

SCHOOL-LEVEL ACHIEVEMENT

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Ranked No. 34 in Education

LEADERSHIP LEVERAGE: Lessons from the Playground

Leadership leverage is an appealing idea—just find those few activities that have the greatest impact on student results and focus on those. But leverage is a double-edged sword, and a few lessons from the playground will help busy leaders think about leverage in a more careful way.

First, let's consider the good and bad connotations of leverage. Long before you were exposed to levers and fulcrums in the science lab, you probably experienced the concept of leverage on the playground using the teeter-totter. Amazingly, as a child, you could lift the weight of an adult, if only you moved farther away from the center and the adult moved closer to it. Little children intuitively grasp the concept that we exert great influence on large forces if we get the objects, lever, and fulcrum in the right position. More recently, we've learned the darker connotation of leverage in the financial markets. It is as if, using a very long lever, one person is lifting 100 people at the other end. But what happens if each side of the lever loses just one person? Then, suddenly, the remaining 99 come crashing to earth. If you've been on a teeter-totter when the person at the other end suddenly jumped off, you know the result is not a pleasant feeling. How then do educational leaders engage the concept of leverage effectively?

To gain leverage, leaders must identify those leadership variables that have a disproportionate influence on the others. Among the many leadership variables we have studied, some that are particularly powerful include monitoring, networking, and feedback.

When most people think of monitoring, they are referring to the posting of student test scores. Our research suggests that even more important is the monitoring that teachers and leaders do of themselves. We know that strategies such as collaboration and nonfiction writing are important. But how frequently do we monitor our own application of those strategies? Before you add another list of required tasks for teachers and administrators, consider how you can monitor more effectively what you have already asked them to do.

For example, The Center's Implementation Audit™ process uses a performance rubric that allows leaders to understand the range of implementation for each instructional strategy. Check out www.LeadandLearn.com/Implementation-Audit to see how this process works.

By networking, I mean that leaders should employ the power of teacher leadership to communicate their most important messages more quickly and effectively. Our research is clear that the greatest influences on the professional practices of teachers are the modeling and advice that they receive from colleagues. Wise leaders will therefore rely not only upon hierarchical decision-making, but will engage the power of peer networks to introduce, explain, model, and monitor effective teaching practices.

Feedback is one of the most powerful motivators for improved performance, but the power of feedback is limited when feedback is inaccurate, ambiguous, or late. If leaders wish to use effective feedback to maximize their influence, then they must ensure that their feedback from classroom observations is timely and based on a continuum of performance described in a rubric and that they engage teachers in a reflective dialogue about their practice. I think Robert Marzano's most recent work on this effort is particularly noteworthy, visit <http://www.marzanoresearch.com/site/>.

Let us return to the playground. One way of exercising leverage is for the school leader, completely alone, to move farther and farther from the fulcrum in order to influence dozens or even hundreds of teachers on the other end. But when the leader falls off, a crash is bound to happen. A better application of the principle of leverage is for the leader to invite some colleagues on the other end to move to the center or, better yet, to sit with the leader. In this way, the leader exercises influence, but shares the burdens and the joys of leadership.



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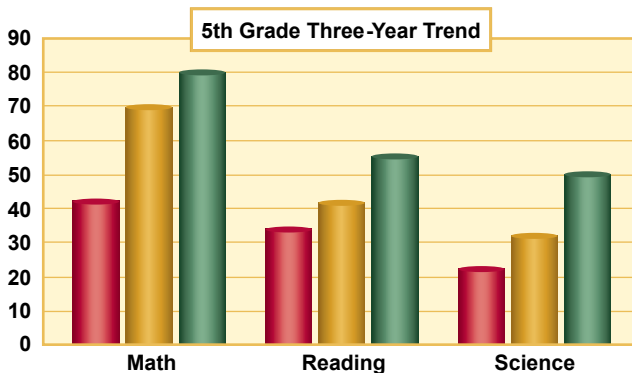
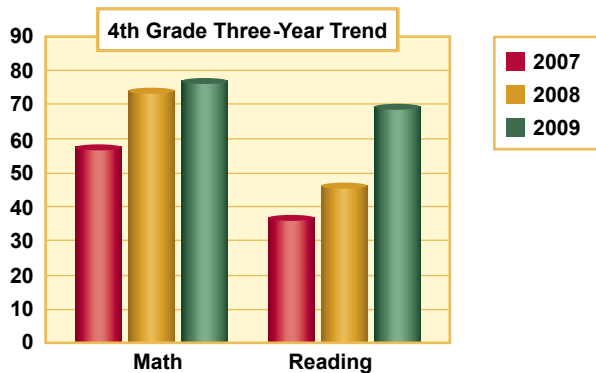
Dr. Douglas B. Reeves is the founder of The Leadership and Learning Center. He is the author of more than 20 books and appears in The Center's DVD series. To learn more about driving school change and the The Center's Implementation Audit, see page 4 or visit www.LeadandLearn.com/Implementation-Audit.

