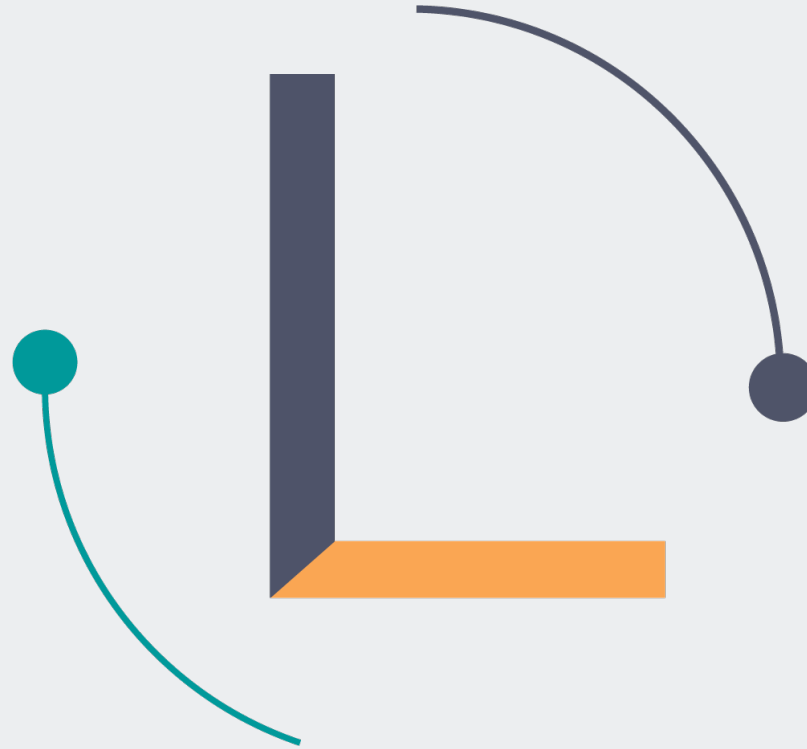




NCUST'S LEADERSHIP CERTIFICATE PROGRAM

COURSE TWO | SESSION ONE



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TODAY'S AGENDA



GROUNDING

Every system is
perfectly designed
to achieve the
results it gets.

-Paul Batalden





IN HIGH-PERFORMING SCHOOLS, LEADERS PROMOTE A SYSTEM THAT RESULTS IN:

A common focus on leading all students to learn select high priority concepts and skills

A common determination of how educators will determine the extent of student mastery of each high priority concept and/or skill

A shared focus on planning initial instruction that effectively results in almost all students achieving understanding and mastery

The design of effective intervention and enrichment strategies

In a context that makes all stakeholders feel valued and capable!

SYSTEM OUTCOME ONE

EDUCATORS ARE FOCUSED ON A CLEAR, COMMON,
LIMITED SET OF LEARNING OUTCOMES



- Teachers who teach the same subject and grade level share a common understanding of what students should learn by various points in the year (guaranteed curriculum).
- All teachers on each team commit to ensuring all of their students will develop an understanding of the specified concepts and skills (guaranteed, enacted curriculum).
- The list of concepts and skills students must learn is reasonable enough to ensure that teachers will have the opportunity to help their students develop a depth of understanding (viable curriculum).
- Teachers share an understanding about the level of understanding necessary for students to be prepared to succeed at the next grade level, succeed on state assessments, and succeed in life (rigor).
- Teachers at different grade levels/course levels understand how their expectations align with the expectations of their colleagues at adjacent grade levels/course levels (alignment).

SYSTEM OUTCOME TWO

EDUCATORS SHARE COMMON WAYS OF DETERMINING WHEN STUDENTS HAVE ACQUIRED INTENDED KNOWLEDGE AND SKILLS



- All teachers participate in the development, adoption, or adaptation of strategies for determining when students have acquired intended knowledge and skills (common formative assessments).
- All teachers understand the information each assessment item provides about what students understand or have not yet understood.
- Teachers administer each common formative assessment by an agreed-upon date.
- Teachers agree on how common formative assessments will be scored and what the scores mean about student levels of understanding.
- Scoring is designed primarily to gauge students' depth of understanding and to determine how instruction can be improved (rather than just to give a grade).
- Students and parents understand how scoring reflects students' level of understanding of specific concepts and skills.
- Scoring occurs promptly after the administration of each assessment.
- Teachers work together to score assessments and interpret results.

