The Power of Culture

OLAC Action Forum

December 12, 2017

Georgetown Exempted Village Schools
How do you feel about the quality of instruction in your district...
Introduction

Christopher Burrows, Superintendent
Georgetown Exempted Village Schools
Vision

- What staff look like
- What students look like
- What teams look like

School Culture

“School culture is the set of norms, values, and beliefs, rituals and ceremonies, symbols and stories that make up the ‘persona’ of the school.”

—Deal & Peterson (2002)
STAFF
CULTURE...
Culture of Family
"Culture of no friction means the real discussions take place in the parking lot, not the Professional Learning Community."

- Douglas Reeves @DouglasReeves

www.bamradionetwork.com/QuotED
Love School

“Kids will never love the school they learn in until the teachers love the school they teach in!”

- Tom Loud, Ed.S @loudlearning
## State Test Results - 3 Year Comparison

(* Only a 2 year measurement of comparable assessments)

<table>
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<tr>
<th>Indicator</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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<tr>
<td>Grade 5 Math</td>
<td>57</td>
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<td>64</td>
</tr>
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<td>Grade 5 Science</td>
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<tr>
<td>Grade 6 ELA</td>
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<tr>
<td>Grade 6 Math</td>
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<td>43</td>
</tr>
<tr>
<td>Grade 6 SS</td>
<td>50</td>
<td>56</td>
<td>61</td>
</tr>
</tbody>
</table>

(Identified in Green)
Teacher Leader Endorsement

- Teacher leaders assist principals in developing and supporting a shared vision and clear goals for schools and to provide staff development, mentoring and coaching to teachers.
Poll Everywhere

Word Cloud

https://www.polleverywhere.com/free_text_polls/8Yv7HLN5G2jucor

1. Text HEATHERHOUISH062 to 22333
2. Wait for response to say you’ve joined
3. Text one word to respond to question
Characteristics of The Best Leader

- Honest
- Trustworthy
- Respecter of People
- Caring
- Committed
- Good Role Model
- Good Listener
- Encourager
“It is increasingly recognized that if schools are to achieve better results with their students, it must be a collective endeavor rather than a collection of individual efforts.”

(Charlotte Danielson, 2006)
“Throughout the 20th century, enlightened school boards and administrators recognized that if teachers were to embrace the school’s policies and organizational structures, they had to be part of the processes that created them.”

(Charlotte Danielson, 2006)
Collaboration

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives."

Robert John Meehan

Rockmyclassroom.com

Image by: Claire Holgate
Making Collaboration Meaningful...

When?

- Make time for meaningful collaboration
  - Master Contract
  - Collaboration Calendar
  - Vertical Team Release Days

How?
# Making Collaboration Meaningful...

When?

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
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<tbody>
<tr>
<td>3 PLAN</td>
<td>4 TBT’S &amp; 5 Step Data Process</td>
<td>5 (Staff Meeting) TBT’S &amp; 5 Step Data Process</td>
<td>6 TBT’S &amp; 5 Step Data Process</td>
<td>7 Vertical Team Collaboration</td>
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<tr>
<td>Columbus Day</td>
<td>Peer Observation Share</td>
<td>Peer Observation Share</td>
<td>20 FUN</td>
<td>21 No School District In-service</td>
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<tr>
<td>17 PLAN</td>
<td>18 Peer Observation Share</td>
<td>19 Peer Observation Share</td>
<td>20 FUN</td>
<td>21 End of 1st Qtr. - GRADES DUE</td>
</tr>
</tbody>
</table>

How?

- **PLAN**
- **TBT’S & 5 Step Data Process**
- **Staff Meeting**
- **Vertical Team Collaboration**
- **Peer Observation Share**
- **BLT Meeting**
- **Teach Like a Champion 2.0**
- **No School District In-service**
- **End of 1st Qtr. - GRADES DUE**
- **1st qtr report card goes home**
Making Collaboration Meaningful...

Vertical Team Collaboration Days

Schedule
Making Collaboration Meaningful...
Making Collaboration Meaningful...

What?

Student Data

- Common Expectations
- 5 Step Data Process
  - TBT Agenda
CULTURE...
Making Collaboration Meaningful...

What?

- Curriculum and Assessment
  - Vertical Alignment
  - Unit Plans
  - Assessments
Making Collaboration Meaningful...

What?

- Improved Instructional Practices
  - Instructional Framework
Collaboration in my building…

- Occurs regularly AND is focused and purposeful.
- Occurs regularly BUT has little to no focus.
- Occurs occasionally.
- Does not exist. (What Collaboration?)
Together everyone achieves more.
Effective Meetings

❖ Are organized, structured and purposeful ~ participants know why they’re in attendance; outcomes are clear

❖ Are effectively facilitated; agendas are followed

❖ Are attended by participants who know their assigned roles and responsibilities and those roles are clearly defined
Effective Meetings

- Time is honored
- Foster a climate of respect
- Are designed to meet an articulated goal/vision; collective work results in common goals
- Are meetings where there is evidence of follow through and commitment
Stages of Team Development

- **Forming**
  - Little agreement
  - Unclear purpose
  - Guidance and Direction

- **Storming**
  - Conflict
  - Increased clarity of purpose
  - Power Struggles
  - Coaching

- **Norming**
  - Agreement and Consensus
  - Clear Roles and Responsibility
  - Facilitation

- **Performing**
  - Clear Vision and purpose
  - Focus on goal achievement
  - Delegation
Why Ground Rules?