Clark County School District Utilizes the PIM™ PROCESS to Drive School IMPROVEMENT and Increase Student ACHIEVEMENT

Clark County School District (CCSD) in Las Vegas, Nevada, partnered with The Leadership and Learning Center for almost a decade, working to expand the district's professional development and pursue a more effective alignment of standards to practice. Recently the district has undertaken a comprehensive analysis of school improvement plans (SIPs) and leadership practices to narrow the focus of the school improvement efforts of over 300 schools.

Clark County School District developed a comprehensive school improvement plan template early on that helped create a common language and a common understanding of goals and best practices. In the early years, the most common error in CCSD school improvement plans was to treat the improvement process as a matter of documentation and compliance, where schools attempted to record everything that was being done rather than focusing on areas where improvement was needed and what improvements needed to occur. School teams frequently developed elaborate plans that were difficult to manage and impossible to accomplish.

Hewetson Elementary, in the CCSD East Region, has seen increased student achievement scores over the past three years. Hewetson leaders utilized the PIM™ process to create and implement their school improvement plan.



However, in most cases, only a few components of SIPs have strong relationships to student achievement. The Planning, Implementation, and Monitoring (PIM™) analysis process, developed by The Leadership and Learning Center, identifies the

Continued on page 5

LIVING OUT OUR VALUES

We welcome you to join The Center family by registering on our Web site at LeadandLearn.com, and in doing so, share in the values that we instill in our associates and apply to our relationships with our clients. These values have been an integral part of our organization and have not changed since The Center was originally founded in 1992.

- Respect**
- Excellence**
- Fairness**
- Reason**
- Teamwork**

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MAKING A DIFFERENCE ACROSS THE GLOBE



The Leadership and Learning Center continues to be one of the world’s leading providers of educational professional development and consulting in the areas of standards, assessment, accountability, data analysis, and leadership. At the same time as our work has expanded throughout the United States to meet the needs of schools and districts, we are experiencing exciting growth and success internationally.

Our community of professional development associates lives throughout the world and includes state-level leaders, superintendents, and central-office and school administrators. As our associates carry out our mission, “Extraordinary Performance through Extraordinary Learning,” we are impacting student achievement in places such as:

AUSTRALIA: Courtenay Gardens Primary School is the proud 2009 recipient of the Victorian Education Excellence Award for Curriculum Innovation. The dedicated leaders of Courtenay Gardens Primary School utilized The Center’s nonfiction writing prompt initiatives as the foundation for success in their writing program.

“We are all grateful for the insights you shared with us and for the friendships we made while we were in America. You certainly helped us make our writing program world-class!”

~ Scott Balliet, Multimedia Teacher for Courtenay Gardens Primary School

BERMUDA: The Bermuda Ministry of Education implemented core professional development in the areas of data analysis, instructional strategies, standards, leadership development, and accountability system support.

CANADA: The Literacy and Numeracy Secretariat implemented The Center’s Planning, Implementation, and Monitoring (PIM™) process and leadership development and support through leadership institutes, leadership performance coaching, and CHORUS® Hallmarks of Excellence® in Educational Leadership.

SOUTH AMERICA: The English Speaking Scholastic Association of the River Plate (ESSARP) and St. Andrew’s Scots School implemented distance-learning professional development including webinars and video conferences in The Center’s core seminars.

