

OLAC Update: Leadership, Staff Morale, and Student Discipline January 14, 2022

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Overview

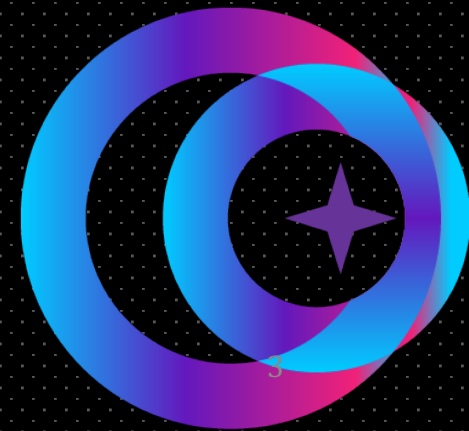
- **Review of December 2021 OLAC Meeting**
- **Why Psychological Safety Matters**
- **New 2022 Data on Reducing Failures**
- **New 2022 Article on Engagement**
- **Discipline and Achievement: Chicken and Egg?**
- **Your Ohio Success Stories**

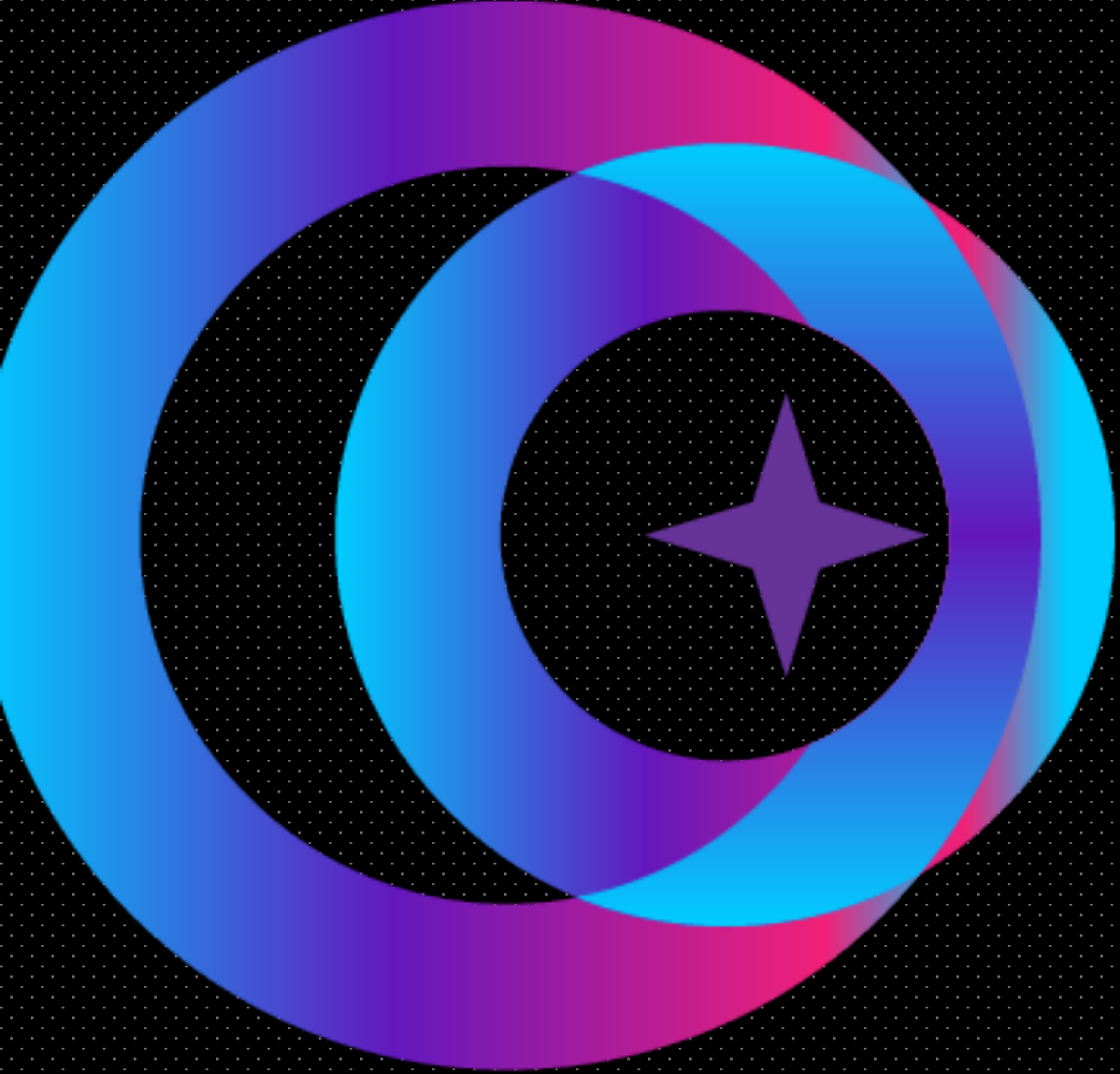


Learning Protocols

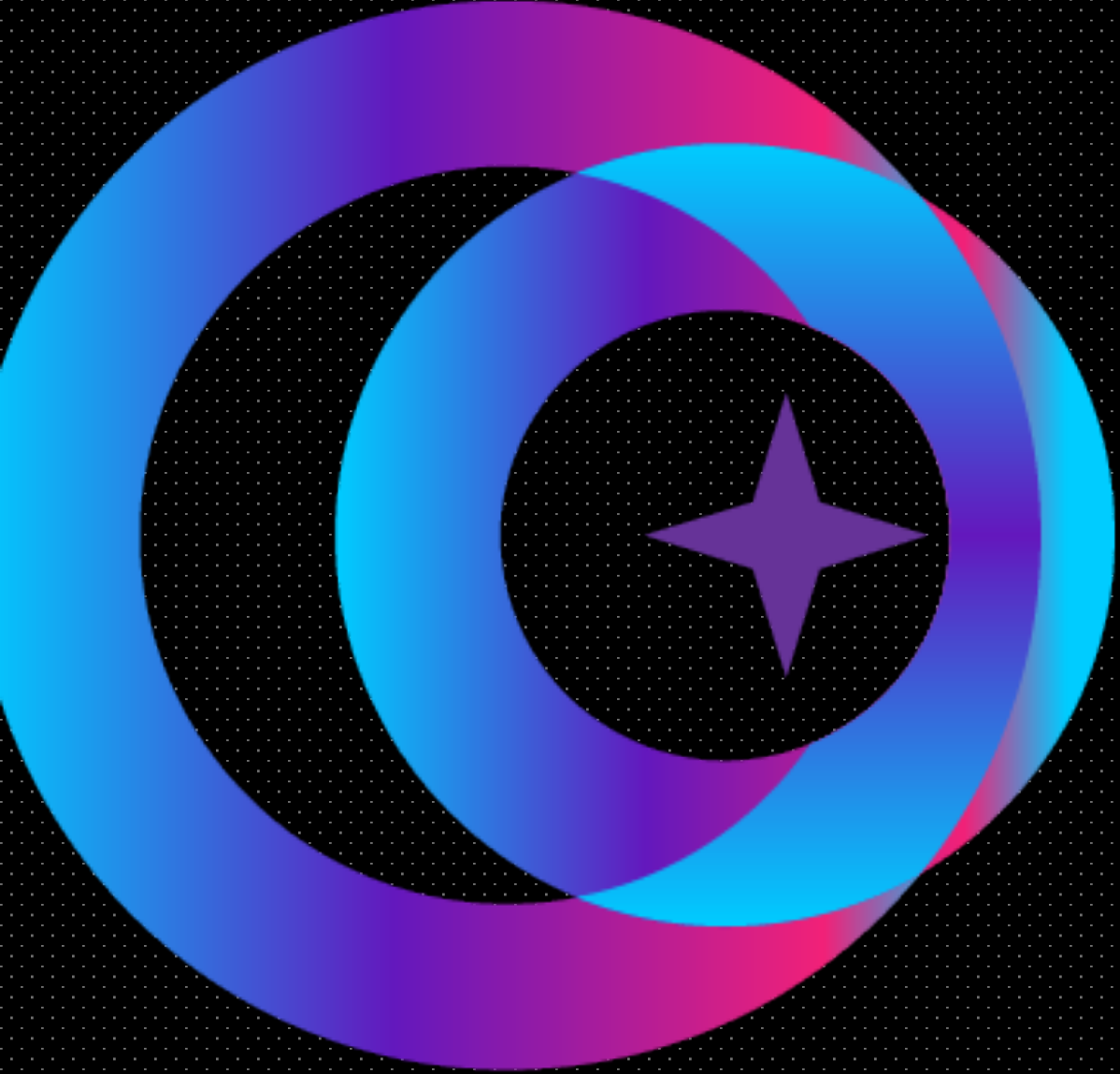
- **Create safe place for divergent thinking and respectful disagreement.**
- **Share the slides, articles, and ideas.**
- **Continue the conversation with Doug.**

A word about civil discourse . . .





