

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

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PETE HALL

SATURDAY 19 MAY

Session 2

**Differentiated Instructional Leadership
- Part 2**

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.

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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.

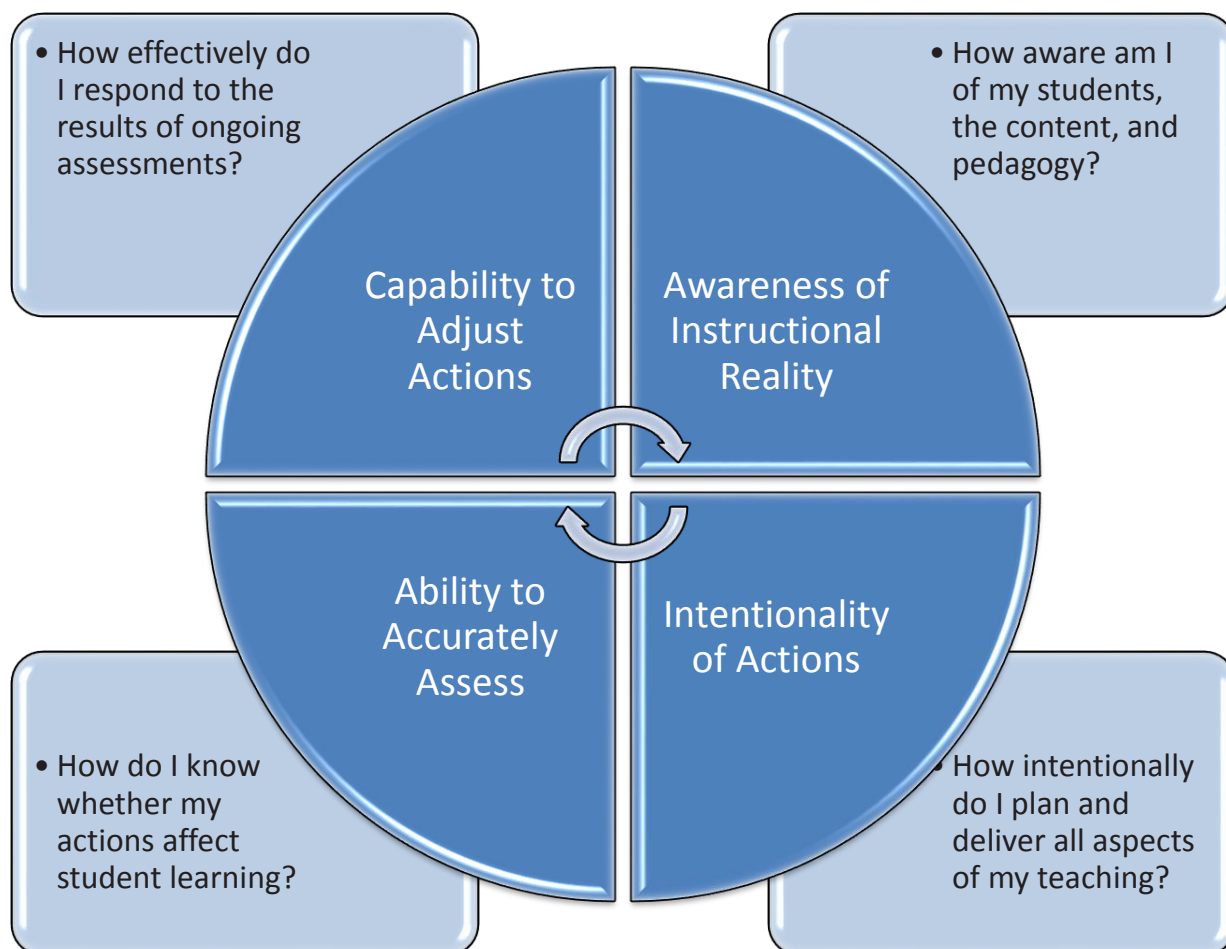
Alas, the tower was constructed of trauma and poverty, a life pieced together by the day, the hour, the minute, and housed in the chaotic reality of struggle: the struggle to learn, the struggle to connect, and the struggle to survive. The castle, perhaps decrepit or maybe just overlooked, was encircled 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!

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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 Continuum of Self-Reflection

