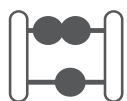




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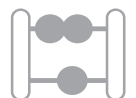
Inspire!



Anthony Muhammad

Sunday 25 May

Blueprint for Improving Teaching Practice



Session 2





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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PLC and Improving Teaching Practices

Anthony S. Muhammad, Ph.D.

Levey Middle School: A Classic Case

- 97% African-American; student population of 800+
- Schoolwide Title 1 eligible
- 80+% of students from single female-headed households
- Achievement scores well below state averages
- 25–40% annual student mobility rate

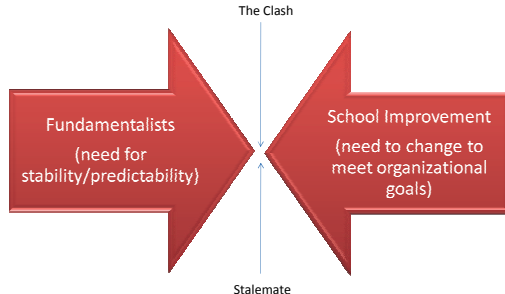
Levey Middle School: A Classic Case

- 65% of staff in first, second, or third year
- 2000–2001 school year
 - Students received 3,000+ disciplinary suspensions.
 - 150+ students failed two or more classes and were required to attend summer school.
 - Three parents were arrested for disorderly conduct on campus.
 - I was the third principal in three years.

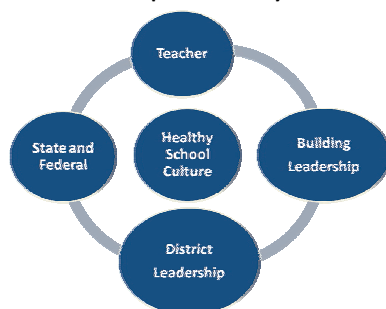
“PLCs operate under the assumption that the key to learning for students is continuous, job-embedded learning for educators.”

—DuFour, DuFour, Eaker, & Many, *Learning by Doing*, 2006

The Current State of School Reform

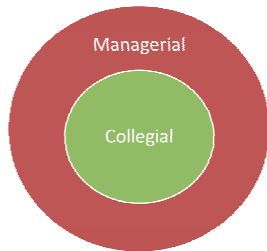


Leadership at Every Level





Two Important Subcultures Managerial and Collegial



Fundamentalist Change Is Not Easy

“Drop Your Tools” Research

- People persist when they are given no clear reason to change
- People persist when they do not trust the person who tells them to change
- People persist when they view the alternative as more frightening
- To change may mean admitting failure

(Maclean, *Young Men and Fire*, 1992)

How do we respond?

- **Level 1** – Make a clear case for change
- **Level 2** – Develop relationships, do not ostracize
- **Level 3** – Increase capacity and consider the context
- **Level 4** – Monitor Strongly



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

Suggested Reading

- Monroe, *Nothing's Impossible*, 1999
- Jackson, *Turning Points 2000*, 2000
- Eaker, DuFour, & DuFour, *Getting Started: Reculturing Schools to Become Professional Learning Communities*, 2002
- Zmuda & Kuklis, *Transforming Schools*, 2004





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?

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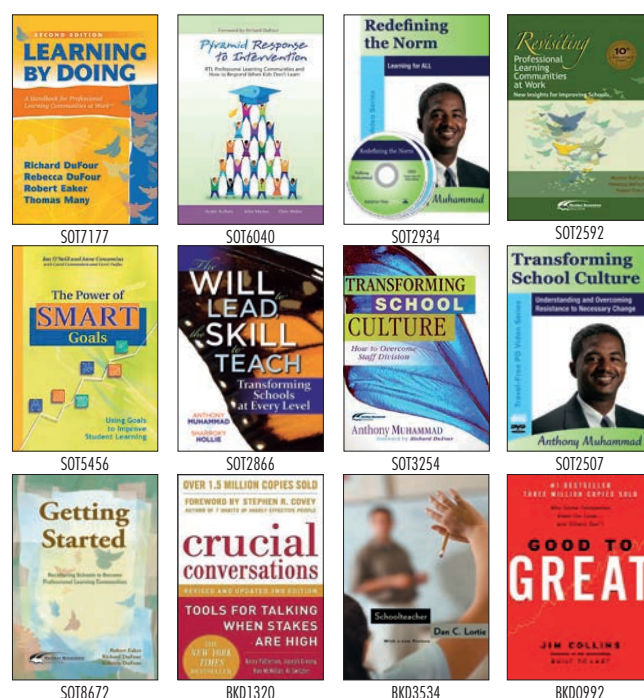
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