*If you don't allow
bullying on the
playground, then
don't allow bullying
in the boardroom.*



**Challenge the
“Post-Pandemic
Paralysis”**

December 2021 Review

1. **Psychological Safety for Students and staff**
2. **Trust, Resilience, and Safety**
3. **The Acid Test: What happens when students and staff make mistakes?**



Time, time, time: Why would you have the same schedule for 2021-2022 as you had in 2019-2019?

- **Staff meetings**
- **PLC meetings: great feedback on PLC coaching**
- **Power standards**
- **Mini-assessments**



Keep It Simple: Reducing Failures in 3 steps:

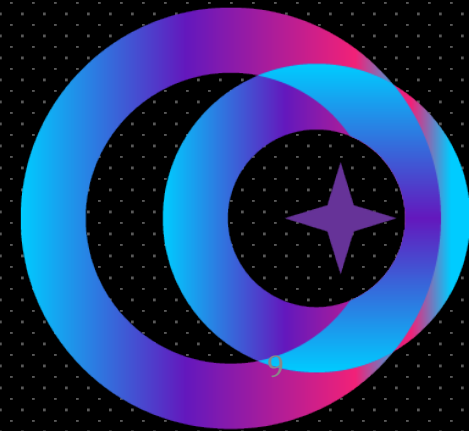
Step 1: Ban the average.

- **Step 2: Practice in class, not at home.**
- **Step 3: Require a “name and a need” *before* any D or F goes to students and parents.**



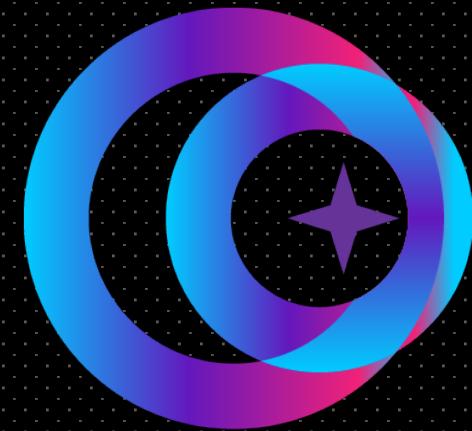
Restoring the Teacher Pipeline (and the Profession)

- **Respect**
- **Feedback**
- **Leadership**
- **Efficacy**
- **Autonomy**
- **Collaboration**
- **Compensation**



Ohio Success Stories – Harding High School Cut the Failure Rate in Half from 1351 to 631

- Requiring an F report from every classroom teacher,
- Issuing soft zeros and incompletes and discontinuing taking points off for late work.
- Focusing assessment on priority standards,
- Parent contact time
- Making learning accessible 24 hours a day through Schoology classrooms.



Ohio Success Stories

- **TBT and BLT Reports – Four Line E-mails:**
- **Learning**
- **Assessment**
- **Intervention**
- **Enrichment**



