

15th Annual
Hawker Brownlow
**Thinking &
Learning**
Conference

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PETE HALL

FRIDAY 18 MAY

Session 1

Growing As a Superb Teacher!

MELBOURNE

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.



A message from Hawker Brownlow Education

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EDUCATIONHALL

proudly presents Pete Hall



Leadership Coach * Educational Author * Dynamic Speaker

For 12 years, Pete Hall served as a principal in three schools. Each of the three (Anderson Elementary School in Reno, Nevada; Sheridan Elementary School in Spokane, Washington; and Shaw Middle School in Spokane, Washington) earned awards for their improvement, growth, and achievement levels under Hall's leadership.

Now, as a *Professional Development Agent*, Pete has focused his life's work on building the capacity of educators worldwide...so they can have the tremendous positive impact on their students they are meant to have. Through workshops, keynote addresses, mentoring, and other avenues, Pete has connected with thousands of educators in over 40 states and around the globe. He is affiliated with a half-dozen speaking agencies and is co-owner (with his wife, Mindy) and Executive Director of EducationHall, LLC.

"Pete's support was consistently supportive. He trusted me and provided the follow-through that gave me the courage to excel."

Amanda R., Principal

"Amazing and practical workshop! I am motivated to continue my journey to help others become even more successful in our field."

Patty G., Staff Development Specialist

Pete lives according to a simple mantra, "Always strive to be a better you." Taking this philosophy into his coaching, leadership, and personal interactions, he exudes optimism, energy, and all-out effort towards clear and viable goals. Described as relentless, enthusiastic, and incorruptible, Pete is driven by continuous growth, ongoing learning, and supporting the achievement of others.

Pete's written works include over a dozen articles on leadership and 7 books: *Creating a Culture of Reflective Practice* (ASCD, 2017), *Fostering Resilient Learners* (ASCD, 2016), *The Principal Influence* (ASCD, 2016), *Teach, Reflect, Learn* (ASCD, 2015), *Lead On!*

Motivational Lessons for School Leaders (Eye On Education, 2011), *Building Teachers' Capacity for Success* (ASCD, 2008), and *The First-Year Principal* (Scarecrow Education, 2004).

In addition to his education work, Pete and his wife recently launched Strive Success Solutions, a consulting firm dedicated to helping people and organizations accomplish their goals. With a client list that includes school leaders, teachers, professional athletes, weekend golfers, stand-up comedians, firefighters, business executives, custodians, and more, Pete believes success is within everyone's reach.

Plan A: The #1 Determinant of Student Success

Research has long supported the assertion that better teachers lead to higher student achievement. A 70-year-old article in *Educational Leadership* identified an early perspective on the characteristics of effective teaching--with a rudimentary rubric distinguishing between the Teachers, the Gentlemen, the Conscientious Souls, and the Wastrels (Landsdowne, 1944)! More recently, Charlotte Danielson, creator of the indispensable Framework for Professional Practice, stated quite directly, "High-level learning by students requires high-level instruction by their teachers" (2007, p. 15). Not surprisingly, this is a global perspective, echoed by Barber and Mourshed in *How the World's Best-Performing School Systems Come Out on Top*: "The only way to improve outcomes is to improve instruction" (2007, p. 34). Education expert Linda Darling-Hammond studied the results of the 2013 Teaching and Learning International Survey (TALIS) to declare, "We cannot make major headway in raising student performance and closing the achievement gap until we make progress in closing the teaching gap" (2014–15, p. 18).

The message is the same closer to home. Bryan Goodwin, CEO of the research think tank Mid-continent Research for Education and Learning (McREL), concurred that "one of the most important ways that school systems can change the odds for students is to ensure that every child receives the benefit of a great teacher, every year, and in every classroom" (2011, p. 19). The reality, as expressed by renowned educational researcher Robert J. Marzano, is this: "It is clear that effective teachers have a profound influence on student achievement and ineffective teachers do not. In fact, ineffective teachers might actually impede the learning of their students" (2003, p. 75).

Based on this commonsensical idea, the Teacher Quality Roadmap series from the National Council on Teacher Quality has investigated the state of teacher quality in 13 school districts since its launch in 2009, offering findings in policy and practice that guide reform initiatives (for more information, go to nctq.org). John Hattie, whose mega meta-analysis *Visible Learning* carries significant professional clout, acknowledges the variation in teacher quality, noting that "it is the differences in the teachers that make the difference in student learning" (2009, p. 236). Hattie proceeds to reveal the teaching actions and instructional strategies that have the greatest effect on student learning. With this profound research support, the mystery of effective instruction really has no business being a mystery any more.

