

Ohio Leadership Modules Framework

Ashland Graduate Credit 2010.2011

Course Credit: 2 Semester Hours

Course Cost: \$350.00 for 2 credits

Course Length: October 2010-May 2011

Teachers will:

1. Complete an Ashland Registration form and submit payment by October 7th, 2010 to Danielle Prohaska
2. Login in to www.ohioleadership.org and create an account
3. Open OLAC Modules on right side of screen
4. select 10 of the 14 modules (one module has two sections that have been separated into 2 modules);
5. complete the pre and post assessment for each module;
6. view videos within the module;
7. read all related resources and case examples in each module;
8. Complete the reflections for each module in writing (
9. submit 10 reflection questions to Office of Teaching and Learning

Module 1 Reflection:

In *Getting Serious About School Reform: Three Critical Commitments*, Robert Marzano and Associates (2008) note that the historical structure of schools "might be characterized as loosely coupled'-individual schools within a district and individual teachers within a school operate in total autonomy and isolation" (p.2). The authors of this article go on to state that " until districts and schools become tightly coupled' regarding student achievement, they cannot be thought of as serious about school reform" (p.2). Is your district loosely or tightly coupled? Explain your answer.

Module 2 Reflection:

In "Creating Coherence in District Administration" four Harvard scholars - Childress, Elmore, Grossman, and Johnson (2007) - assert that districts will only see notable improvement in student performance if district-wide improvement efforts are focused on the instructional core:

- Teachers' knowledge and skill;
- Students' engagement in their own learning;

○ Academically challenging content.

1. What programs and deeply embedded professional development do you have in place to improve instruction, i.e., the formative cycle, differentiated instruction, engagement strategies, high-yield strategies?
2. What assessments (summative and formative) are being implemented across the district to determine the efficacy of improved instruction?
3. Is your curriculum strong? How well are you preparing students for the demands of the 21st century?

Module 3 Reflection:

Explain how Ohio's team structure of district leadership teams, building leadership teams, and data teams serve as the context for powerful conversations that stimulate action toward improved learning for students. How does Ohio's team structure support the practice of distributed leadership and the principle of reciprocal accountability?

Module 4 Reflection: (choose 1)

1. This module outlines eight common mistakes that often function to undermine school or district planning. One of the most serious mistakes occurs when the educators involved in planning an initiative only support the goals and initiatives in a perfunctory way. In other words, the educators appear to "buy into" the initiative, but they aren't deeply committed to it. What can you do within your school or district to increase the likelihood of authentic "buy-in"?
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2. Research has shown that "implementation by announcement" is not a particularly effective way to ensure that an innovation will be implemented, but this approach frequently takes place in schools and districts where top-down leadership prevails.
 - What are useful alternatives to top-down leadership?
 - How can your team develop or draw on alternative approaches to leadership within your school or district in order to ensure that teachers will actually implement the strategies are implemented across the district?

Module 5 Reflection: (choose 1)

1. Meadows and Saltzman (2002) also list a number of reasons that may contribute to resistance among teachers, including:

- Fear of repercussions from colleagues who disagree with them;
- Fear that their opinions will not be valued;
- Discomfort in working with other adults;
- Taking time from instruction;
- Failure to see value of their involvement;
- Too busy with day-to-day crises to think long-term; and
- Lack of consensus-building skills.

Which of these issues is most relevant to circumstances in your school or district? How can the members of the District Leadership Team (DLT) and Building Leadership Team (BLT) help to alleviate the most pressing of these concerns?

2. What efforts in your school or district already involve collaboration among teachers, administrators, or both together? How might the school's or district's involvement with these efforts serve as a model for the collaboration of BLTs and DLTs?

Module 6 Reflection:

Among the possible pitfalls in the change process, the module discusses this one: "Neglecting to Anchor Changes Firmly in the Corporate Culture." As the discussion of this pitfall suggests, the culture of an organization (e.g., a school or district) inevitably influences the change process. For example, while certain features of the existing culture might support change, other features might impede it or slow it down. Thinking about the culture of your school and district, what particular cultural features (i.e., routines, norms, customs, unwritten "rules") do you think are likely to encourage the change process and what features do you think might get in its way? How might a change process be designed for your school or district so as to limit the impact of cultural features that impede change and increase the impact of cultural features that support change?

Module 7 Reflection:

In a research review titled "Curriculum Mapping Keeps Instruction on Track," (Educational Review Service, 2008) Molineaux indicates that, *There are several curriculum mapping techniques, but the process begins by creating a document that details what a teacher will teach during the school year, including specific concepts and skills. Once the document is created, educators can align their curriculum within and across grade level.* (p. 2). Such alignment within and across grades is often referred to as "articulation."

- What would it take to establish coherent articulation of the curriculum at your school and in your district? What current impediments would need to be overcome? What existing assets will contribute to making the process effective? What additional resources are needed?

Module 8 Part I – Instructional Practice Reflection:

The most important difference between the most and least effective classrooms is the teacher, but the most important variable appears to be what they do, rather than what they know (Monk, 1994).

- What implications does this statement have for your district's professional development initiatives?
- What implications does this statement have for improving instructional practice?

Module 8 Part II Facilitating High Quality Instructional Practice Reflection: (choose 1)

1. Going forward, what professional development should your school and/or district undertake in order to help teachers understand, develop, and routinely use meaningful instructional strategies?

2. What other research-based instructional strategies have you identified in your school or district as having strong potential for increasing student achievement?

3. How does the district (or schools within the district) monitor or gauge the implementation and success of instructional strategies around focused goals?

Module 9 Reflection: (choose 1)

1. Research presented in the module points to the fact that formative and summative assessments serve different purposes. Thinking about the assessments used in your school and district, which would you categorize as formative and which would you categorize as summative? What reasons did you have for putting each of these assessments in one or the other category? Under what circumstances might your school or district ever use the same assessment to accomplish both formative and summative purposes?

2. What steps could your school and district take to involve students more fully in the gathering, analysis, and use of data from formative assessments? What benefits might result from involving students in these processes? What difficulties might be encountered by involving them?

Module 10 Reflection:

How can your TBT align some of the educational frameworks, instructional techniques, and special arrangements described in this module with the instructional programs that your school (or district) has already adopted (e.g., the reading series that your school or district uses, a comprehensive reform strategy such as "Success for All", and so on)?

Module 11 Reflection:

Examine the goals of two neighboring school districts. Compare their goals with your district's goals. What are the similarities and differences? What insights do you gain about your district's expectations for school performance from the comparison of your district's goals with the goals of the two other districts?

Module 12 Reflection:

According to Wheatley (2002, p. 24), "We weren't trained to admit we don't know. Most of us were taught to sound certain and confident...." Leaders often feel that their communities (both internal and external) expect the leader to have the answers or solutions - "that's what they pay me for." When Should leaders be expected always to have answers or solutions? Under what circumstances is it best for a leader to admit to not knowing everything or to feeling challenged by a particular situation rather than acting as if he or she has an answer or a solution? Under what circumstances might such an approach prove damaging to the culture of the school or district?

Module 13 Reflection:

What are some ways whereby school and district resources could be reallocated in order to support the school's and district's goals and improvement strategies? In particular, what resources are needed to support the strategies specified in your district and/or school improvement plan? Why do you think these resources are important? What would be the consequences if these resources were not provided? How can you manipulate the resources available to your school and district to best effect in addressing school improvement goals?