Ohio Success Stories

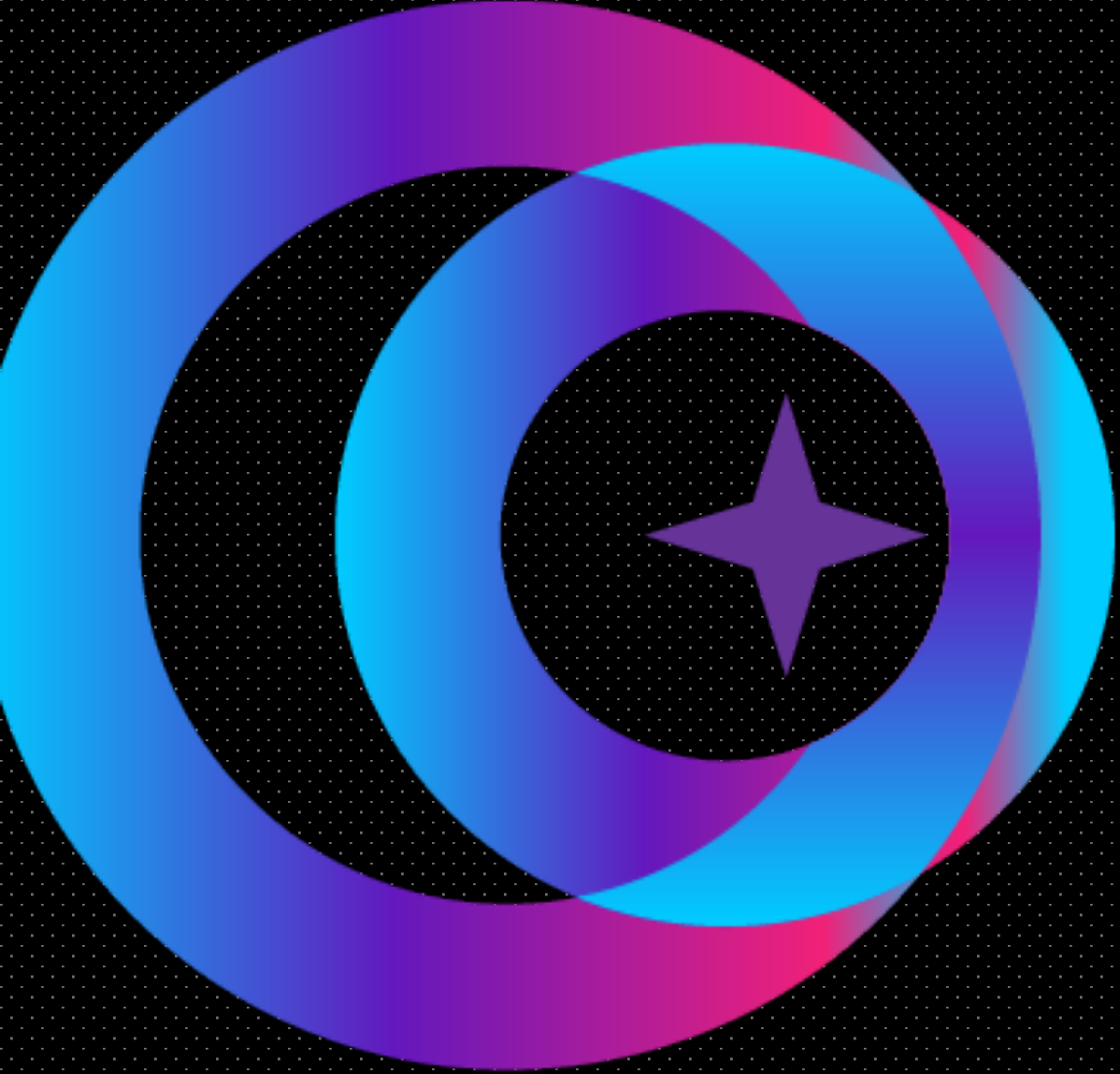
- **Nonfiction Writing in *Every* Class**
- **Simple checklist (not a complex rubric)**
- **Universal commitment**
- **Public displays**
- **Teacher morale and mutual support**



Ohio Success Stories

- **Focused Needs Analysis and Improvement Plans**
- **Explicit links of causes and effects**
- **Streamlined TBT and BLT processes -=
from forms to focus**





January 2022 Evidence:

- **Reducing failures in ONE semester**
- **Simple, not complicated**
- **Teacher collaboration and support**

Start With Context

- High poverty
- High EL
- Strong Union
- Severe staff shortages
- Challenges in remote learning
- Exceptional stress on leaders and faculty



The Impact of Teacher-to-Teacher Collaboration

- The “Science Fair” – Inside-Out Change
- Collaboration across schools and disciplines
- From alternative education to traditional comprehensive schools



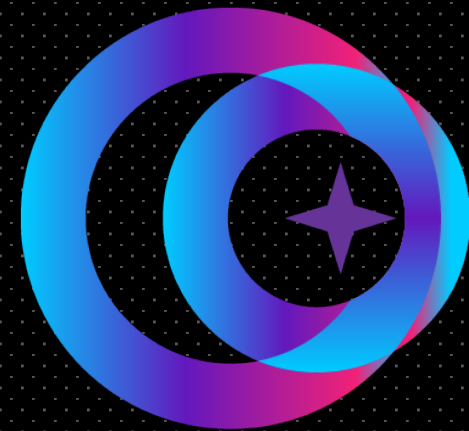
The Results – Failure reduction in One Semester:

