

14th Annual
Hawker Brownlow

Thinking & Learning Conference

PETE HALL

FRIDAY 19 MAY

**12 Steps to Collaborative Team Success
Session 3**

MELBOURNE



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PETE HALL

Pete Hall is a dynamic educator, speaker and author. Pete served five years as a teacher, two years as an assistant principal and 12 years as a principal. He worked exclusively in Title I schools, including Anderson Elementary School, a turnaround school in Reno, Nevada. For his tenacious and courageous leadership, Hall has been honoured with ASCD's Outstanding Young Educator Award (2004), Nevada's Martin Luther King Jr. Award (2005) and Phi Delta Kappan's Emerging Leaders Award (2009), among others. He was appointed to the Nevada Governor's Commission on Excellence in Education in 2005 and was selected to sit on the National Education Association's Great Public Schools Indicators Advisory Panel in 2010.



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PETE HALL

AUTHOR * SPEAKER * CONSULTANT * MOTIVATIONAL COACH
FORMER TEACHER AND SCHOOL ADMINISTRATOR

After a teaching career that spanned preK-8 over three states, Mr. Hall served 12 years as a principal in three Title I schools: Anderson Elementary in the Washoe County (Reno, NV) School District, and Sheridan Elementary and Shaw Middle in the Spokane (WA) Public Schools. Under his leadership, Anderson ES was the only Title I school in the State of Nevada to earn “High Achieving” designation; Sheridan ES earned accolades from the Washington State Office of the Superintendent for its growth and achievement; and Shaw MS earned a Career & Life Readiness Award from the State of Washington.

Mr. Hall's written works include authoring over a dozen articles on leadership and publishing six books, *The First-Year Principal* (Scarecrow Education, 2004), *Building Teachers' Capacity for Success: A collaborative guide for coaches and school leaders* (Hawker Brownlow Education, 2010), *Lead On! Motivational lessons for school leaders* (Eye On Education, 2011) *Teach, Reflect, Learn: Building your capacity for success in the classroom* (Hawker Brownlow Education, 2015), *Fostering Resilient Learners: Strategies for creating a trauma-sensitive classroom* (Hawker Brownlow Education, 2016), and *The Principal Influence: A framework for building principals' leadership capacity* (Hawker Brownlow Education, 2016). A seventh, tentatively titled *Cultivating a Culture of Reflective Practice: The definitive guide to building teachers' capacity*, is scheduled for release in 2017.

For his tenacious and courageous leadership, Mr. Hall has been honored with ASCD's Outstanding Young Educator Award (2004), Nevada's Martin Luther King Jr Award (2005), and Phi Delta Kappan's Emerging Leaders Award (2009), among others. He was appointed to the Governor's Commission on Excellence in Education (in Nevada, 2005) and was selected to sit on the National Education Association's Great Public Schools Indicators Advisory Panel (2010-2011). He holds a National Principal Mentor Certificate from NAESP and serves as a trainer and coach for NAESP's PALS mentoring program. He also provides extensive professional development services as an ASCD Faculty member.

Mr. Hall has worked as a personal consultant/mentor/motivational coach for school leaders, teachers, professional athletes, weekend golfers, stand-up comedians, firefighters, business executives, custodians, and more. A current resident of Coeur d'Alene, Idaho, he speaks and consults internationally.

Follow him on Twitter at @EducationHall



Shaw's Operational Norms

Note: This document was created to guide the way we work together in all places, at all times, for all purposes...professionally and respectfully

How will we maintain open and honest communication?

- ❖ We will listen first; seek first to understand
- ❖ We will enter each situation with a fresh start
- ❖ We will make our thinking as clear and visible as possible

How will we build trust in each other?

- ❖ We will honor, appreciate, and value each other
- ❖ We will follow-through
- ❖ We will match our actions with our words

How will we resolve conflict and approach problem-solving?

- ❖ We will go to the source
- ❖ We will focus on the problem, not the person
- ❖ We will seek a win-win
- ❖ When necessary, we will agree to disagree respectfully

How will we hold each other accountable to our expectations?

- ❖ We will ask each other, "What is the purpose of this conversation?"
- ❖ We will confront behavior that is incongruous to our norms
- ❖ We will redirect conversations that have veered off path

How will we direct our focus onto our mission and goals?