Excerpt from Hall, P. & Simeral, A. *Creating a Culture of Reflective Practice: Capacity-building for schoolwide success* (ASCD, 2017). Reproduced with permission.

Excerpt B: Hero: A New Definition

Recently, a teacher was spotted in a crowded middle school hallway in Spokane, Washington, sporting a T-shirt emblazoned with this message: “I’m a teacher. What’s your superpower?”

This got us thinking. In our society, where do teachers rank? Publicly, financially, socially, and in the media, how do our educators fare? Wouldn’t it be nice if this were the storybook narrative passed along, from generation to generation?

The cries were faint but audible. Locked in a high tower in a dangerous castle guarded by a terrible dragon, the helpless maiden longed for a hero in shining armor to rescue her.

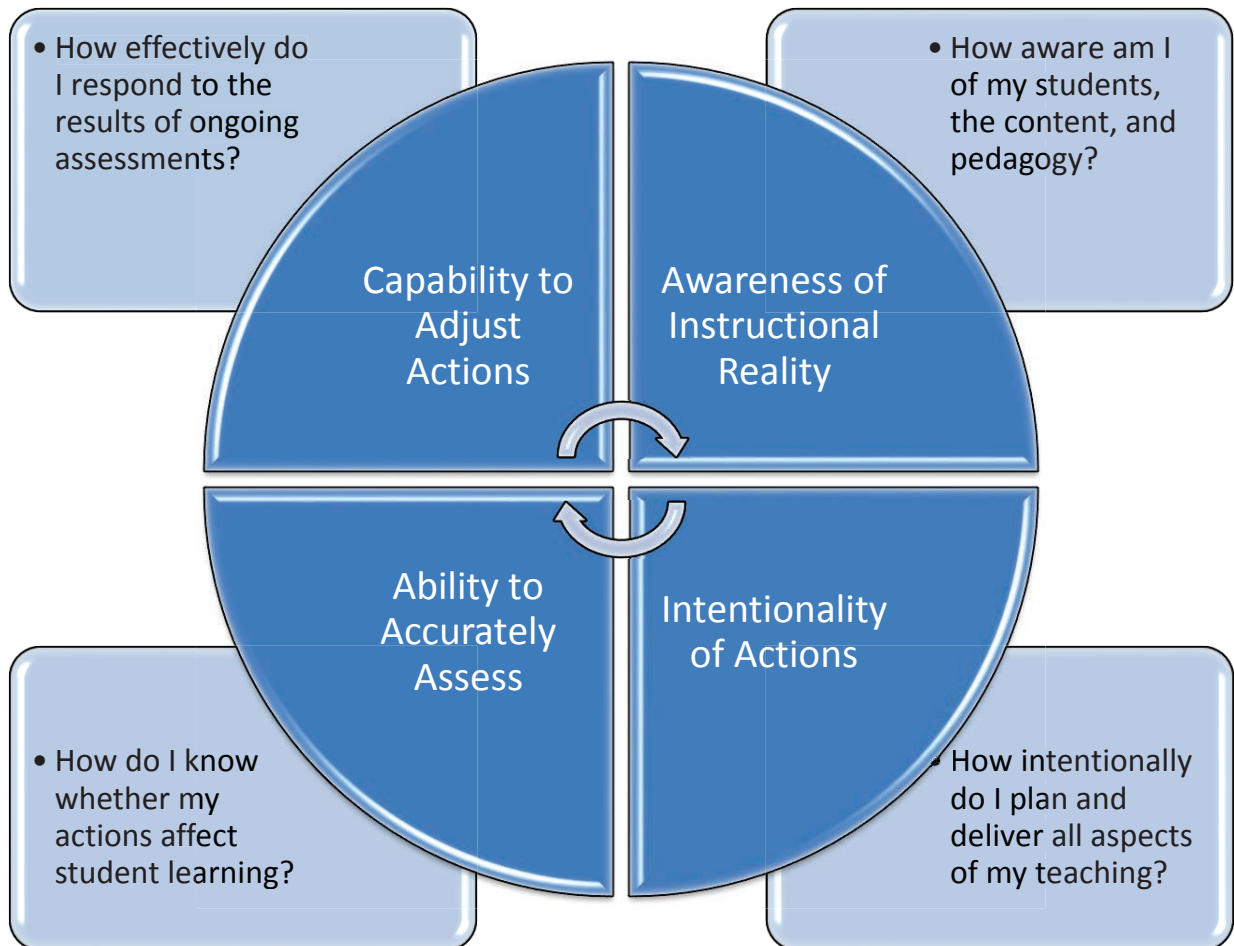
Alas, the tower was constructed of trauma and poverty, a life pieced together by the day, the hour, the minute, and housed in the chaotic reality of struggle: the struggle to learn, the struggle to connect, and the struggle to survive. The castle, perhaps decrepit or maybe just overlooked, was encircled by a dangerous moat of uncertainty and fading hope. The dragon, relentless and hissing, feasted on ambition and drank the tears of despair while guarding its innocent but vulnerable captive.

