

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

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**PETE HALL**

**SUNDAY 20 MAY**

**Session 2**

**Creating a Culture of Reflective Practice  
Part 1**

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**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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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

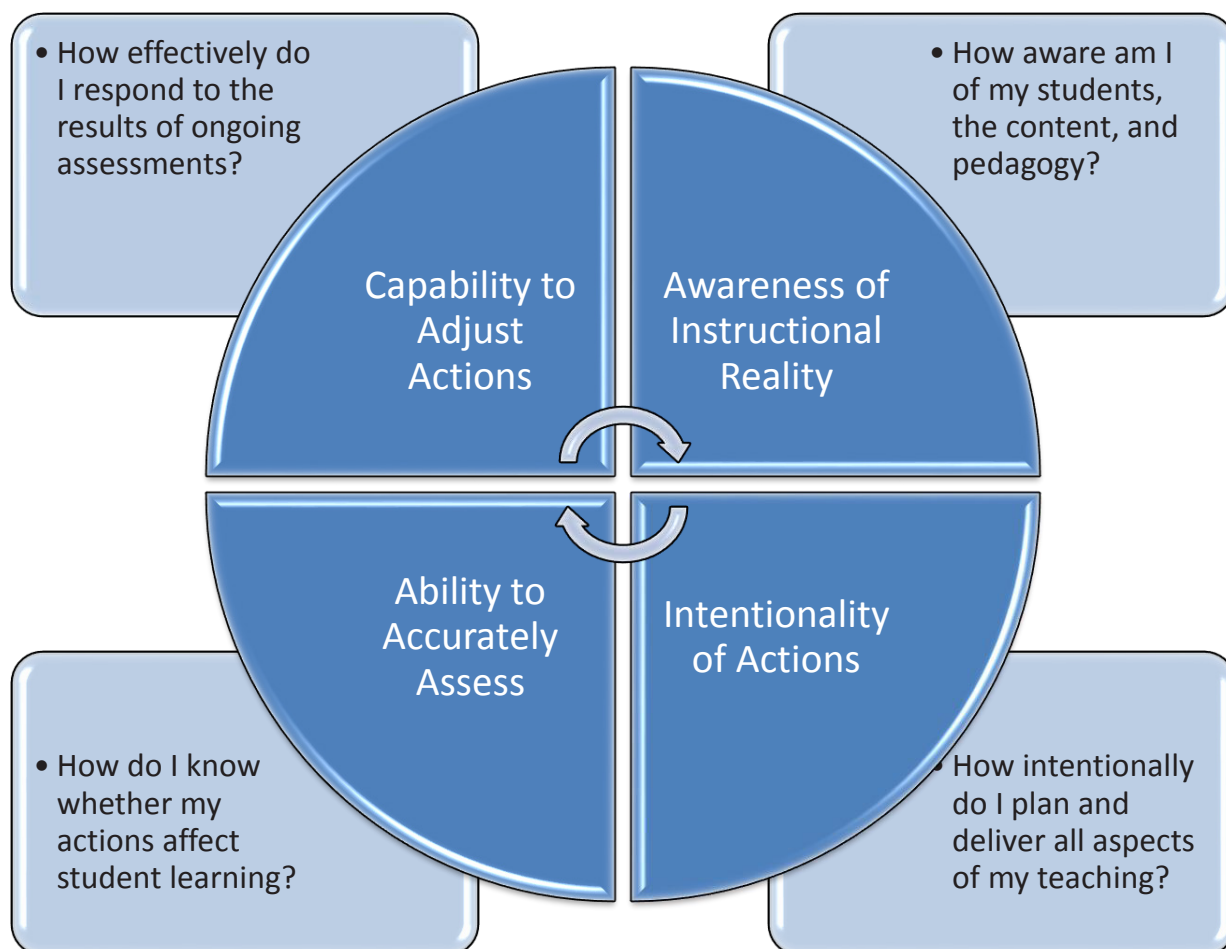
Pete lives according to a simple mantra, "Always strive to be a better you." Taking this philosophy into his coaching, leadership, and personal interactions, he exudes optimism, energy, and all-out effort towards clear and viable goals. Described as relentless, enthusiastic, and incorruptible, Pete is 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.

### 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.



## Building Teachers' Capacity (BTC) Site Assessment

Pete Hall \* Alisa Simeral \* ASCD Professional Learning Services

**Purpose:** The Building Teachers' Capacity (BTC) Site Assessment is an assessment tool used to evaluate and examine the level of BTC implementation and guide schools through the process of shifting school culture and climate, growing reflective mind-set, and establishing a system of reflective practice. The assessment tool can be utilized through three distinct means:

1. Prior to implementation to gauge readiness for implementing capacity-building approaches and structures;
2. At initial "launch" to set priorities, establish goals, and develop an implementation plan;
3. At any point during implementation to serve as an ongoing formative assessment of progress, to identify strengths, and to update/revise the implementation plan.

