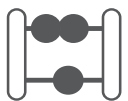


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Thinking & Learning Conference

2014



23-26 May

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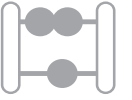


Anthony Muhammad

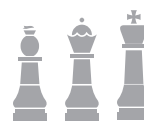
Saturday 24 May



Data: Moving from Assumption to Facts in School Improvement



Session 3



ANTHONY MUHAMMAD



Dr Anthony Muhammad is a much sought-after educational consultant. A practitioner for nearly 20 years, he has served as a principal for a middle and high school, a middle school teacher and assistant principal. His tenure as a practitioner has earned him several awards as both a teacher and a principal. Dr. Muhammad's most notable accomplishment came as principal of Levey Middle School in Southfield, Michigan, a National School of Excellence, where student proficiency on state assessments more than doubled in five years. Dr. Muhammad and the staff at Levey used the Professional Learning Communities at Work™ model of school improvement, and they have been recognised in several videos and articles as a model high-performing PLC. As a researcher, Dr. Muhammad has published articles in several publications in both the United States and Canada.

A message from Hawker Brownlow Education

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Using Data to Drive Collaboration

Anthony Muhammad, PhD



Teacher Curriculum

- Form leadership team.
- Review critical data.
- Choose goals (no more than five).
- Identify best literature and research that help increase staff ability to meet goals.
- Develop study questions that apply research to reality.
- Prepare study guide for teachers and pace curricula.

Meetings as Learning Centers

- As opportunities to learn, not for announcements and trivia
- To find solutions, not to air complaints
- As opportunities to answer naysayers
- To tie information learned in book studies to school vision



Reflection

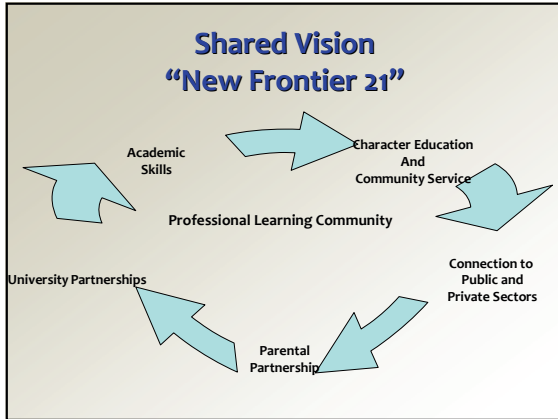
- How do you currently address the issue of **collective inquiry** at your school?
- Do you have continuous, job-embedded learning for educators? If not, how can you creatively address this issue?


Developing a Shared Focus

- Shared mission
- Shared vision
- Shared values
- Shared goals


Shared Mission

We will work collaboratively to ensure that each student is prepared for post-secondary education.



 **Core Beliefs**

1. Schools are places for children's education, not for adult employment.
2. Schools play a major role in the life success of students and their communities.
3. Education is a profession, and educators should conduct themselves as professionals.
4. Education is a mission, and educators should conduct themselves as missionaries.
5. Schools are a community's most precious institution, and they have the power to transform it.

 **Core Beliefs**

6. Children are the center of everything we do, and our practice should reflect their best interests.
7. Schools must partner with other community members for optimal educational experiences.
8. Character is important, and schools can help shape a child's character.
9. Community service is important and essential in democratic society.



Reflection

- What is your mission and vision?
Is it aligned with the goals of a PLC?
- Do you need to revisit it?
Why or why not?

Need for a Collaborative Culture

“Improving schools requires collaborative cultures... Without collaborative skills and relationships, it is not possible to learn and to continue to learn as much as you need to know to improve.”

—Fullan, *Change Forces: Probing the Depths of Education Reform*, 1993

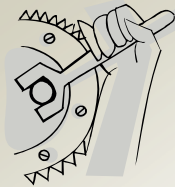
Advantages of Teachers Working in Collaborative Teams

- Gains are made in student achievement.
- Problems have higher-quality solutions.
- Staff has increased confidence.
- Teachers support one another’s strengths and accommodate weaknesses.
- Teachers can test new ideas.
- New teachers have more support.
- An expanded pool of ideas, materials, and methods exists.

(Judith Warren Little)



Collaborative Culture



Team: A systematic process in which we work **interdependently** to analyze and **impact** professional practice to improve individual and collective results

Four Stages of a Team

- Forming
- Norming
- Storming
- Performing

Reflection

- How effective is your current system of collaboration?
- Are there improvements that could be made? If so, what would you suggest?

Thank You!

