• Clarify the purpose and methods for using teams to improve performance for all students
• Explore the new OPES standards in relation to this improvement work
• Identify actions to move forward as a school.
How do schools get better?

- Take 2 minutes and talk to your shoulder/table partner.
- We know many things can work, but...
- We don’t have effective ways of sharing, and collectively learning, “What works here in our school, for our kids.”

The short answer is that

- There are no examples of schools getting better by having everyone figure it out on their own.
- Schools that get better, all do so through...
- “Collaborative Learning.”

Supported By Study After Study

- Collaborative schools do better than individualistic ones.
- Teachers who work in professional cultures of collaboration tend to perform better than teachers who work alone.

Hargreaves & Fullan, 2012
The only way to achieve large-scale and sustainable improvement is to invest in collective capacity building through collective learning.

So **WHY** do you think that collaborative learning works better?

- Take 2 minutes and talk to your shoulder/table partner...

A New Way to Think about Change

Using Teams to Lead Change

- Christakis, & Fowler (2009, 2011)
- Kegan & Lahey (2009)
- Prochaska, Norcross, & DiClemente, (2007)
- Oz, M., (2012)
- Karlgaard & Malone (2015)
We don’t have TBTs/BLTs/DLTs to have teams...

The purpose of the teams is to achieve better outcomes

More Research

Largest Leadership Study to Date

- Nine states
- 43 school districts
- 180 schools
- Data from a total of 8,391 teachers and 471 school administrators

Leithwood & Seashore Lewis 2012
Two Overall Findings

1. **Collective leadership (collective capacity)** has a stronger influence on student learning than any individual source of leadership.

2. Higher-performing schools award greater influence to teacher teams.

Seashore Louis et al., 2010

Experimental studies have found that, in comparison with working alone, team members show as much as a 50 percent increase in performance during teamwork.

50%

Because they do not want to let their teammates down

Karlgaard, & Malone (2015)

Teams are more likely to come up with really great new ideas

Karlgaard, & Malone (2015)
Change Occurs More Readily In Teams

Risk Sharing
And Shared Accountability

Being part of a team can make us less stressed – and ultimately, happier

Research establishes that groups of teachers, working together in purposeful ways over periods of time, will produce greater learning in more students…

Karlgaard, & Malone (2015)

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

Fullan (2014)

The good news...

• The greatest “strength” for most teachers...
• They are “Learners”

The challenge...

• We need more successful experiences learning together
• This only develops over time
  – Trust
  – Relationships
  – Leadership
Area 1: Leadership

STANDARD 1: MISSION, VISION AND CORE VALUES

• Leader develops the capacity of staff as leaders by establishing structures for collaboration
• Leader works in collaboration... to develop, enact and evaluate a data-informed shared mission, vision and core values.
• Leader models and sets high expectations for conduct that promotes professional norms

STANDARD 3: SCHOOL IMPROVEMENT

• Leader collaborates with teachers... to select, implement and monitor the impact of evidence-based strategies
• Creates and support a culture of continuous improvement.
STANDARD 5: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

• Leader continually improves effectiveness of staff and self through dialog, reflection, study and other professional development opportunities.

What are TBTs supposed to be doing?

STOP

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

Talk and then report out

When I asked BLT members what TBTs are supposed to do in their meetings, they said...

2 Things

1. Study data, and

2. Fill out forms
TBTs look at 3 primary things:

- Unpacking standards to identify and agree on important learning outcomes
- Develop and use shared Formative Assessments
- Agree on a shared Instructional Practice

In a survey of over 9000 teachers, they perceived that the most helpful and effective focus of collaboration...

Was in developing instructional strategies

“Teachers who implement proven instructional strategies...

have mastery experiences when students’ performance improve on assessment measures.”

Why Are “Mastery” experiences important?

What Is the #1 Factor Influencing Student Achievement?

Collective Teacher Efficacy
(E.S. = 1.57)

What is it?

