveat Emptor!

48

- Actions have unintended consequences.
- Quality/equity tradeoffs in achievement gains.
- School context affects the choice of strategy.
- Goal is moving beyond basics to reasoning skills.
- Achievement is a limited measure of learning.



Implications for School Improvement

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1. Teachers can influence student achievement.
2. Effectiveness depends on active support of the principal.
3. School improvement strategies must alter the conditions for teaching.
4. No one strategy is appropriate for all schools.



You have to beat the path by walking it.

50

“There is no ready answer to the “how” question. Singular recipes. . . oversimplify what it will take to bring about change in your own situation. Even when you know what research and published advice tell you, no one can prescribe exactly how to apply [it] to your particular school and all the unique problems, opportunities and peculiarities it contains.”

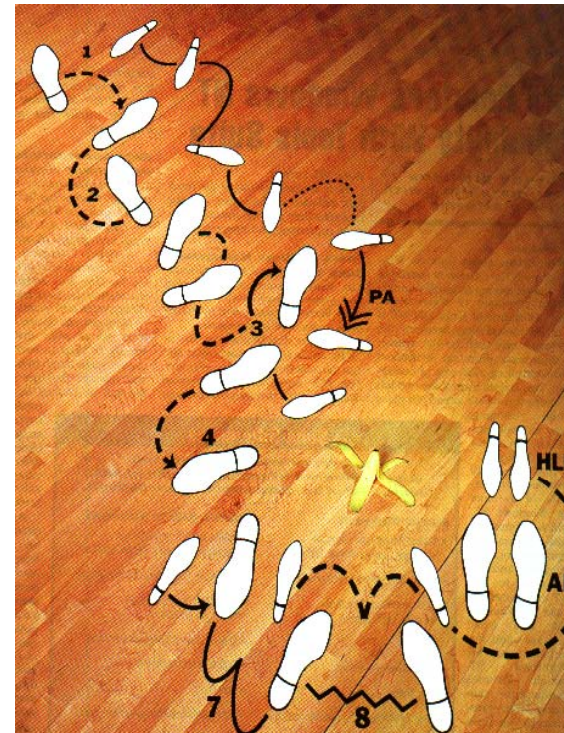
Fullan & Hargreaves, 1998



To do at school: Strategies

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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.



Learn by heart.

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Dr. Philip Hallinger
hallinger@gmail.com