For follow-up questions,
contact me at
newfrontier21@comcast.net

To schedule **professional
development**, contact
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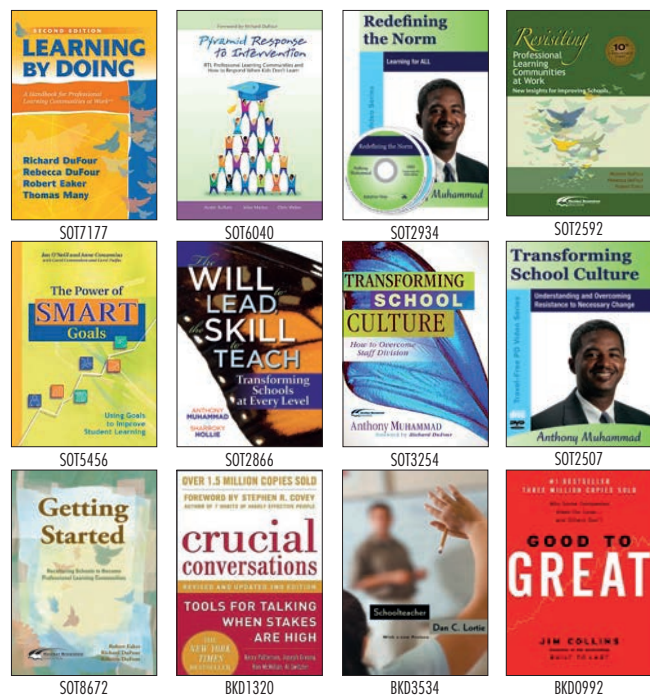
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Available from Hawker Brownlow Education

Qty	Code	Title	Price
	BKD1320	Crucial Conversations: Tools for Talking When Stakes Are High, Second Edition	\$25.95
	SOT8672	Getting Started: Reculturing Schools to Become Professional Learning Communities	\$24.95
	BKD0992	Good to Great	\$35.95
	SOT7177	Learning by Doing: A Handbook for Professional Learning Communities at Work, 2nd Edition	\$35.00
	SOT6040	Pyramid Response to Intervention: RTI, Professional Learning Communities and How to Respond When Kids Don't Learn	\$29.95
	SOT2934	Redefining the Norm: Learning for ALL DVD	\$150.00
	SOT2592	Revisiting Professional Learning Communities at Work: New Insights for Improving Schools	\$45.95
	BKD3534	Schoolteacher: A Sociological Study, With a new Preface	\$35.95
	SOT5456	The Power of SMART Goals: Using Goals to Improve Student Learning	\$32.95
	SOT2866	The Will to Lead, the Skill to Teach: Transforming Schools at Every Level	\$21.95
	SOT3254	Transforming School Culture: How to Overcome Staff Division	\$32.95
	SOT2507	Transforming School Culture: Understanding and Overcoming Resistance to Necessary Change DVD	\$150.00
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Attention Order Number

Name of School

Address

..... State P/Code

Country

Email:

Yes, I would like to receive emails from Hawker Brownlow Education about future workshops, conferences and the latest publications.

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Glenn W. Levey Middle School

A National School of Excellence

25300 W. Nine Mile Road, Southfield, MI 48034
 Main Office: 248-746-8740 Fax: 248-746-8718

Anthony S. Muhammad, Principal

Kelly A. Dean, Assistant Principal

Levey Academic/Testing Calendar 2004–2005

Tuesday	August 31	Math Yellow Sheet Day—A.M. (Library)
Tuesday	August 31	Science Yellow Sheet Day—P.M. (Library)
Wednesday	September 1	SS Yellow Sheet Day—A.M. (Library)
Wednesday	September 1	ELA Yellow Sheet Day—P.M. (Library)
Tuesday	October 19	SS Common Assessment Administered
Wednesday	October 20	Science Common Assessment Administered
Thursday	October 21	Math Common Assessment Administered
Friday	October 22	ELA Common Assessment Administered
Friday	October 29	End of 1 st Marking Period
Wednesday	November 3	*ELA Yellow Sheet Day—A.M. (Library)
Wednesday	November 3	*SS Yellow Sheet Day—P.M. (Library)
Thursday	November 4	*Science Yellow Sheet Day—A.M. (Library)
Thursday	November 4	*Math Yellow Sheet Day—P.M. (Library)
Wednesday	November 10	Parent-Teacher Conferences
Monday	Nov. 29—Dec. 17	Writing Month
Monday	January 10	ELA Common Assessment Administered
Tuesday	January 11	Math Common Assessment Administered
Wednesday	January 12	Science Common Assessment Administered
Thursday	January 13	SS Common Assessment Administered
Monday	Jan. 24—Feb. 11	MEAP Testing
Wednesday	March 23	Student-Led Conferences
Thursday	March 24	End of 3 rd Marking Period
Wednesday	April 6	Science Yellow Sheet Day—A.M. (Library)
Wednesday	April 6	Math Yellow Sheet Day—P.M. (Library)
Thursday	April 7	SS Yellow Sheet Day—A.M. (Library)
Thursday	April 7	ELA Yellow Sheet Day—P.M. (Library)
Tuesday	May 31	Science Common Assessment Administered
Wednesday	June 1	ELA Common Assessment Administered
Thursday	June 2	Math Common Assessment Administered
Friday	June 3	**SS Common Assessment Administered
Wednesday	June 8	End of 4 th Marking Period
Friday	June 10	Complete Common Assessment Results and Year-End Departmental Reports due to Principal