- HS 1 – (Alternative) – From 40 to 27
- HS 2 – (Comprehensive) – From 116 to 85
- HS 3 – (Comprehensive) – From 229 to 62
- HS 4 – (Comprehensive) – From 336 to 143



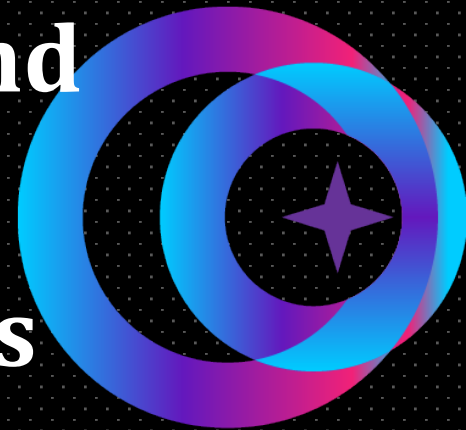
What Does A Reduction of 400 Failures Mean?

- Fewer repeaters
- Better faculty morale
- Better student discipline
- Higher graduation rate
- More electives and high-interest classes



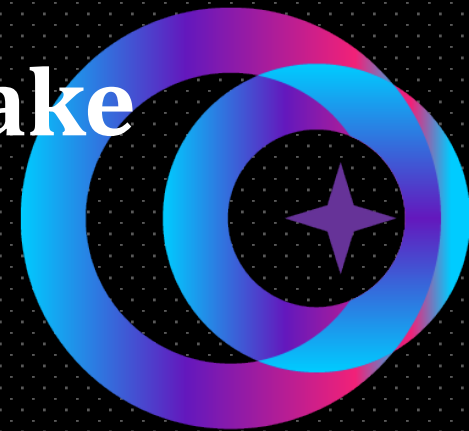
What Exactly Did They Do?

- Teachers had menus, not mandates
- Keep traditional A,B,C,D,F grading, with A=4 and F = 0. No need for 100-point scale and percentages
- Stop the average – teacher determines final grade based on state standers
- Practice in class rather than at home
- Power standards – not frantic coverage and delivery
- Feedback every minute – not just on tests and report cards. “Mini-retakes” – 2 items



Defying the Stereotypes

- *“This will destroy student motivation”*
- *“This will lead to grade inflation.”*
- *“This will not prepare students word the real world of college and work.”*
- *“Teachers will lose the ability to award failing grades when appropriate.”*
- **“I’ll never have time to have students retake assessments and assignments”**



The Engagement Illusion (Dr. Neil Gupta, Jan 2022)

- **Mistaken signals during observations**
- **The teacher as maestro**
- **What I'm interested in they will be interested in**
- **Students learn for the sake of learning**
- **There is a perfect lesson plan**



Fearless Leadership

- **Consistent modeling of learning mistakes**
- **Start the year with “*My three biggest bloopers of the past six months.*”**
- **Confront threats to the emotional safety of students and colleagues**



The New Model of Change Leadership

- 1) Practices
- 2) Evidence of impact – “Science Fair”
- 3) Attitudes and beliefs – buy-in is after evidence, not before



Focused Leadership

- Practices, not programs
- Implementation and impact
- The Rule of Six
- The “Not to Do” List



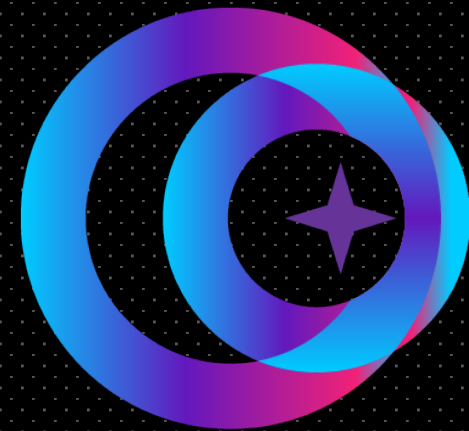
Examples from Leaders of Not to Do Lists