Reveal the Actual Level of Implementation and Impact of a Program on Student Achievement

The Implementation Audit™ is a unique practice created by The Leadership and Learning Center to give system-level leaders the answers to these key questions:

- What initiatives are presently in place in our system?
- To what extent are these initiatives actually implemented at the school and department level?
- Is successful implementation of these initiatives linked to improved student achievement?

Our research suggests that the degree of implementation of initiatives by teachers and school leaders is a powerful variable that is independent of the merit of the program. Great programs poorly implemented have little opportunity for impact. Great programs layered on top of one another, with insufficient time and attention, also have little opportunity for impact.

The Leadership and Learning Center has developed a proprietary four-step process to address these issues.

FIRST: We work with school leaders to conduct an Initiative Inventory that identifies the initiatives in place and the expectations of system leaders and policy makers. In many school systems, there is a mix of system-level initiatives and building-level initiatives. Our first task is to identify all of these.

SECOND: For each initiative, we create an Implementation Rubric that reflects the degree to which there is evidence that each initiative is taking place at the school level, and where appropriate, at the central-office department level.

THIRD: We use a combination of direct observation, interviews, surveys, and focus groups to create an Implementation Index for each initiative.

FOURTH: We assess the relationship between gains in student achievement and the implementation of initiatives.

Finally, we report a synthesis of findings and recommendations to the senior leadership of the system as well as building-specific findings and recommendations.

The purpose of the Implementation Audit™ is neither to criticize nor to recommend a particular program, but rather to reveal the actual level of implementation and impact of a program on student achievement so that system-level leaders can make wise decisions about the allocation of time, energy, and money. This audit provides the tools necessary to proceed with targeted and essential professional development to ensure schools, districts, and boards use resources as effectively and efficiently as possible.



The knowledge base that the presenters brought to our teams was powerful. The presenters were able to provide structure, content-based teaming, and a practical approach to data that can be used by our staff.

~ Alex Ortiz, Principal
Bridgeport Public Schools



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ELL

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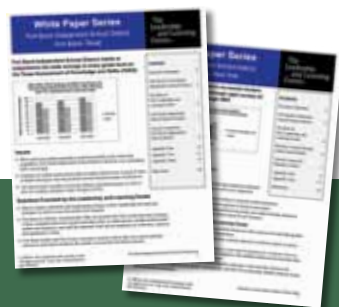
Clark County School District (continued from page 2)

specific characteristics of SIPs that are most associated with student achievement. These PIM™ insights, provided by The Center, saved time for teachers, principals, and district leaders by allowing them to focus their energies solely on those professional practices and processes that have direct ties to improving student achievement.

Following an initial year of implementation, the PIM™ analysis was recognized as an accurate method of identifying predictors of academic success and use of the PIM™ process was expanded considerably throughout Clark County School District. In fact, Dr. Kenneth Fernandez, an independent researcher from UNLV, found a strong relationship between the PIM™ process and Clark County's student achievement scores. Having identified components of SIPs predictive of achievement gains, district leaders, principals, and The Leadership and Learning Center professional development associates worked to customize those components to align directly with each school's particular needs.

As a result, Clark County School District has seen dramatic sustained achievement evidenced by schools like Hewetson Elementary where almost a third of its students exceeded standard on the Nevada standardized tests and a majority of Individual Education Plan (IEP) students met annual yearly progress (AYP) goals in 2009. Another CCSD school, Snyder Elementary, has a stellar track record of closing achievement gaps, despite having a majority of students receiving English Language Learner (ELL) services and almost 75 percent receiving free and reduced lunch. These results are hardly isolated as CCSD has made significant gains at all levels and in all regions since embarking on its innovative approach to school improvement.

Today in Clark County School District, educators view their school improvement plan as a blueprint to make gains in student achievement and to close achievement gaps. Teachers understand the district expectation that plans be well informed, comprehensive, focused, responsive, and ultimately successful. It is critical that the instrument used to assess progress in terms of planning, implementation, monitoring, and evaluation serve as a challenge to improve and a roadmap to success.



Working with English Language Learners (ELL) provides a unique opportunity to utilize classroom strategies that can benefit all students, while also targeting the specific needs of the ELL population.