****Identify 2nd and 3rd Quarter Objectives***

*****6th and 7th Grade, 8th Grade will take on June 2, 2005***

Departmental Fact Sheet

Date of meeting: _____

Quarter: _____ Department: _____

6th grade focus objectives/benchmarks:

7th grade focus objectives/benchmarks:

8th grade focus objectives/benchmarks:

Levey Student Learning Survey

1. What aspects of this unit were most engaging?
2. Were the lessons interesting? If so, what were the most interesting aspects?
3. If I were to teach you this unit again, what could I change to make it more interesting?
4. How can you use what you have learned in this lesson in real life?

Homework Lunch Assignment Form

Grade Level _____

Date _____

Student Name	Missing Assignments

Teacher Name (print) _____

Teacher Name (signature) _____

*** Please turn in to guidance counselor no later than Thursday.**

**** Please attach all necessary copies.**

Title 1 Student Support Specialist

Position:	Title 1 Student Support Specialist
Location	Levey Middle School
Salary	Not to exceed Step 2 of the SEA Master Agreement (grant funded, 1-year position only)
Qualifications	Possess a valid Language Arts (6–8) or English (6–8) teaching certificate
Description	The primary function of the Title 1 Student Support Specialist is to monitor, mentor, plan, and assist Title 1 students in order to help them acquire grade level proficiency in math and reading. The person who fills this key position must demand and promote high academic achievement for all students. This key person would collaborate with students, teachers, counselors, administrators, and parents to ensure student success. In addition, this person would help plan and oversee all Title 1 programming, including the Title 1 Parent Advisory Committee. This person also will teach no more than three Reading Support classes or other support classes as determined by the building principal. This person will also assist with reports and paper work associated with Title 1 funding.

Responsibilities

- Monitor progress of Title 1 students.
- Create plans and intervention strategies to help Title 1 students be successful.
- Communicate progress of Title 1 students to their parents.
- Effectively work with teachers to devise strategies to help improve the achievement of Title 1 students.
- Plan and participate in programming/workshops for Title 1 parents.
- Prepare reports and assist with paperwork associated with Title 1 funding.
- Teach a maximum of three support classes for Title 1 students.
- Disaggregate achievement data for Title 1 students and prepare reports for the building principal as requested
- Participate in school improvement efforts like NCA and school improvement plans as it relates to Title 1 student
- Conduct other duties and responsibilities as determined by the building principal.

Levey Middle School Title 1 Tutoring Request

Teacher Name _____

Subject: _____ Date: _____

Room Requested for Tutoring: _____

Dates for Tutoring: _____

Please provide an abstract in the space provided which explains the following:

- What activities do you plan to engage students in?
- How will these activities improve student proficiency in math or reading?
- Who will be serviced (specific students)?
- What curriculum standard(s) will you address?
- What are your expected outcomes? (Attach a copy of the assessment.)
- (Attach paper if you need additional space.)

- Approved
- Denied

Administrator _____

Date _____

Levey Middle School 2004–2005 Student Success Plan

Student name _____ Grade _____

Subject: _____ Teacher _____

In order to receive a passing grade _____ must do the following:

1. _____
2. _____
3. _____
4. _____

I, _____ agree to make the following commitments in order to receive a passing grade:

1. _____
2. _____
3. _____
4. _____

I, _____ will make sure that my child honors his/her academic commitments by doing the following:

1. _____
2. _____
3. _____
4. _____

I, Mr./Ms. _____ will support _____ by providing the following assistance

1. _____
2. _____
3. _____
4. _____

We are all totally committed to the success of all of our students. Success takes hard work and commitment and a solid plan. We believe that if this plan is put into action, the student will find success. If the plan is not followed, the student runs the risk of failing his/her current grade, attending summer school, or being placed in an alternative school. Signing this plan signifies that we are all focused and committed to student achievement.

Student _____ Date _____

Parent _____ Date _____

Parent _____ Date _____

Teacher _____ Date _____