SYSTEM OUTCOME THREE

EDUCATORS CONTINUOUSLY IMPROVE SO THAT INITIAL
INSTRUCTION IS MORE ENGAGING AND EFFECTIVE



- Teams of teachers work together to help each other plan and develop lessons that are likely to result in all students acquiring the intended knowledge and skills.
- By working together to analyze student work, teachers continuously assess how well lessons lead students to deep understandings of lesson objectives.
- Teachers frequently help each other consider how powerful teaching practices can increase the likelihood that all students engage in learning activities.
- Teachers frequently help each other consider how powerful teaching practices can increase the likelihood that all students master learning objectives.
- As a result of more effective and engaging lessons, student learning outcomes improve continuously.

SYSTEM OUTCOME FOUR

EDUCATORS CONTINUOUSLY IMPROVE INTERVENTION
AND ENRICHMENT STRATEGIES TO OBTAIN DEEPER
LEVELS OF UNDERSTANDING FOR ALL STUDENTS



- Before providing intervention, teachers endeavor to understand what students do not fully understand and why.
- Teachers plan intervention strategies thoughtfully so that there is a high likelihood that intervention will lead to understanding and mastery.
- Teachers customize intervention strategies based on the specific misconceptions of their students.
- Intervention is provided by highly skilled, well-trained educators.
- The effectiveness of intervention is monitored closely and refined continuously.
- All students are given access to enriching educational experiences as part of initial instruction.
- Enrichment is designed to deepen understanding and the ability to apply concepts and skills.
- The effectiveness of intervention and enrichment efforts are monitored closely and refined continuously.

SYSTEM OUTCOME FIVE

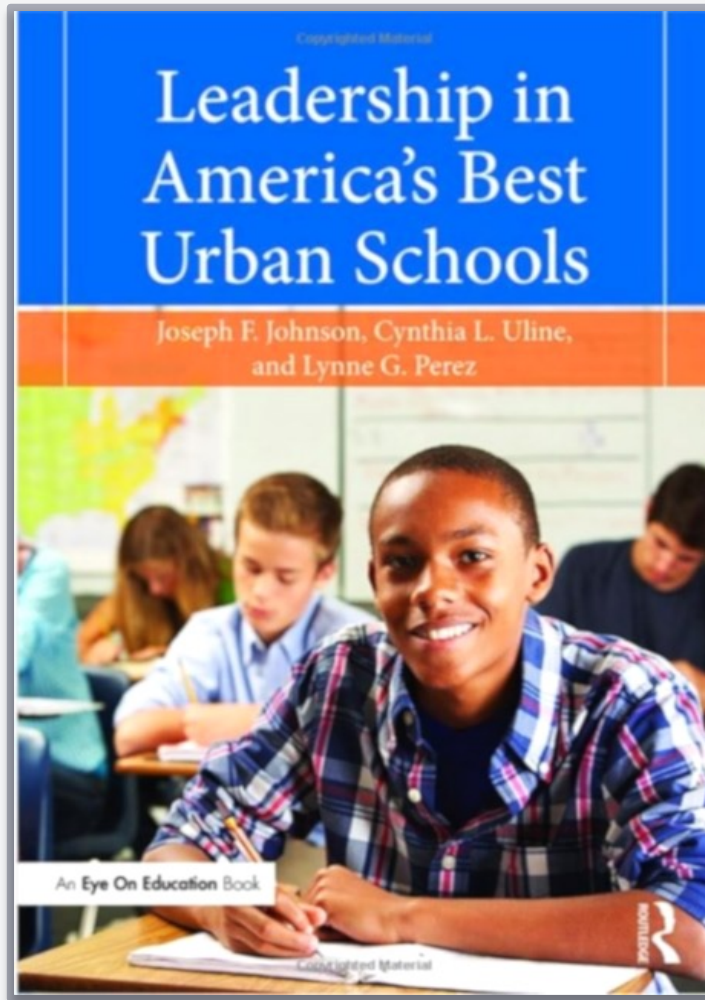
THE OTHER FOUR OUTCOMES ARE PURSUED IN A
MANNER THAT RESULTS IN STAKEHOLDERS FEELING
VALUED AND CAPABLE