Ho! What glorious knight arrived at breakneck pace across the moonlight plain? ‘Twas the teacher, of course, riding a stallion of courage, carrying a shield of empathy, and waving a sword of steel expectations. Across the moat in a single bound, our hero provided a safe and caring environment for our young innocent to learn, persevere, excel, and overcome.

Once extracted, our youngster tamed the dragon, rebuilt the castle, and remodeled the tower into an observatory . . . so she could keep a good eye on the entire kingdom. The teacher saved the day!

Excerpt from Hall, P. & Simeral, A. *Teach, Reflect, Learn: Building your capacity for success in the classroom* (ASCD, 2015).

The Reflective Cycle



Sources:

Hall, P. & Simeral, A. (2017). *Creating a Culture of Reflective Practice: Capacity-building for schoolwide success*. Alexandria, VA: ASCD.

Hall, P. & Simeral, A. (2015). *Teach, Reflect, Learn: Building your capacity for success in the classroom*. Alexandria, VA: ASCD.

The reflective tendencies of teachers along the Continuum of Self-Reflection			
Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
<ul style="list-style-type: none"> • Demonstrates little or no awareness of instructional reality in the classroom • Engages in little or no self-initiated reflection • Defines problems or challenges inaccurately • Sees surface-level events and classroom elements • Collaborates infrequently with colleagues • Focuses on routine • Exhibits the best of intentions • Expresses confusion about own role in learning • Focus is on the job itself—the <i>act</i> of teaching 	<ul style="list-style-type: none"> • Demonstrates a consistent “knowing–doing” gap • Reflects when prompted by others • Offers external explanations for problems or challenges • Makes generalizations in observations about classroom reality • Collaborates inconsistently with colleagues • Tends to operate with strong habits and comfortable practices • Becomes easily distracted from goals • Disregards others’ ideas • Focus is first on <i>self</i> 	<ul style="list-style-type: none"> • Commits to taking steps to affect student learning outcomes • Engages in reflection before and after teaching • Evaluates problems or challenges objectively • Notices trends and themes in student performance and classroom elements • Collaborates on a limited basis with colleagues • Seeks to incorporate research-based concepts and strategies • Gravitates toward a particular structure or strategy • Struggles to identify solutions to long-term problems • Craves feedback from trusted partners • Focuses on the <i>science</i> of teaching 	<ul style="list-style-type: none"> • Accepts responsibility for the success of each student and for ongoing personal growth • Reflects before, during, and after taking action • Modifies lessons and plans to meet students’ varied needs • Dissects lessons and learning to reveal options for improvement • Pursues opportunities to work and learn with colleagues • Maintains a vast repertoire of instructional strategies • Recognizes that there are multiple “right” courses of action • Thinks globally, beyond the classroom • Focuses on the <i>art</i> of teaching

Source: Hall & Simeral: *Creating a Culture of Reflective Practice: Capacity-building for schoolwide success* (ASCD, 2017).

Continuum Teacher Profile

Kris

Kris is a teacher at Sun Valley Community School. Over the past year or so, the staff has investigated many strategies for increasing student engagement in their lessons. They have conducted a book study, brought in experts, and sent a couple scouts to some conferences to pick up tips and approaches.