- ❖ We will focus on things we can control
- ❖ We will make decisions based on what's best for kids
- ❖ We will emphasize the strategies that lead us to our goals

THE UNIT CYCLE (via The Jackettes)**The Unit Cycle (12-step Team Success Plan). Any team, any grade, any subject, any time, any unit.**

1) Preview learning goals, targets, & curriculum

2) Create/*Administer/Analyze common formative (pre) assessment

3) Establish SMART goals

4) Discuss teaching methodology & create instructional plan

5) Share resources

6) *Teach & differentiate for students' needs

7) *Monitor student progress via common formative assessments

8) Create/*Administer/Analyze semi-summative assessment – including student self-assessment

9) Create intervention/extension groups & lessons

10) *Teach & differentiate for students' needs

11) Create/*Administer/Analyze common summative (post) assessment

12) Celebrate small wins & Recalibrate as necessary

APPENDIX B NUMBER 6: DATA-DRIVEN DIALOGUE STANDARD PROTOCOL

Team: _____ Teacher: _____

Date: _____ Assessment: _____

What is the purpose of this data inquiry? _____

Directions: Use this Data-Driven Dialogue protocol to guide the investigation, analysis, and action-planning around an assessment question. This DDD is useful for individual teachers, teams or departments, school-level views, and district-wide data analyses.

<p>Step 1: Predicting</p> <p>What are some predictions you have about how your students performed on this assessment? Why do you think so?</p>	
<p>Step 2: Viewing the Data</p> <p>Are there any patterns of achievement? What do you notice about the results over time? Do certain groups or individuals fare better or worse than others? Are there outliers? What trends or overall patterns do you notice?</p>	
<p>Step 3: Analyzing the Results</p> <p>Which students need additional time or support?</p> <p>Compare students or groups with variances in success. What contributed to the difference? Did the adults' approaches differ? What inferences can we make about inputs vs. outputs?</p> <p>What is an area where our team's students struggled? What contributed to these struggles?</p>	
<p>Step 4: Action Planning</p> <p>What actions can we take immediately to provide support to students who need it now?</p> <p>What adaptations can we make for future teaching and learning events?</p> <p>What other steps can we take to improve the results of our work?</p>	

Copyright © 2015 Hawker Brownlow Education: *The Principal Influence: A framework for building leadership capacity* (Hall, Childs-Bowen, Cunningham-Morris, Pajardo, & Simeral, 2015).

D-D-D Artifact: Instructional Plan

Team: Teacher: Date(s):

Unit: Essential Learning(s):

Whole class: (focus lessons)

<u>Learning Targets:</u>

Intervention groups: (pre-teaching; alt-teaching; concept development)

1.) <u>Students:</u>	<u>Learning Targets:</u>
2.) <u>Students:</u>	<u>Learning Targets:</u>
3.) <u>Students:</u>	<u>Learning Targets:</u>

Quick-fix individual conferences:

<u>Students:</u>	<u>Learning Targets:</u>

NOW WHAT?

Name: _____ Today's date: _____

Directions: You've just completed a fabulous, informative, and inspirational workshop. Armed with new information and practical strategies, WHAT ARE YOUR GOALS FOR IMPLEMENTING THESE APPROACHES to increase your effectiveness in your professional responsibilities? For the overarching SMART goal, write at least two specific Action Steps that you WILL attempt.

My SMART Goal: By _____, _____

WHY did I set this goal? _____

HOW will I accomplish it?

Action Step #1: _____

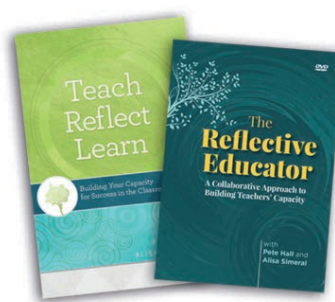
Action Step #2: _____

Action Step #3: _____

WHO will support me (and in what manner)? _____

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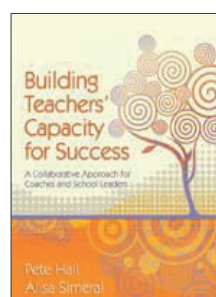
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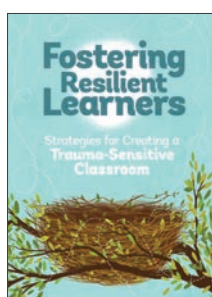
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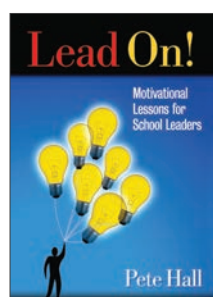
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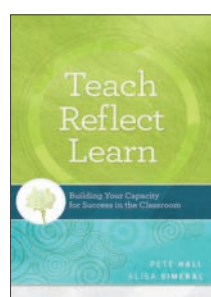
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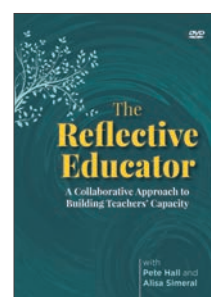
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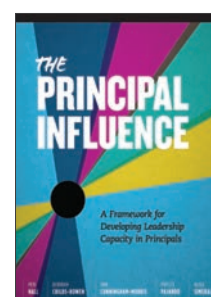
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115040



616027



116026

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Name of School

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..... StateP/Code.....

Country

Email:

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