Part II
How schools get better
OLAC Action Forum
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Brian A McNulty Ph. D.
• Go deeper into using teams to improve performance for all students
• Talk more about the new OPES standards in relation to this improvement work
• Identify actions to move forward as a school.
Regarding the Luncheon Remarks
What was the answer to the main question

• How do schools get better?
• Talk to your neighbor
• Report out
Our underlying premise...
A direct link exits between supporting adult learning and enhanced student achievement

Drago-Severson 2009
There is also a direct effect of teacher collaboration on student learning and performance.

Ronfeldt, et al. (2015)
Why does the OIP use teams?

- Why does the OIP use teams as the primary method for improvement?
- Talk at your tables/to your neighbor
- Be prepared to report out?
Research establishes that groups of teachers, working together in purposeful ways over periods of time, will produce greater learning in more students…

Fullan (2014)
So, if teachers, principals/BLTs/DLTs can directly influence how teachers learn together, they will maximize their impact on student learning.

Fullan (2014)
Every action that the TBT and BLT take should be about:

• What have we learned?
  – About powerful teaching practices? (from TBTs)
  – About powerful leadership practices? (from TBTs/BLTs/DLTs)

• How have we applied these learnings?
The challenge...

• We need more successful experiences learning together
• This only develops over time
  – Trust
  – Relationships
  – Leadership

ARE YOU UP FOR THE CHALLENGE?
What are TBTs supposed to be doing?

Stop and reach agreement on what TBTs are supposed to do in their meetings.

Talk and then report out
How would you rate your TBTs on these items on a 1-4 scale?

1. Using effective structures? (time, protocols)
2. Effective facilitation in the TBT process?
3. A clear understanding of teaching practices? With Success Criteria?
4. Use of student work/student thinking
5. Effective use of formative assessment practices to understand the impact of those teaching practices
“Teachers who implement proven instructional strategies... have mastery experiences when students’ performance improve on assessment measures.”

Why Are “Mastery” experiences important?
Ultimate outcome of TBTs

• We identify in our TBTs
• What works best here, in our school,
• For our kids
• If we can do this (collective learning), and share our learning...
• We get better as a school
WHO is responsible for the improvement of the school?

Collectively – We all are!

But the BLT has this as their primary responsibility
If you don’t want to be responsible for the progress of the school...

You shouldn’t be on the BLT
What is the first and primary responsibility of the BLT?

- Stop and reach agreement on what is the primary responsibility of the BLT.

Report out
What is the first and primary responsibility of the BLT?

- Help support and strengthen your TBTs
Insights from BLT sessions

• BLT members were unclear on instructional practices in the TBTs.
  • BLTs need to know what practices TBTs are working on and are finding to be effective, and why.
  • BLTs need to share effective practices across the school.
• What teaching practices should they focus on?
While a number of district conditions are significantly correlated to student achievement...

the strongest relationship is with the district’s concern for student achievement and the quality of instruction.

Leithwood and Jantzi, 2008; MacIver and Farley-Ripple, 2008
Inclusive Leadership Actions

Leading teacher learning and development

TBT’s/BLTs

Classroom Observation and Coaching

OLi4
All of our improvement work should be about **Inquiry and Learning**

![Inquiry-Based Learning diagram]

- Ask
- Investigate
- Create
- Discuss
- Reflect
Inquiry and Learning

Every school (BLT) and District should be able to answer the BIG Inquiry Questions.

Are you making progress?

– *How* do you know?
  • What is your *evidence*?

– Do you know *Why*?
Inquiry and Learning

Every school (BLT) and District should be able to answer the BIG Inquiry Questions.

If you are not making progress...

- *How and When* do you know?
  - What is your evidence?
- Do you know *Why*?
The ONE BIG thing to walk away with is...

If you continue to ONLY learn on your own,

Your school will not make progress
The ONE BIG thing to walk away with is...

What are WE (collectively) Learning About what works for our kids here?

If you can’t identify and use what you have learned together,
You won’t make progress as a school
Questions
Brian A McNulty Ph. D.
brian.mcNulty@creativeleadership.net
303.819.1625