“Collective efficacy in a school is the perceptions of teachers that the faculty as a whole can execute courses of action required to positively affect student achievement…”

“In other words, the school sees itself as an effective agent of change.”
Efficacy can develop in four ways, through:

1. Mastery experiences,
2. Vicarious experiences,
3. Social persuasion, and
4. Physiological affect

(Mastery Experiences)

- When people attempt and practice tasks, they discover that the task is one that is attainable and can be perfected, thus strengthening self-efficacy.
- Mastery experiences are the most powerful source of efficacy information

(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
Area 3: Culture

STANDARD 6: EQUITY AND CULTURAL RESPONSIVENESS

- Leader supports students and staff by establishing norms of respect, caring, learning, and safety.
- Leaders commit to the education of the whole child.
- Leaders use and sustain coherent systems of academic, physical, social, and emotional supports to meet the needs of each student.

What is Social and Emotional Learning (SEL)?

- SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to:
  - understand and manage emotions,
  - set and achieve positive goals,
  - feel and show empathy for others,
  - establish and maintain positive relationships, and
  - make responsible decisions.

Elias et al. 1997 in Durlack et al. 2011
Why should we do this?

How do students feel?

While we all want our kids to excel in math, science, language arts, and social studies, those skills alone aren’t enough for success in the 21st century economy and society...
We also need...

• Students must also develop **essential capabilities** like resiliency, adaptability, and collaboration that equip them for the demands of the world today
• They also need **empathy and social awareness** to be good citizens and neighbors,

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When you ask both parents and educators “What do you want for your kids?

What they most hope for is for their children to be successful, to be happy, and to live good and meaningful lives.

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There is good support for knowing more about social learning

More than 80% say nonacademic skills are as important to measure as academic skills.

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Social and emotional learning (SEL) is fundamental to the development of students and their success in and out of school.

Does SEL work/help?

Large scale Meta-analysis

- 213 School based programs
- 270,034 students (elem. Middle and H.S.)
- Demonstrated significant improvements in social and emotional skills, attitudes, and behavior

Durlack et al 2011
Taylor et al. (2017) Meta-analysis on SEL

- 82 different interventions
- 97,000 Students

Impact of SEL Is Long-Lasting—and Global

A major new research study finds that social and emotional learning (SEL) programs benefit children for months and even years.

- 82 different programs reviewed (38 outside U.S.)
- Involving more than 97,000 students, kindergarten through middle school
- Effects assessed 6 months–18 years after programs completed

SEL Students Benefit in Many Areas

<table>
<thead>
<tr>
<th>HIGHER...</th>
<th>LOWER...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic performance</td>
<td>(-6 points)</td>
</tr>
<tr>
<td>SEL skills</td>
<td>(-4 points)</td>
</tr>
<tr>
<td>Attitudes</td>
<td>(-4 points)</td>
</tr>
<tr>
<td>Positive social behaviors</td>
<td>(-4 points)</td>
</tr>
</tbody>
</table>


Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits. Benefits were similar regardless of students’ race, socioeconomic background, or school location.
95 percent of the students in the top quintile of self-control went on to graduate from high school, compared with 58 percent of those in the lowest quintile (Moffit et al., 2011 cited in Bartolino et al 2018).

What Can Educators Do Now?

• Social-emotional learning can be the "integrative glue" that ties together initiatives such as culture and climate, classroom management, academic supports, and intervention practices (Durlak, et al. 2016. Reilly 2017)

What Can Educators Do Now?

• Schools should take steps to shift away from a siloed approach in which academics and emotional health are segregated
• Instead, the focus should be on an integrated, systemic framework, in which parallel processes of interrelated competencies for both educators and students are identified, built, and sustained through safe, positive relationships. (Reilly 2017)
There are tools available for lesson planning

What Can Educators Do Now?

1. Leverage the flexibility of ESSA to collect social-emotional data in partnership with state education agencies (e.g. absenteeism, bullying, suspensions and expulsion)
   - Some states have established SEL Networks

What information do we have now?
What Can Educators Do Now?

2. Tailor existing assessments, such as health surveys or culture/climate surveys, to incorporate items related to SEL.
   - Both PISA and NAEP are including some items to measure SEL.

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Cautions

While it is fine to measure SEL, it should not be used for accountability purposes.

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Current information
The ONE BIG thing to walk away with is...

If you continue to ONLY learn on your own,

Your school will not make progress

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

One Last Thing
The 50th Annual PDK education poll

For 19 consecutive years, Americans have named the lack of funding as the biggest problem facing their local schools.
All successful school systems have come to trust and respect teachers.

Fullan (2010)