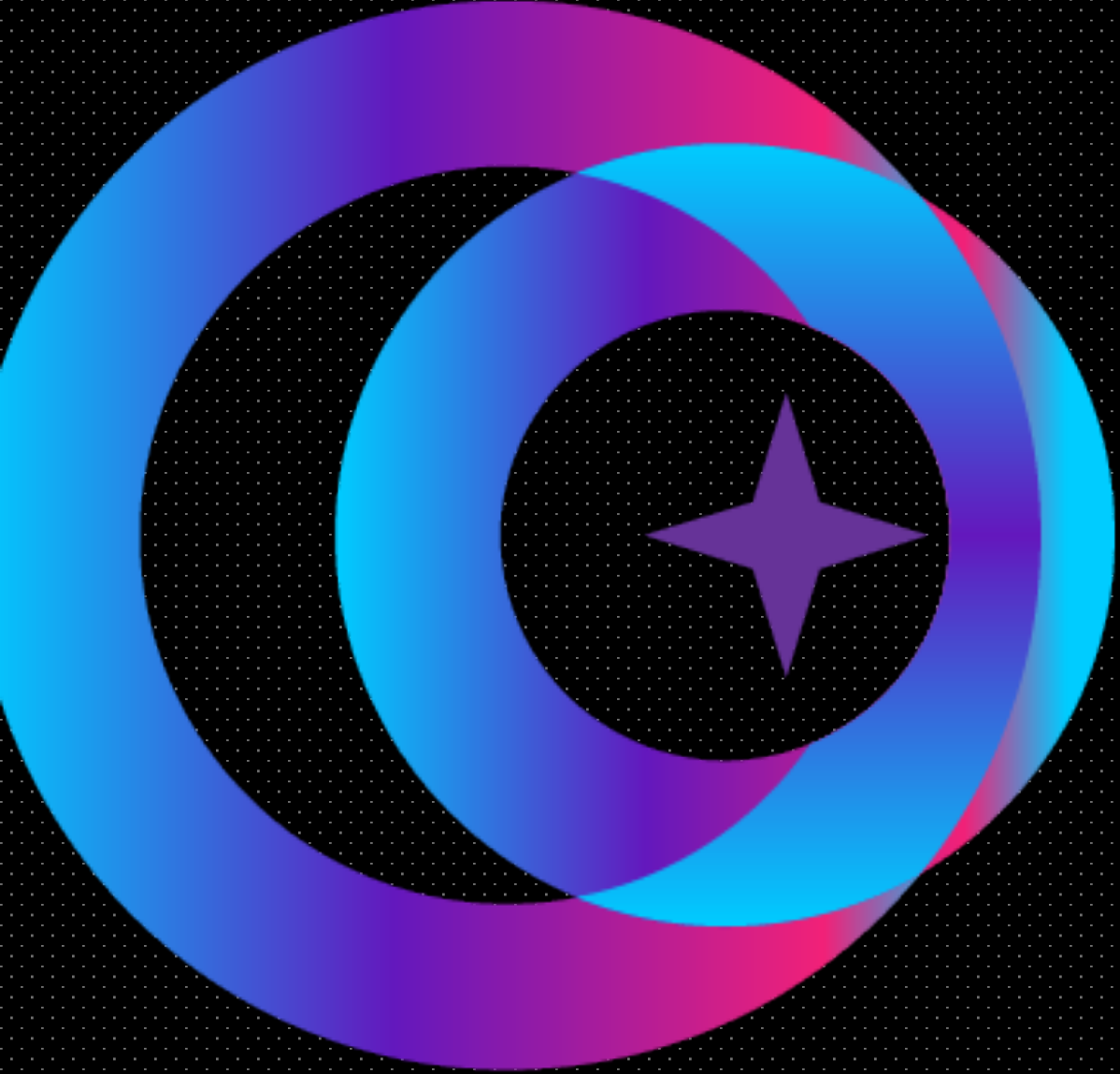
- **Announcements in meetings**
- **Questions marks for agenda items – meetings are for inquiry and deliberation, not presentations**
- **Delete sound alerts for incoming e-mail and text – 3 hour response time is fine**



More Examples from Leaders of Not to Do Lists

- Use “SaneBox” or other programs to limit e-mail – including “Black Hole”
- Observations without feedback
- Homework without impact
- Psychotherapy without a license





**What's on your "Not
to Do" List?**

The Progress Principle (Amabile)

- **Positive emotions**
- **Good will toward coworkers**
- **Higher personal and job satisfaction**
- **Sense of personal ownership of ideas**
- **Civility**
- **Communication**