- Students believe they are academically talented and capable because they have regular opportunities to focus upon and learn challenging content and skills.
- Students perceive that common formative assessments provide them opportunities to demonstrate their academic and intellectual skills.
- Because teachers create engaging lessons that respond to student learning strengths and interests, students believe their teachers are committed to their success.
- Parents believe they are well informed about what their students are learning and how learning success will be measured.
- Teachers perceive that their colleagues and administrators are committed to supporting them as they strive to be more effective teachers.
- Students perceive that intervention and enrichment is tailored to promote their success.
- Teachers perceive that intervention and enrichment is structured to increase the likelihood that large percentages of their students excel.
- Teachers perceive they benefit from abundant high-quality support as they endeavor to teach their students challenging academic standards.



PAUSE AND REFLECT



Creating an Imperative to Change



Instilling a Belief that Success can be Possible



Clarifying Procedures, Roles and Responsibilities



Building Sustainable Capacity



Creating an Imperative to Change

ANTHONY DELUCA

Principal

Rolando Park Elementary School

San Diego, California

2020 America's Best Schools Winner





Finding MEANING and PURPOSE from work



Instilling a
Belief that
Success can
be Possible

ALEXA SORDEN

Principal

Concourse Village Elementary School

Bronx, New York

2020 America's Best School Winner

EVERYTHING IS CONNECTED





LEARNING and GROWING from work



Clarifying Procedures, Roles and Responsibilities

OLIVIA HUFNAGEL

Principal

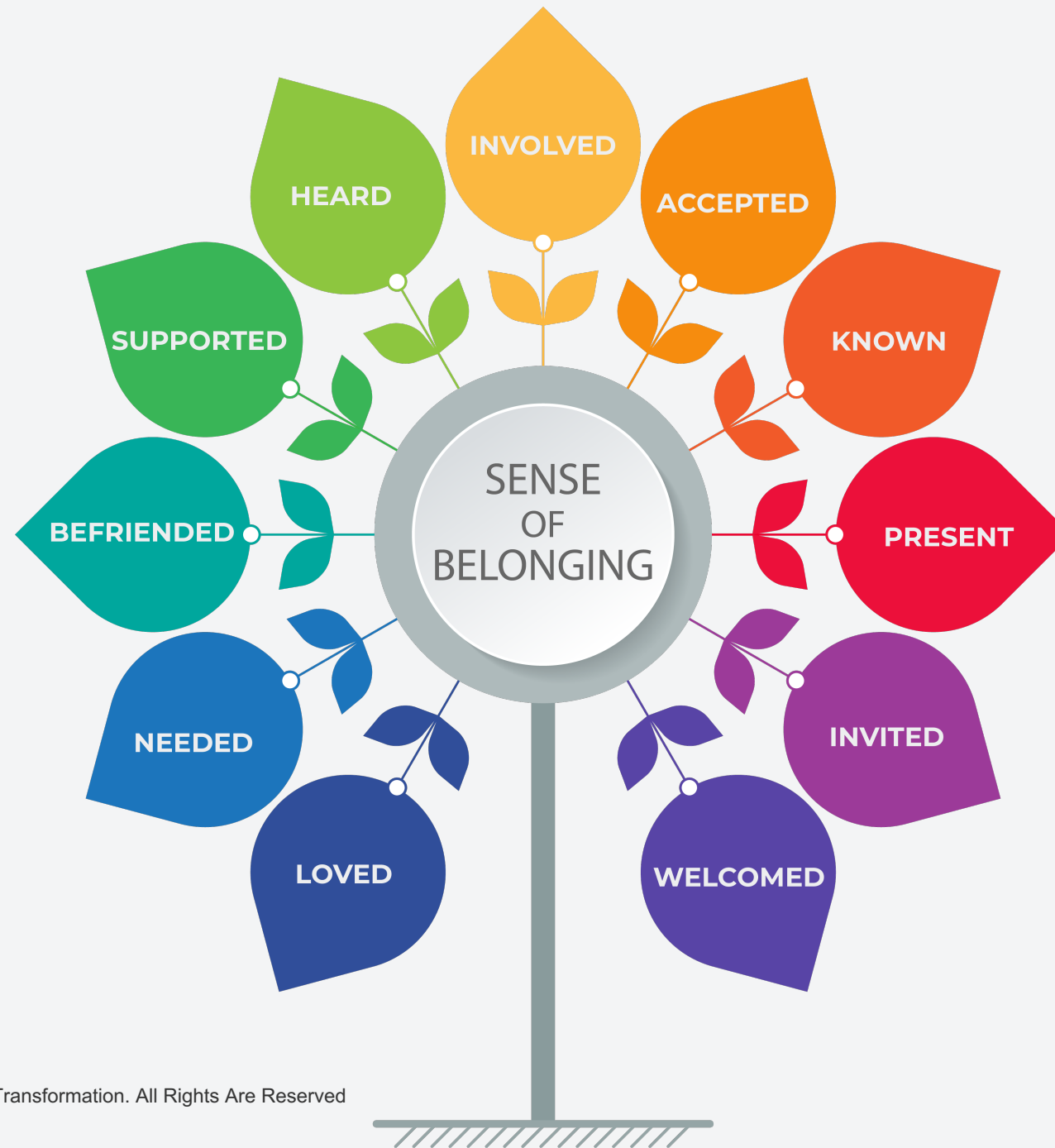
R.F. Hazard Elementary School

Garden Grove, California

2020 America's Best Schools Winner



VOLATILITY
UNCERTAINTY
COMPLEXITY
AMBIGUITY





RACHEL AYALA

Principal

HUBERT R. HUDSON ELEMENTARY SCHOOL
BROWNSVILLE, TX



Building
Sustainable
Capacity

RACHEL AYALA

Principal

Hubert R. Hudson Elementary School

Brownsville, Texas

2020 America's Best Schools Winner

THE FEAR OF...

being seen as
an imposter

not getting it done

being a
failure

not taking responsibility



being
criticized

making hard
decisions

organizational
maintenance

not being a
good
communicator





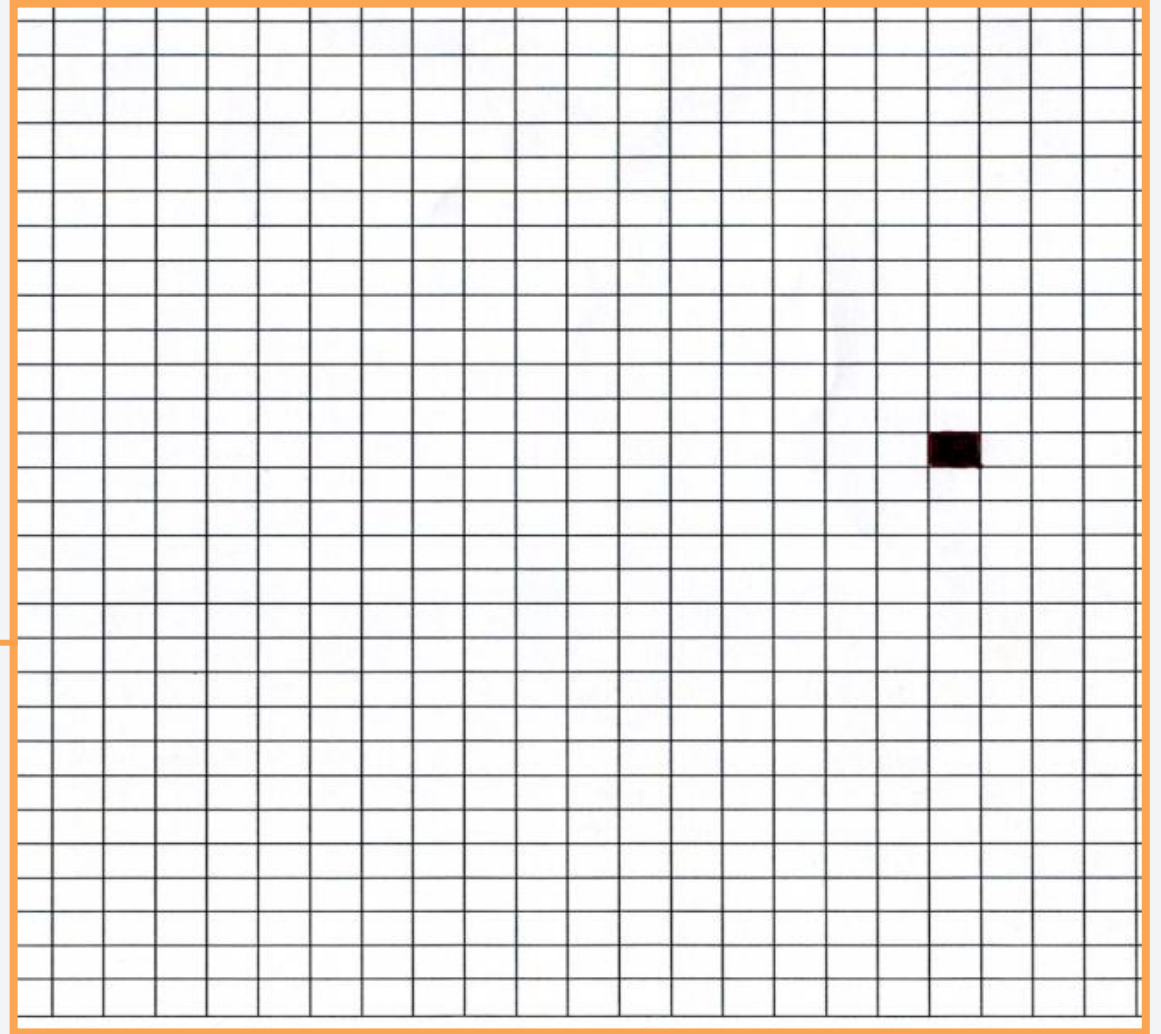
Building RELATIONSHIPS and CONNECTIONS at work