**Fundamentals:** The BTC Site Assessment assesses the seven Fundamentals of Building Teacher Capacity (below). They are presented in a rough rank/priority order (though each school/district's individual context will determine the priority of these Fundamentals):

1. Relationships, Roles, & Responsibilities
2. Expectations & Communication
3. Celebration & Calibration
4. Goal-Setting & Follow-Through
5. Strategic PLC & Teacher Leadership Support
6. Transformational Feedback
7. Differentiated Coaching

**Vocabulary:** Descriptors within the Fundamentals and the Rubric have been intentionally designed with broad terms in order to encourage and facilitate conversation around vocabulary and meaning and to develop common understanding around capacity-building practice.

**Directions:** Analyze the level of implementation, understanding, and/or accepted practice of each of the elements within each of the seven Fundamentals. Using the BTC Implementation Rubric as a guide, mark the column that most accurately describes your site's implementation level, adding narrative and evidence as appropriate. This tool can be used in a variety of ways, most commonly one of the following:

1. As a leadership team or as an entire staff, complete the Site Assessment individually, then discuss the composite results.
2. As a leadership team or as an entire staff, discuss each of the components and assign a consensus-designated score, then discuss the composite results.

Adapted from Hall, P. & Simeral, A. (2016). *Building Teachers' Capacity for Success: A collaborative approach for coaches and school leaders, 2<sup>nd</sup> edition*. Alexandria, VA: ASCD.

## Building Teachers' Capacity (BTC) Implementation Rubric:

Unaware	Conscious	Action	Refinement
This Fundamental is addressed in a cursory manner, if at all. Members of the organization have limited (or no) awareness or understanding of this Fundamental's purpose, components, and/or effective implementation.	This Fundamental is addressed in a limited manner. Members of the organization have some awareness or understanding of this Fundamental's purpose, components, and/or effective implementation, yet the implementation is inconsistent and varies across situations and between individuals.	This Fundamental is implemented by most members of the organization. Members of the organization understand the Fundamental, attempt to put it into place with some regularity, and have established some practices for impacting the system in a positive manner.	This Fundamental is part of the fabric of the organization. Members share ownership of the implementation, connect the Fundamental to the organization's vision and mission, determine its effectiveness, and strive to continuously refine the work to impact the system more thoroughly.
<b>Capacity-building Goal:</b>  <b><i>Build Awareness</i></b>  To develop a clear vision and common understanding of this Fundamental.	<b>Capacity-building Goal:</b>  <b><i>Plan Intentionally</i></b>  To strategize and bring consistency to the implementation of this Fundamental.	<b>Capacity-building Goal:</b>  <b><i>Accurately Assess Impact</i></b>  To assess the impact of the implementation of this Fundamental in order to respond, refine, and/or deepen further work.	<b>Capacity-building Goal:</b>  <b><i>Become Responsive</i></b>  To reflect with increased frequency, accuracy, and depth on this Fundamental and replicate its success within other Fundamentals.



Adapted from Hall, P. & Simeral, A. (2016). *Building Teachers' Capacity for Success: A collaborative approach for coaches and school leaders*, 2<sup>nd</sup> edition. Alexandria, VA: ASCD.

BUILDING TEACHERS' CAPACITY (BTC) SITE ASSESSMENT		Unaware	Conscious	Action	Refinement
<b>FUNDAMENTAL I: Relationships, Roles, &amp; Responsibilities</b>					
<b>a. Principal and staff have rapport and trustworthy relationships.</b>					
Narrative description and/or evidence of implementation/readiness level:					
<b>b. Coach and staff have rapport and trustworthy relationships.</b>					
Narrative description and/or evidence of implementation/readiness level:					
<b>c. Principal and Coach discuss their roles, the nature of their professional partnership, and their common goals as capacity-builders.</b>					
Narrative description and/or evidence of implementation/readiness level:					
<b>d. Staff have a clear understanding of the role of Coach – and can articulate how that role is distinct from Principal in order to support effective teaching and promote student learning.</b>					
Narrative description and/or evidence of implementation/readiness level:					

Adapted from Hall, P. & Simeral, A. (2016). *Building Teachers' Capacity for Success: A collaborative approach for coaches and school leaders, 2<sup>nd</sup> edition*. Alexandria, VA: ASCD.

BUILDING TEACHERS' CAPACITY (BTC) SITE ASSESSMENT		Unaware	Conscious	Action	Refinement
<b>FUNDAMENTAL II: Expectations &amp; Communication</b>					
<b>a. The school has a written BTC implementation plan to address its needs and establish a system of reflective practice.</b>					
Narrative description and/or evidence of implementation/readiness level:					
<b>b. Staff understand their expectation is to seek ways to grow as reflective practitioners and effective instructors.</b>					
Narrative description and/or evidence of implementation/readiness level:					
<b>c. Principal has set the expectation that all teachers will work with a Coach to meet their professional goals.</b>					
Narrative description and/or evidence of implementation/readiness level:					
<b>d. Principal articulates the vision for BTC implementation, reflective practice, and continuous growth to staff on a regular basis.</b>					
Narrative description and/or evidence of implementation/readiness level:					
<b>e. Coach communicates the role of Coach and various supportive services available to staff on a regular basis.</b>					
Narrative description and/or evidence of implementation/readiness level:					

Adapted from Hall, P. & Simeral, A. (2016). *Building Teachers' Capacity for Success: A collaborative approach for coaches and school leaders*, 2<sup>nd</sup> edition. Alexandria, VA: ASCD.