Practical Implications of Progress Principle in Virtual and Blended Environments

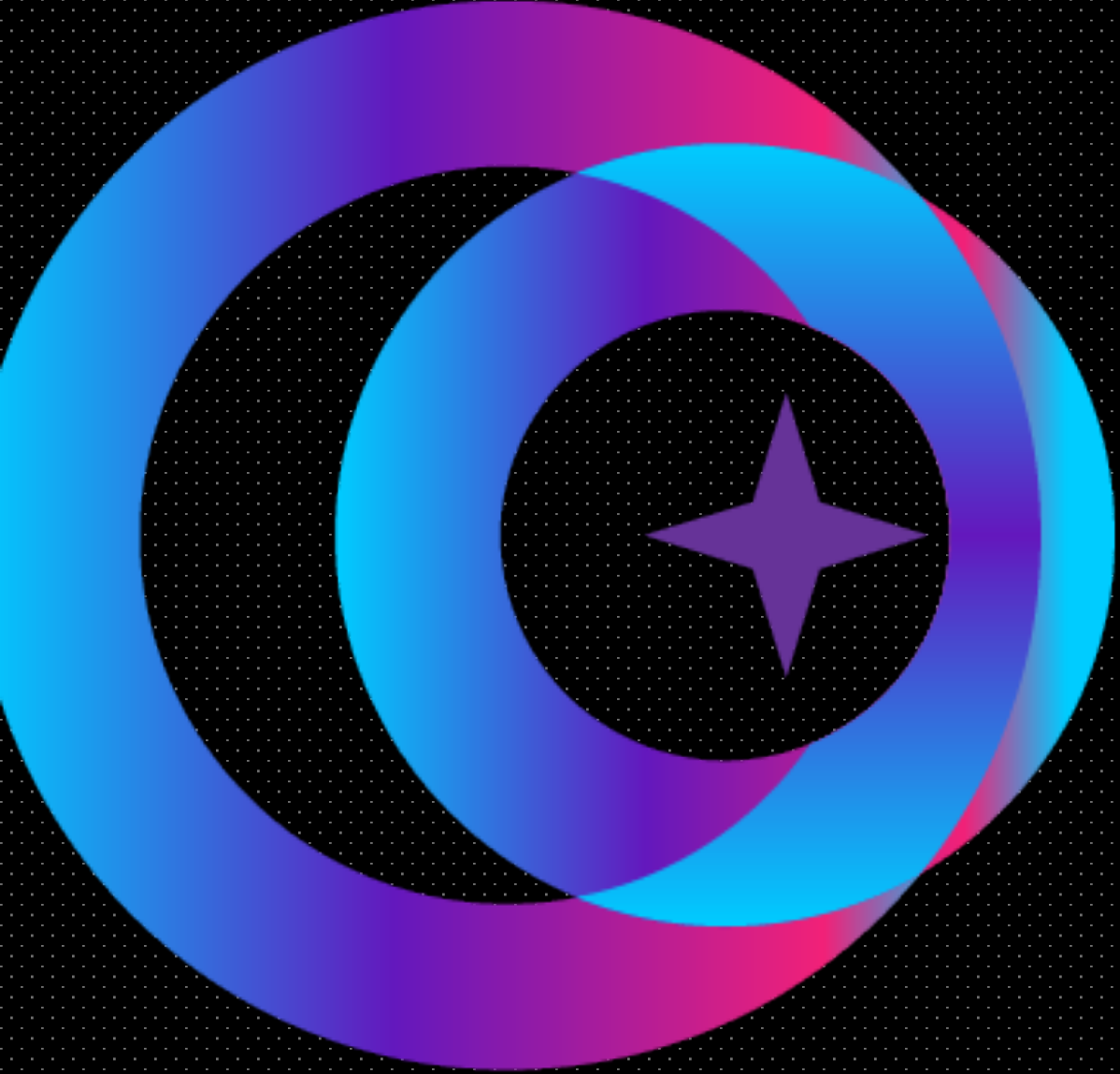
- **From unit tests to mini-assessments**
- **From teacher evaluation to peer reviews**
- **Three-Column Rubrics**
- **Weekly goals – daily for students at home**
- **Universal assessment of Power Standards**



Questions, Challenges, and Success Stories

- Please take 2 minutes to formulate a question, challenge, or success story
- Either enter it into the chat room or use the “raise hand” function to be recognized.





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