Unaware Stage				
Capacity-Building Goal: To build deeper awareness of students, content, and pedagogy				
Teacher's Reflective Tendencies	Leadership Roles	Strategic PLC and Teacher-Leadership Support	Transformational Feedback (Directive statements)	Differentiated Coaching Strategies
<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 	<p>Administrator: Director</p> <p>Instructional Coach: Unconditional Partner</p>	<ul style="list-style-type: none"> • Assign a specific task during team meetings • Front-load the upcoming content/meeting with an article, video, or 1:1 discussion • Debrief immediately following the meeting to support understanding and next-steps • Facilitate collegial idea-sharing through professional learning protocols • Strategically partner this teacher with a colleague (in particular one in the Action Stage) to build reflective capacity 	<ul style="list-style-type: none"> • When you did this ____, the students did this ____. It worked because ____. Do that again! • I noticed you used ____ and it was effective because ____; use it whenever you want your students to ____. • When you did this ____, the students did this ____. Tomorrow try ____, and tell me what happens. • Your lesson was successful today because ____. • You (or your students) struggled today because _____. Next time that happens, try this: ____, and tell me what happens. • You appear frustrated with ____ and I noticed you ____ several times. Tomorrow, try to take note of how many times you _____. Then let's chat further. • I observed ____, which is not what you/we were going for in that lesson; try ____ to get the lesson back on track. This usually works because ____. 	<ul style="list-style-type: none"> • Make frequent contact, checking in often to talk about goals and progress toward them • Build confidence through short-term goal setting • Celebrate successes immediately • Model a strategy or lesson • Whisper Coach while co-observing another teacher's class • Write lesson plans together • Co-teach a lesson • Debrief a lesson together • Record a lesson, provide clear look-fors, and debrief the video together • Engage through side-by-side reflective journaling

The Continuum of Self-Reflection

Conscious Stage				
Capacity-Building Goal: To work with greater intentionality in addressing student needs, content, and pedagogical practices				
Teacher's Reflective Tendencies	Leadership Roles	Strategic PLC and Teacher-Leadership Support	Transformational Feedback (Leading prompts)	Differentiated Coaching Strategies
<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 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> 	<p>Administrator: Navigator</p> <p>Instructional Coach: Motivator and Strategist</p>	<ul style="list-style-type: none"> • Emphasize the use of data (pre and post) to clarify cause-and-effect relationships • Analyze student work samples as a team • Promote team lesson planning • Facilitate collegial observations to see strategies at work in various settings • Utilize protocols to guide discussion and promote engagement • Strategically partner this teacher with a colleague (in particular one in the Refinement Stage) to grow reflective capacity 	<ul style="list-style-type: none"> • Your goal is _____. How can I help you keep that focus and support your efforts? • I see you were using _____ today. Keep that focus! What worked well today? • Tell me about the purpose of today's activity. What is your evidence of success? • Today, your students were successful at _____. What did you do that directly led to their success? • I noticed _____ today. How might the outcomes change if you tried _____? Give it a shot and let me know how it goes. • Yesterday I observed your students _____; today, they are _____. How do you determine your daily lesson structure? • Tell me more about the planning that went into today's lesson. Why did you select the strategy you chose for this lesson? • How do you use what you know about your students to drive lesson planning each day? • When you did _____ today, I observed several students _____. How will you shift tomorrow's lesson to change the outcomes? • How does this lesson connect to prior and future student learning objectives? • What misconceptions might students have during tomorrow's lesson? How will you address that in your planning? 	<ul style="list-style-type: none"> • Make daily contact, checking in often to talk about goals and progress toward them • Build confidence through short-term goal setting • Celebrate successes immediately • Meet weekly for collaborative planning • Engage through Interactive journaling • Invite participation in small group discussions around common problem of practice • Model a strategy or lesson in the teacher's classroom • Co-plan, co-teach, and debrief a lesson together • Provide opportunities to observe in other classrooms – utilizing clear look-fors • Record a lesson, provide clear look-fors, and debrief the video together

The Continuum of Self-Reflection

Action Stage				
Capacity-Building Goal: To build on experience and help strengthen expertise through accurate assessment of instructional impact				
Teacher's Reflective Tendencies	Leadership Roles	Strategic PLC and Teacher-Leadership Support	Transformational Feedback (Open-ended prompts)	Differentiated Coaching Strategies
<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 	<p>Administrator: Prompter</p> <p>Instructional Coach: Mentor</p>	<ul style="list-style-type: none"> • Provide opportunities for all teachers to share methods in team meetings • Engage in healthy debate about the pros and cons of various pedagogical strategies • Maintain a focus on data analysis during team meetings • Incorporate professional learning (new and deeper instructional strategies) as a regular component of team meetings • Strategically partner this teacher with colleagues (in particular those in the Unaware Stage) to build leadership capacity 	<ul style="list-style-type: none"> • What was the purpose of today's activity? Was it successful? How do you know? • Which parts of today's lesson went well? Which parts didn't? Why? • What was the goal of today's lesson? How did you determine that goal? • Today I observed you _____. Did that contribute to your goal? How can you tell? • Why did you choose to _____ today? Was that strategy effective? How do you know? • What other strategy could you have used today to achieve your goals? • How do you predetermine what your evidence of success will be for a lesson? • Do your anecdotal observations of student learning align with more formal assessment data? • If you could teach this lesson again, what would you do differently? Why? • Which students were successful achieving today's learning target? Which students struggled? Why was that so? • What does the student work from today's lesson tell you about _____ as a learner? • What can you tell me about _____ as a learner? How can you find out more? 	<ul style="list-style-type: none"> • Analyze data together • Analyze student work samples together • Collaboratively engage in diagnosis and action planning based on beliefs of how students learn • Provide research from which to construct meaning • Invite participation in small group discussions around common problem of practice • Foster idea-sharing through collegial observations • Model new strategies in gradual-release model • Record lesson and discuss video analysis • Model open-mindedness toward multiple approaches and perspectives • Encourage participation in professional book club • Interactive journaling

