Using OLAC Modules to Support OIP

Mechanicsburg Exempted Village Schools
Ohio Leadership Advisory Council’s Action Forum
December 3, 2010
Cultures cannot be built. They are cultivated like gardens. Culture is organic not static. A garden is influenced by internal and external factors. Flowers left unattended eventually yield to weeds. School Culture (like gardens) needs constant attention (beliefs, values, expectations) or toxic weeds will dominate.

Dufour & Burnette (2002)
Too Many Initiatives?
“Trying to appease everyone is like feeding the alligator in hoping it won’t eat you.”

Winston Churchill
Jan. 28, 1986
24 Previous Flights
26-29 Degree
Using Data to Move Staff

Flights with O-Ring Damage

Flights without O-Ring Damage

30° 40° 50° 60° 70° 80°
• Approximately 1000 ADM
• Rural School District
• 3rd Year Ohio Improvement Process
• This Year 2 Delay SI

Originally, the elementary had missed AYP for IEP and ED subgroups. On the most recent State Report Card, DWE met AYP for both subgroups!
To share The Ohio Leadership Advisory Council’s (OLAC) powerful learning tools that support the Ohio Improvement Process.

• Learn from National Leaders in Education
• Hear from Ohio Administrators and Teachers
• Observe actual administrative meetings, conversations, data meetings and DLT meetings.
• Learn from other valuable resources
What are some of your challenges to leading and sustaining school improvement efforts?
Learning Targets

Each Participant:
1. Will gain an understanding of the resources available to them on the OLAC site (www.ohioleadership.org)
2. Will have the opportunity to explore portions of three OLAC modules.
3. Will have the opportunity to share and learn additional strategies for using the OLAC site.
4. Will receive additional tools instrumental for leading change in your district.
1. Transforming Education
2. Creating Cultures Grounded in Data
3. Developing Shared Accountability
4. Development of a Focused Plan
5. The Collaborative Process
6. Collaborative Teams
7. The Change Process
8. Effective Curriculum Practices
9 The Instructional Process
10 Facilitating High Quality Instructional practice
11 Assessment and Learning
12 Learning Supports
13 Learning for the Future
14 Board Development and Governance Process
15 Community Engagement
16 Resource Management
These assessments help you as a facilitator gauge the work that is needed in any given module as well as the learning that has occurred after a module.

You could utilize videos, group discussions, readings, and additional activities following the pre assessment.
An assessment can also be a great starting point for discussions surrounding the “knowing/doing” gap.

You can answer the questions using the drop down responses and then generate reports about the team’s results.
Pre and Post Assessments
THE CHANGE PROCESS / PRE-ASSESSMENT

Change scholars have generally agreed on a definitive theory of change.

Select your answer:

Change theory generally builds around similar patterns or stages regardless of which change scholar is authoring the theory.

Select your answer:

Human change, whether at the individual or group level, involves considerable mental and emotional distress.

Select your answer:

Change facilitators typically work from the premise that they must change people's beliefs before they can change people's behaviors.

Select your answer:

Organizations tend to put more effort into implementation rather than into development (planning) of change initiatives.

Select your answer:

Continuous and frequent assessing and monitoring of change efforts helps the organization prevent superficial or mediocre implementation.

Select your answer:
1. Change scholars have generally agreed on a definite theory of change.

True or False
2. Change theory generally builds around similar patterns or stages regardless of what change scholar is authoring the theory.

True or False
3. Human change, whether at the individual or group level, involves considerable mental and emotional distress.

True or False
1. Change scholars have generally agreed on a definite theory of change.

True or False

FALSE
2. Change theory generally builds around similar patterns or stages regardless of what change scholar is authoring the theory.

True or False

TRUE
3. Human change, whether at the individual or group level, involves considerable mental and emotional distress.

True or False

TRUE
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Facilitators</th>
<th>Notes</th>
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<tbody>
<tr>
<td>9:45</td>
<td>Leading Change in the District</td>
<td>Danielle</td>
<td>OLAC Site: <a href="http://www.ohioleaders.org">www.ohioleaders.org</a> Record each statement and compose a final document. Read and discuss, and share out key points/ah ha's from this section as related to the change process in Mechanicsburg. Chart Paper, and stickies. Comment [dp1]: Group norms must be practiced routinely in a PLC. As the DLT is a must that we lead by example, utilizing our collaborative norms during DLT, BLT, TBT meetings. Today we are focusing on presuming and probing. Comment [dp3]: Following module 6 intro break into groups for reading and discussion. One group member records and one group members shares out. Group 1: Scott W, Kim, Melissa, Bobby; Group 2: Mario, Scott M., Leah, Emily, Susanne; Group 3: Ron, Julie, Mi, Tara. Comment [dp4]: Refer to study guide questions to facilitate the discussions. Designate a speaker and a recorder. Comment [dp5]: This is our most important function as a team. It is imperative that the DLT develops key leaders within the staff that will reinforce the direction of the district. Comment [dp7]: We will come back in May to spend more time on the actual district plan and BLT plans. Comment [dp6]: The attached form is the template that will be used to report data needed for...</td>
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<tr>
<td>11:30</td>
<td>Lunch</td>
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<td>View Module 3: intro and role of leadership</td>
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Maximizes the amount of information that you cover.

Empowers and increases the level of involvement of all team members.

Includes reading articles, discussing in small groups and sharing out key ideas.

Make sure to have a Parking lot for issues that are crucial but will hijack the current agenda.

Identify action items at end of meeting.
Following the video, take 5 minutes to discuss:

Share your District’s progress with Formative Assessments.

Share your District’s progress with Summative Assessments.

Share some of the conversations your district is having on effective grading practices.
Have Common Assessments in Grades 1-12 (including Battelle’s End of Course Exams in the H.S.)

Established Benchmarks for Aims Web (Fluency and Math) and Fountas and Pinnell Reading Levels.

Established dates to “Progress Monitor” assessments and data meetings.
Whole Group Discussion

Read the provided article from the module:

Facilitating High-Quality Instructional Practice

The resource is titled: Implementation, Monitoring and Professional Development
Please share with the group examples of how you monitor:

1. The “Knowing and Doing” Gap
2. How you know an initiative is being “Implemented” effectively.
1. Every A-team Meeting has a student learning check-in.

2. Walk Thrus and Data Meetings

3. Implementation Audits

4. Establish dates to “Progress Monitor” assessments and data meetings.
Here is a few minute clip from another District Leadership Team Meeting.
Involvement in DLTs and BLTs can be time consuming but it is important for developing the organizational and professional capacities of your staff.

Consider creating graduate courses that support the learning of your team members.

Celebrate your successes and progress.

*Our graduate course is included in the handouts as a sample
Log on to www.ohioleadership.org and check it out.

Assess the needs of your district and building teams. Build shared leadership.

Use the OLAC modules to support the work you are doing.

Share what you are doing with other districts!
Thank You

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