PAUSE AND REFLECT

AFFIRMING LEARNING WALK

Each
teacher
teaches
900
lessons a
year



PROBLEMATIC MODELS

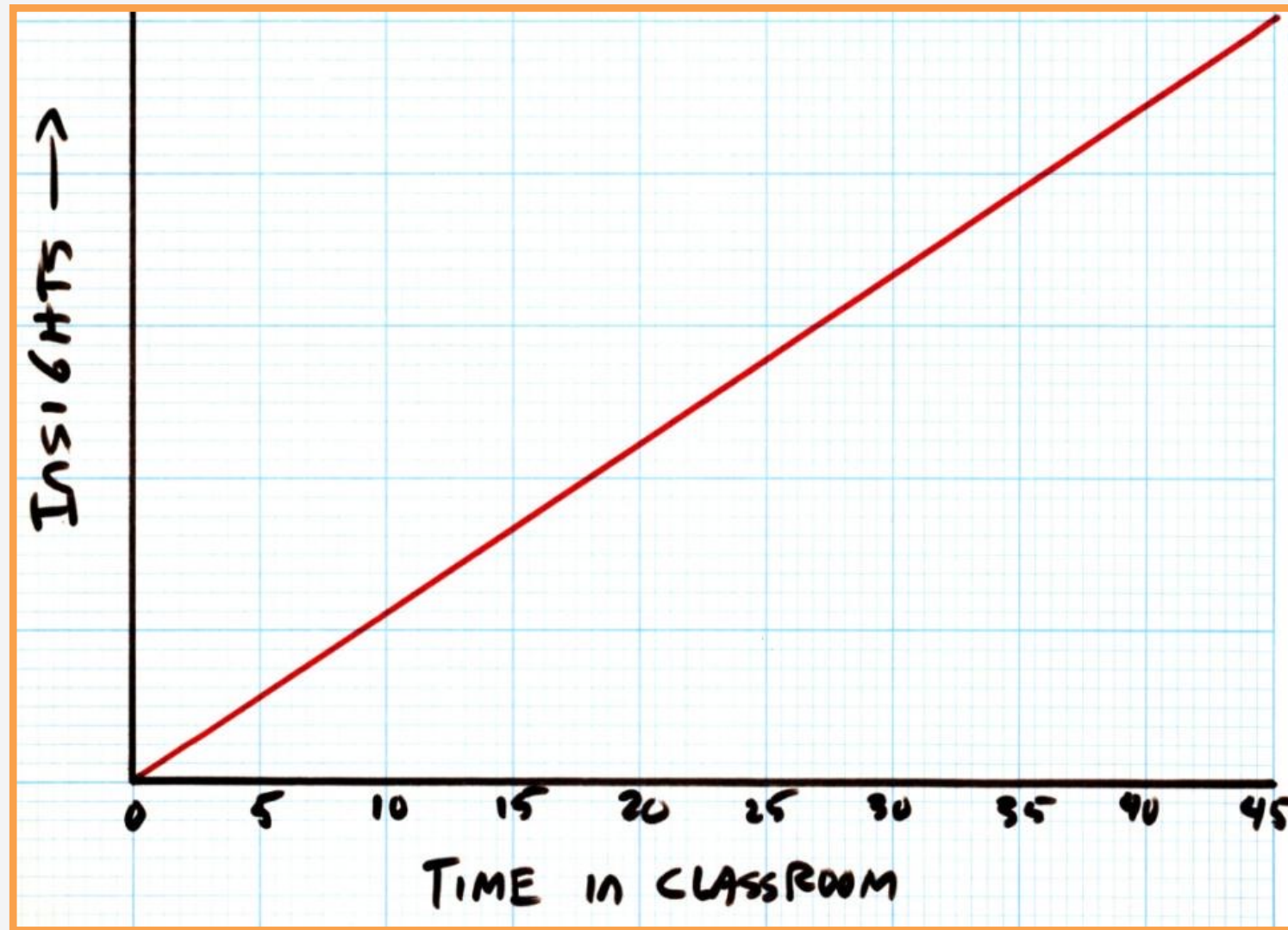
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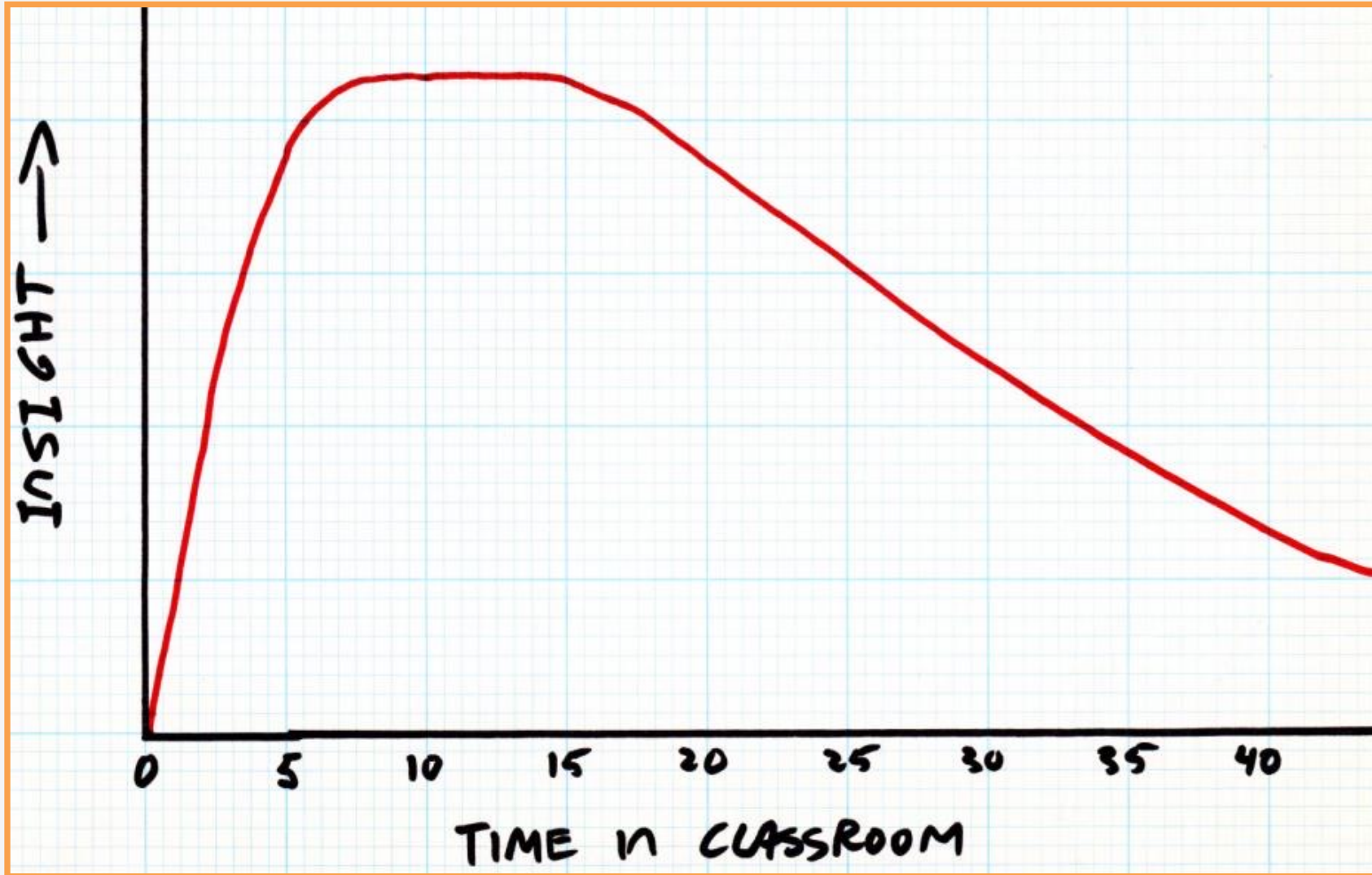