The Continuum of Self-Reflection

Refinement Stage				
Capacity-Building Goal: To encourage long-term growth and continued reflection through responsiveness to ongoing assessments				
Teacher's Reflective Tendencies	Leadership Roles	Strategic PLC and Teacher-Leadership Support	Transformational Feedback (Challenging prompts)	Differentiated Coaching Strategies
<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 	<p>Administrator: Challenger</p> <p>Instructional Coach: Collaborator</p>	<ul style="list-style-type: none"> • Assign and/or encourage formal leadership roles within the team or department structure • Encourage sharing and modeling of the thinking behind this teacher's decisions and actions in the classroom during team meetings • Encourage leadership of a team action-research project • Strategically partner this teacher with colleagues (in particular those in the Conscious Stage) to build their reflective capacity 	<ul style="list-style-type: none"> • Today your students did ___ and you immediately responded with ___. How did you plan to address that misconception? • In the middle of today's lesson, you abruptly changed course. What led to that decision? Was it a successful move? How do you know? • How do you know when students are learning in the middle of a lesson? What do you look for? • How do you identify specific learning styles of the students in your room? • Explain the thinking that went into planning a lesson like this. How do you know which strategies to select? How do you decide which activities to choose? • To what extent are you collaborating with your colleagues to plan and deliver your lessons? How can you become more intentional in partnering with your teammates? • Your lesson today reminded me of a recent article I read in <i>Educational Leadership</i>. I'll put a copy in your box – I would love to hear your thoughts. 	<ul style="list-style-type: none"> • Analyze data and student work samples together • Analyze school-wide data together • Stimulate discussions of personal vision and educational philosophy • Serve as devil's advocate to challenge thinking • Record lesson and discuss video analysis • Facilitate idea-sharing through collegial observations • Encourage leadership of small group discussions around common problem of practice • Encourage book club facilitation or leadership • Arrange for student-teacher hosting opportunities • Encourage conference participation and publication submission • Interactive journaling

INDIVIDUAL TEACHER CAPACITY-BUILDING PLAN

Date:

Name of Teacher	Stage on Continuum	Key descriptors: What evidence directs you to think s/he is in that stage?
Note an area of strength:		What motivates this person?

Capacity-building (reflective or mindset) goal for this Stage on Continuum		Evaluation, school-wide, team, individual professional-practice goal
Coach's Role	Administrator's Role	
Coaching Strategies	Type of Feedback	Specific questions/Launching Stems
		Possible "door openers"

Timeline:			
1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter

Adapted from Hall & Simeral, *Building Teachers' Capacity for Success: A collaborative approach for coaches and school leaders* (ASCD, 2008)

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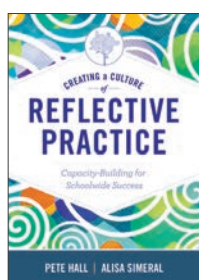
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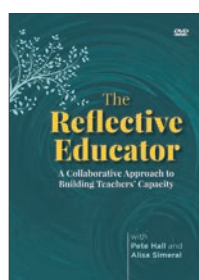
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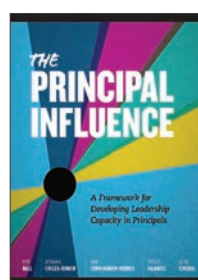
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	109002	Building Teachers' Capacity for Success: A Collaborative Approach for Coaches and School Leaders	\$32.95
	117006	Creating a Culture of Reflective Practice: Capacity-Building for Schoolwide Success	\$42.95
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	116026	The Principal Influence: A Framework for Developing Leadership Capacity in Principals	\$45.95
	616027	The Reflective Educator: A Collaborative Approach to Building Teachers' Capacity DVD	\$250.00
	115040	Teach, Reflect, Learn: Building Your Capacity for Success in the Classroom	\$39.95
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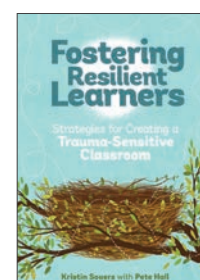
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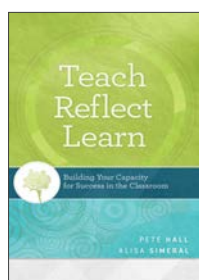
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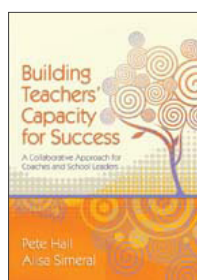
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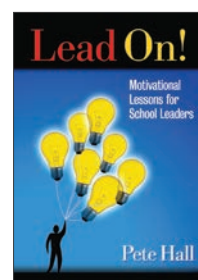
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