As a 15-year veteran teacher, Kris has a slew of engagement tools in his toolbelt. And, as a charismatic individual who really “gets” his kids, he relies quite a bit on his natural instincts and his relationships with students to get them involved in their lessons and projects. He’s a busy guy – recently married, just had a baby at home, works as a bartender a couple nights a week, plays in a band and on a softball team – so he rarely takes work home to grade or write detailed plans. When putting together his lessons, he focuses most of the time on the tasks and the content they must cover – the teaching, he has realized, takes care of itself during the course of the class periods.

When contemplating his goals for the school year, Kris focuses on student-learning outcomes. He wants the students to learn as much as they can and progress as far as possible. He sets his targets high, though he understands that some students just won’t achieve the goals he’s set for them. These days, it’s harder and harder to get some of his students to engage in the learning, and it seems there are more and more kids with all sorts of special needs – language, behavior, learning disabilities, and kids who just plain struggle – that complicate his work.

He’s been to a lot of PD sessions over the years, and he’s incorporated many of the strategies he’s learned into his repertoire. Some days are better than others, and he’s begun to get accustomed to the waxing and waning of classroom success. As he readies himself to sit down with his principal to set his professional-practice goal, he struggles to identify a focus. Engagement really isn’t his issue – he provides engaging lessons, it’s just that many of his students aren’t taking advantage of it.

1. In what stage on the Continuum of Self-Reflection do you believe Kris is currently operating?

2. What evidence do you have to support that hypothesis?

Reflective Self-Assessment Tool

Source: *Teach, Reflect, Learn: Building your capacity for success in the classroom*. Hall & Simeral (ASCD, 2015)

Directions: Consider each of the following 10 scenarios and circle the letter next to the response that is most accurate, most likely to be true, or most often the approach you would take. You will likely find that some of the scenarios have more than one option that matches your style. In that case, go with your gut – what would you typically do?

Caution: Be honest. Only with honesty can we expect to know ourselves and therefore grow.

1. When planning for today's (or tomorrow's) lesson, I . . .

- A. Begin with the content and activities that we will be covering and occasionally prepare specific teaching strategies.
- B. Utilize recent student assessment data to determine what I'm going to teach and how I'm going to teach it.
- C. Spend most of my time deciding which instructional methods I'll use to meet the specific needs of my students, relying on unit plans to determine the content.
- D. Consult the teacher's edition of the textbook and follow the lessons provided.

2. When considering the frequency that I reflect on my teaching, I . . .

- A. Routinely reflect after teaching a lesson and/or analyzing an assessment.
- B. Reflect after grading student work or when prompted by an administrator, coach, or colleague.
- C. Occasionally reflect after grading assignments or quizzes.
- D. Continuously reflect, including during the lesson itself.

3. When planning to address student misconceptions, I . . .

- A. Address them when they occur, because it is difficult to tell where students will struggle.
- B. Follow the established plan for the lesson from beginning to end.
- C. Analyze student work to determine what struggles they're having and then plan to address them.
- D. Plan for check-ins throughout the lesson, so I can provide support as necessary.

4. When I encounter students who struggle in a lesson, I . . .

- A. Analyze each student's specific struggles to determine a course of action designed to address them.
- B. Can't always tell why they struggle, because there are so many variables.
- C. Realize I have little control over how some students perform, so I continue to encourage them.
- D. Look at my teaching strategies to see if changing them might have a better effect.

5. When attempting to reengage students who are off-task, I . . .

- A. Stop the lesson, regroup students, and resume the lesson when I'm ready.
- B. Address the situation with a variety of preplanned engagement strategies.
- C. Employ a strategy that I am most comfortable with and have used before with success.
- D. Use ideas from the lesson plan I'm following and/or power through in hopes that students will reengage.

6. When I ask questions in class, I . . .

- A. Ask questions that I have prepared in advance.
- B. Ask questions from a collection I have prepared, varying my asking/answering strategies.
- C. Ask questions that come to me while I'm teaching and that will continue to move the lesson forward.
- D. Ask questions that are included (as written) in the lesson plan.

7. When describing the students I teach each day, I . . .

- A. Can identify those who are most/least successful, who struggle with assignments, and who are the first to finish.
- B. Can identify students' academic profiles and can cite the latest assessment data.
- C. Tend to focus on their personalities, behavioral patterns, and overarching descriptive traits.
- D. Can explain the latest assessment data, including anecdotal information, and can describe how students are grouped for instruction.