MINI-OBSERVATIONS

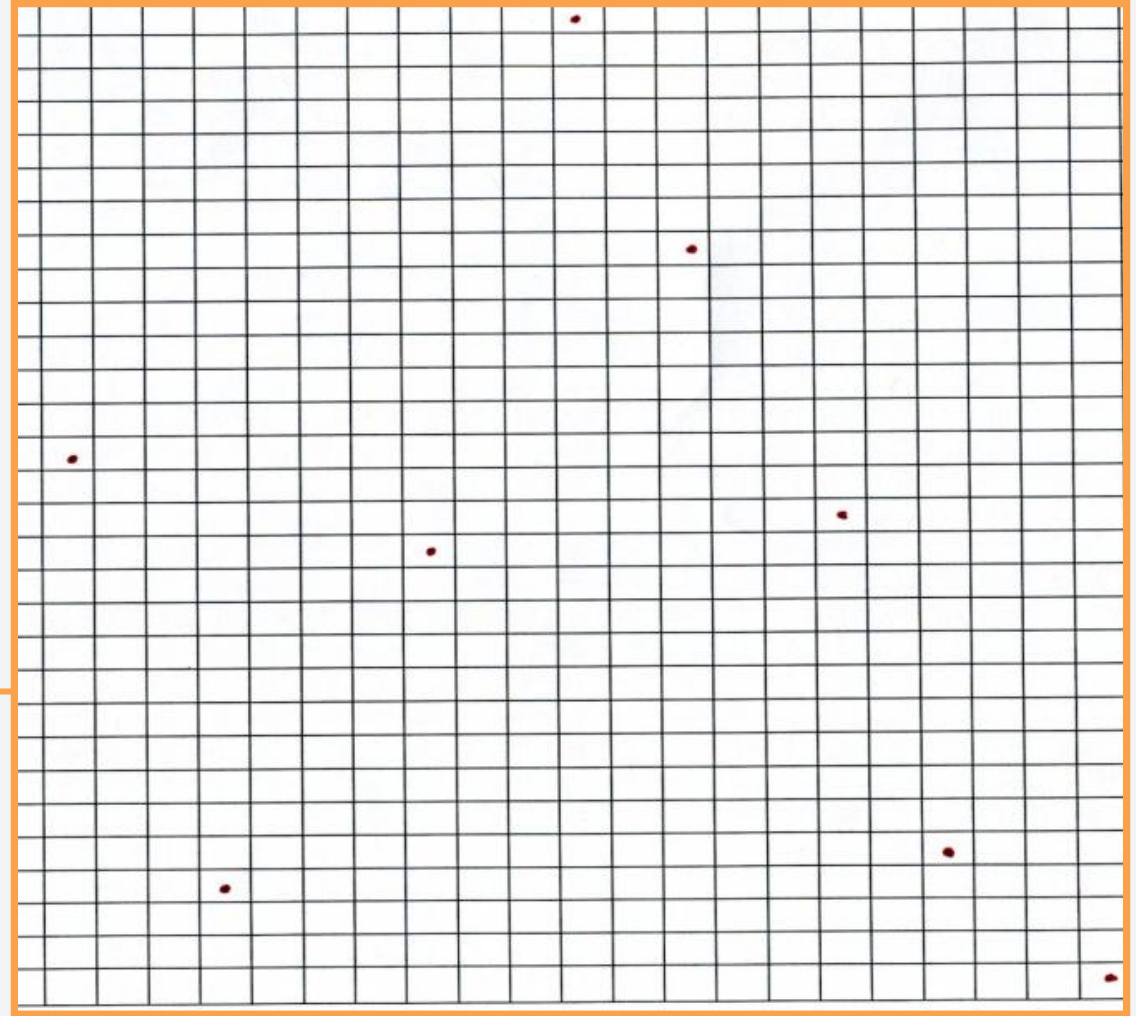
Principals need a system for:

- Getting into classrooms
- Seeing everyday reality
- Giving teachers meaningful feedback
- Continuously improving student learning
- Gathering data for year-end evaluations
- Focus on the 5 outcomes





Like a Gallup Poll



FOUR-SQUARES FEEDBACK

Positives (5)	Concern (1)
Next steps	What I can do?

 Teaching Practices from America's Best Urban Schools	Write down any noticings you have related to the teaching practice(s). Be objective, avoid evaluative language and cite as much observational evidence as possible.			
	Observations of students: What are students doing and/or saying that relates to this practice?	Observations of the teacher: What are students doing and/or saying that relates to this practice?	Observations of the environment: What are students doing and/or saying that relates to this practice?	For the debrief: Why is this practice important?
1. Make students feel valued and capable				
2. Focus on understanding and mastery				
3. Promoting clarity				
4. Ensuring culturally, socially, and personally responsive teaching				
5. Checking for understanding, providing feedback and adapting instruction				
6. Building fluency with gatekeeper vocabulary				
7. Promoting successful practices				
8. Leading students to love learning				

<https://www.academically-productive-talk.org/archive>



Share in your group your
feedback that you will
provide using the
Affirmative Feedback
Approach....



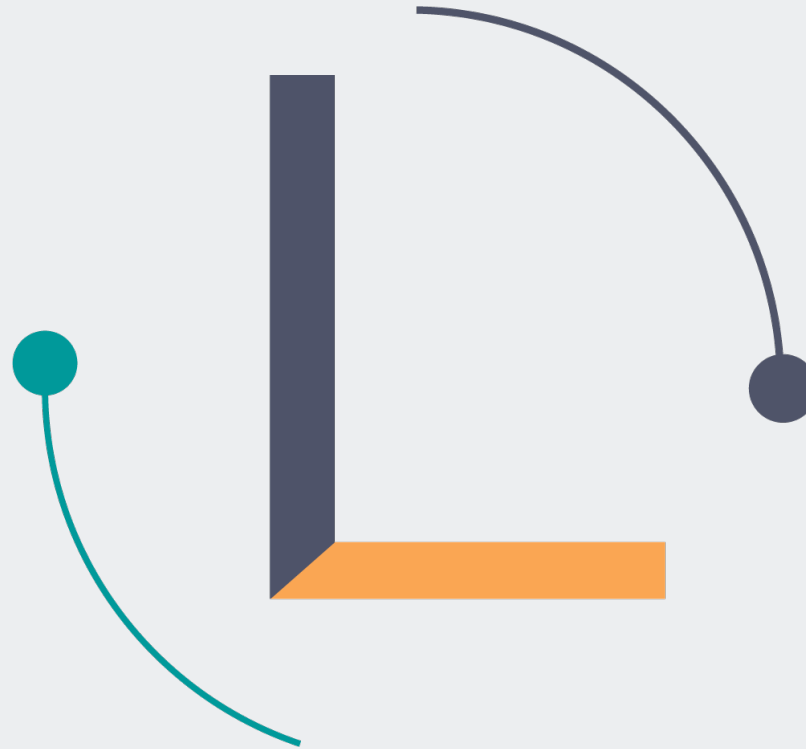
NEXT STEPS

Meet with your coach to share how you would use the Affirmative Feedback model to advance your EEP.



SDSU

San Diego State
University



THANK YOU



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