BUILDING TEACHERS' CAPACITY (BTC) SITE ASSESSMENT		Unaware	Conscious	Action	Refinement
FUNDAMENTAL III: Celebration & Calibration					
<b>a. Principal and/or Coach share assessment &amp; implementation data with staff and solicit feedback to inform BTC implementation plan.</b>					
Narrative description and/or evidence of implementation/readiness level:					
<b>b. Time is routinely set aside for small and big celebrations of teacher capacity growth, progress toward goals, and other successes.</b>					
Narrative description and/or evidence of implementation/readiness level:					
<b>c. Staff review tools (instructional framework, research, data, BTC assessment &amp; implementation, etc.) on a regular basis to calibrate understanding, expectations, vocabulary, and professional practices.</b>					
Narrative description and/or evidence of implementation/readiness level:					

Adapted from Hall, P. & Simeral, A. (2016). *Building Teachers' Capacity for Success: A collaborative approach for coaches and school leaders*, 2<sup>nd</sup> edition. Alexandria, VA: ASCD.

BUILDING TEACHERS' CAPACITY (BTC) SITE ASSESSMENT		Unaware	Conscious	Action	Refinement
<b>FUNDAMENTAL IV: Goal-Setting &amp; Follow-Through</b>					
<b>a. Principal meets with each teacher at the beginning of the year to set SMART student-achievement based goals.</b>					
Narrative description and/or evidence of implementation/readiness level:					
<b>b. Staff take the Reflective Self-Assessment Tool to identify their current reflective stage on the Continuum of Self-Reflection.</b>					
Narrative description and/or evidence of implementation/readiness level:					
<b>c. Staff identify a personal goal to grow as a reflective practitioner, utilizing the Reflective Cycle.</b>					
Narrative description and/or evidence of implementation/readiness level:					
<b>d. Staff work diligently toward their individual goals and strategic action steps in order to continuously grow as reflective practitioners.</b>					
Narrative description and/or evidence of implementation/readiness level:					
<b>e. Principal intentionally follows-up with staff on a regular basis to discuss progress towards goals and professional growth.</b>					
Narrative description and/or evidence of implementation/readiness level:					
<b>f. Coach intentionally follows-up with staff on a regular basis to discuss progress towards goals and professional growth.</b>					
Narrative description and/or evidence of implementation/readiness level:					

Adapted from Hall, P. & Simeral, A. (2016). *Building Teachers' Capacity for Success: A collaborative approach for coaches and school leaders, 2<sup>nd</sup> edition*. Alexandria, VA: ASCD.



## Building Teacher Capacity (BTC) Implementation Plan

School Site:

Date Created/Modified:

Planning Team Members:

Fundamental / element:

Action Item	Timeline	Person(s) responsible	Evidence of effectiveness	Steps/Notes

Fundamental / element:

Action Item	Timeline	Person(s) responsible	Evidence of effectiveness	Steps/Notes

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

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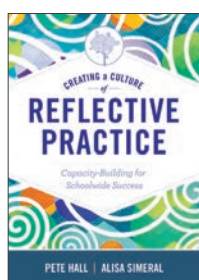
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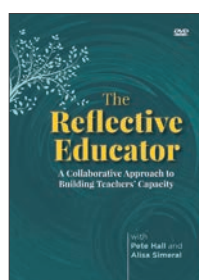
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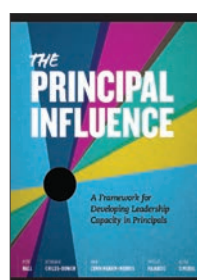
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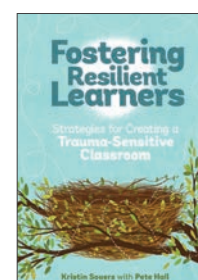
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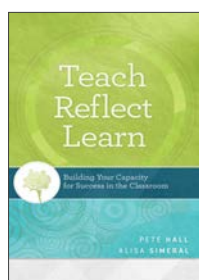
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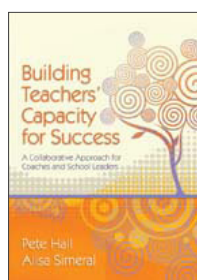
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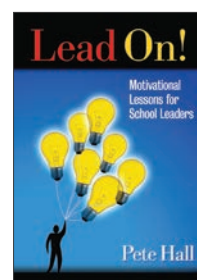
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