“Deciding what not to do is as important as deciding what to do.”

Steve Jobs
Establishing Norms Prevents...

- Lack of preparation
- Too long
- People arriving late
- Cell phone, IPAD or laptop use
- Straying from agenda ~ side conversations
- Lack of feedback and follow through
Roles and Responsibilities of Effective Teams

1. Team Leader
2. Facilitator
3. Recorder
4. Time keeper
5. Team member
2nd Grade TBT
Looking at Data

Georgetown Elementary’s Data Wall Measures and Tracks Student Progress
5 Step Data Process

❖ Collect and Chart Data
❖ Analyze
❖ Establish Goals
❖ Select Instructional Strategies and Assessment Tools
❖ Determine Results Indicators
Complete TBT Agenda

2nd Grade Intervention Documentation
Turn & Talk

Take a few minutes to look over the TBT Agenda

❖ What do you notice?
❖ Where do you think your TBT’s are in this process?
❖ How could this benefit your district?
❖ Questions? Comments?
BLT Feedback Form

Feedback For Teacher Based Teams
BLT Feedback to TBT
There's nothing wrong with being small. You can do big things with a small team.

~ Jason Fried ~
purehappylife.com
What do you do when everyone on your team teaches something different?

- Decide on a strategy
- Pre-assess/Define the Norms
- Importance of TBT time
- Post assessment
R: Restate the Question
C: Cite evidence from the text
A: Answer the Question & all of its Parts
E: Explain the evidence
RACE
The Writing Strategy
Answering the Constructed Response Question

RESTATE
ANSWER
CITE
EXPLAIN

For Teachers and Students
Guided Writing Strategy

Teachers Pay Teachers
Restate or to Reword the Question (the "R" in "RACE")

Reword the question means that you are to restate the question and make it into a statement as a part of the answer you provide.

If you were to be asked "What color is the sky?", you would not simply answer "blue" - instead, the correct answer would be "The color of the sky is blue," or words to that effect.

Re-read the passage at least once, then re-read the question carefully to decide all the parts it is asking for. Mark the key words in the question. The key words are the verb or verbs, any character names, and key literary terms.

☐ When responding to a specific question, be sure your idea restates the question.

Writing Prompt: ____________________________________________________________

___________________________________________________________

(Underline the important words you need to use to restate the prompt.)

Restate the prompt: ________________________________________________________
Answering the Question (the "A" in "RACE")

In order to answer the question, you need to understand what you are being asked, and then make sure you provide the answer to that specific question.

The answer, as in the example above, may come in the first sentence as you reword the question into a statement, but in an essay question you will then need to show how you arrived at your answer.

Sentence starters
- "I think..." ________
- "I believe..." ________

- Use the same terms in the question for the first sentence of your paragraph answer! Make sure you include all parts of the question in your answer.
Citing Evidence (the "C" in "RACE")

As the constructed response question is meant to show how well you comprehended and were able to draw inferences from the essay prompt, it is essential that you give examples from the prompt to show how they support your answer.

If the prompt is a story you read about a boy named Joe who loves to ski, and the question is "Does Joe like the winter?", you could answer "Joe likes the winter because the story tells us that he loves skiing and skiing is a winter sport."

In your essay you could go on to provide specific details that tell you how much he enjoys skiing (and, by extension, winter), such as quoting a line that says "Joe enjoyed the feel of the icy-cold air on his cheeks."

- Cite what in the text led you to that idea: Give supporting evidence from the text
- If you are directly quoting from a text, you must use quotation marks.

Sentence starters
- In the first paragraph, _____ the author says...
- The author explains...
- Early in the text, the author...
- For instance...

Explain the Evidence: Explain how the quote(s) or paraphrase(s) you pointed out support your idea.
- This shows...
- This reveals...
- This is because...
- This illustrates...
- This means...
- This highlights the difference between...
Explaining the Answer (the "E" in "RACE")

In addition to the evidence you've cited from the prompt, you will need to supply your own reasoning for why you think your answer is correct.

Make sure you EXPLAIN each item with a concrete detail—something specific!

<table>
<thead>
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<th>Question asks the writer to...</th>
<th>How to The Writer should answer...</th>
<th>The writer should organize...</th>
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<tbody>
<tr>
<td>Analyze</td>
<td>Separate into its parts</td>
<td>An ordered list framework containing steps</td>
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<tr>
<td>Compare</td>
<td>Examine, noting the similarities and differences</td>
<td>Venn Diagram to show differences of each with likeness in the center</td>
</tr>
<tr>
<td>Contrast</td>
<td>Examine, noting the differences only</td>
<td>T-chart to contrast left to right</td>
</tr>
<tr>
<td>Define</td>
<td>State a precise meaning</td>
<td>An ordered list</td>
</tr>
<tr>
<td>Discuss</td>
<td>Present background information with supporting or descriptive details</td>
<td>T-chart with important factors on left, details on right</td>
</tr>
<tr>
<td>Describe</td>
<td>Convey an idea</td>
<td>Semantic web, subject in the middle, surrounded by numbered qualities</td>
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<tr>
<td>Evaluate</td>
<td>Place judgment, but support using details</td>
<td>T-chart listing pros next to cons</td>
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Is it Working?

Total students: 54

- 39 students are performing below grade level. (84.7%)
- 25 students performing below grade level. (46.2%)

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#GTOWNWAY

OUR WORK IS DONE THE
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