8. When students are struggling in a lesson, I . . .

- A. Stick with the lesson plan to make sure we cover the required material.
- B. Attempt to address the learning gaps by modifying the following day's lesson.
- C. Adjust my instructional approaches immediately.
- D. Go back and reteach the problems they got wrong.

9. When determining the level of success in a particular unit, I . . .

- A. Monitor the progress of individual students through continuous formative and summative assessment strategies.
- B. Monitor class performance on lesson assignments and/or quizzes to see if they are "getting it."
- C. Monitor performance by administering an end-of-unit test and noting student scores.
- D. Monitor class progress through formative and summative assessment strategies.

10. When reflecting on my students' assessment performance levels, I . . .

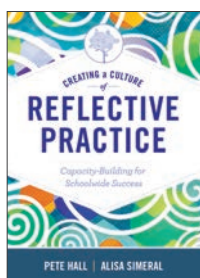
- A. Check the grade book to see how the students fared.
- B. Can describe individual students and the specific concepts they have mastered.
- C. Explain with detail how groups of students performed.
- D. Provide information about how the class did as a whole.

Reflective Cycle Goal Chart Adapted from Appendix B from *Teach, Reflect, Learn* (Hall & Simeral, ©ASCD, 2015)

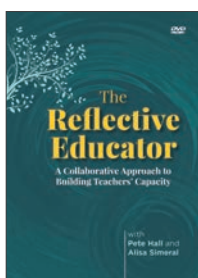
	Unaware Stage	Conscious Stage	Action Stage	Refinement Stage
Build Awareness:	<ul style="list-style-type: none"> • OBSERVE 	<ul style="list-style-type: none"> • NOTE CAUSE & EFFECT RELATIONSHIPS 	<ul style="list-style-type: none"> • ZOOM IN ON THE DETAILS 	<ul style="list-style-type: none"> • BRING ALL THE VARIABLES TOGETHER
Make Decisions with Intentionality:	<ul style="list-style-type: none"> • THINK INTENTIONALLY 	<ul style="list-style-type: none"> • PLAN WITH INTENTIONALITY 	<ul style="list-style-type: none"> • STRATEGIZE 	<ul style="list-style-type: none"> • MOVE BEYOND STRATEGY TO DESIGN
Assess and Analyze your Impact:	<ul style="list-style-type: none"> • NOTICE LEARNING 	<ul style="list-style-type: none"> • RECOGNIZE THE RESULTS OF YOUR ACTIONS 	<ul style="list-style-type: none"> • CONSIDER STUD. THINKING AS YOU ASSESS 	<ul style="list-style-type: none"> • ASSESS WITH A PURPOSE
Be Responsive:	<ul style="list-style-type: none"> • MAKE CHANGES 	<ul style="list-style-type: none"> • RESPOND TO THE NEEDS YOU SEE 	<ul style="list-style-type: none"> • RESPOND IN THE MOMENT 	<ul style="list-style-type: none"> • TRUST YOUR INTUITION
Habitualize your Reflections:	PRACTICE REFLECTION	COMMIT TO REFLECTING EACH DAY	DEVELOP A PATTERN OF REFLECTION	CULTIVATE REFLEXIVE REFLECTION

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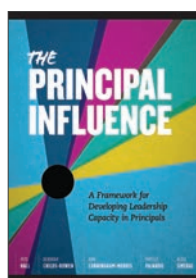
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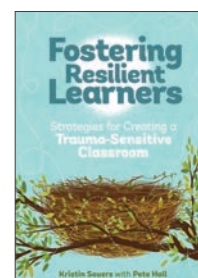
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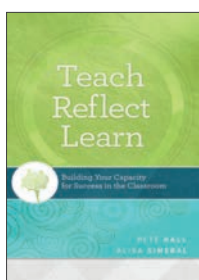
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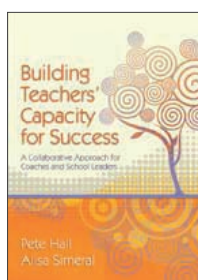
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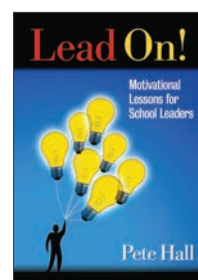
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