- The classroom should provide a comfortable learning environment where language is used in the service of learning, along with planned integration of content and language instruction.
- An emphasis should be placed on meaningful interaction between peers so that students have opportunities to be problem solvers and be actively engaged by helping other students.
- Grading in the content areas should focus on the ELL students' knowledge of the content and not on their proficiency in English.
- ELLs should be assessed often in order to provide the most appropriate instruction for their level of proficiency in English.
- Students must be accountable for their acquisition of English as well as their mastery of content.
- When working with English learners, it is important to remember that these students are taught in English while they are still learning English.

Download our complete library of white papers at www.LeadandLearn.com.

Experience ELL achievement strategies by attending the March seminar. See page 7.

THE POWER OF

Data Teams Feedback

By Tony Flach

One characteristic shared by many highly successful schools and districts is frequent and effective teacher collaboration concerning data. This sounds like a simple concept, but it is actually a very complex practice.

A number of factors can impact the effectiveness of teacher collaboration, from the type of common assessments used, to the capacity to analyze the results of those assessments, or simply the ability to function as a team. And yet, teachers frequently receive little or no professional development or support in using data successfully to improve student achievement. Even when training sessions are provided, they usually are conducted in isolation and with little or no follow-up.

Many researchers and school improvement leaders have argued that teacher-provided feedback is one of the single most powerful instructional practices for improving student

performance. We know that for feedback to be most effective it must occur within 72 hours of the action being observed, it needs to clearly describe the desired level of performance and where the recipient is in relation to that goal, and it needs to describe specifically what the recipient needs to do in order to reach that goal.

Feedback also has a direct connection with school change and Data Teams. Specific, timely feedback is critical for improving performance no matter if the recipient of the feedback is a student, teacher, principal, central-office administrator, or superintendent. The same characteristics that make feedback effective for improving student performance also make it incredibly powerful in enhancing teacher practice.

The following true stories of two principals and their high schools provide an illustration of the power of feedback when it is applied to very complex practices for the purposes of school improvement.

Mr. Smith was a first-year high school principal in a new district and had prior experience with the initial stages of creating professional learning communities. His new district decided to add Data Teams to its current collaborative practices. Mr. Smith used the services of an outside consultant

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“ There was a great deal of correspondence between the school and The Leadership and Learning Center consultants. Participants were positive in their feedback regarding the two-day training and they definitely came away with a much clearer understanding of data teams and common formative assessments. Teachers expressed that they looked forward to working more collaboratively, whether it be by grade level or vertical teams, in the upcoming school year.

~ Donna Falat-Rosenbloom, Principal
Edison School

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Decision Making for Results: Data-Driven Decision Making/Data Teams

September 30–October 1, 2009
Toronto, Canada

December 10–11, 2009
Toronto, Canada

Common Formative Assessments

December 10–11, 2009
Toronto, Canada



Power Strategies for Response to Intervention

March 1–2, 2010
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Accelerating Academic Achievement for English Language Learners

March 1–2, 2010
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Denver, Colorado

Decision Making for Results: Data-Driven Decision Making/Data Teams

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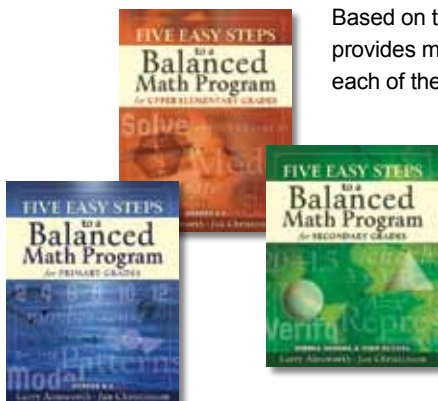
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Lead + Learn Press Publications

Five Easy Steps to a Balanced Math Program—Primary

by Larry Ainsworth and Jan Christinson

Price: \$29.95 Book ISBN: 978-1-933196-22-0

Five Easy Steps to a Balanced Math Program—Upper Elementary

by Larry Ainsworth and Jan Christinson

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Five Easy Steps to a Balanced Math Program—Secondary

by Larry Ainsworth and Jan Christinson

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~ Bradd Molk, Director of Instructional Services
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Designed for principals, central-office administrators, and superintendents, these institutes provide the latest research on leadership effectiveness. They also include an **in-depth focus on change leadership, implementation, and leadership coaching**. This is an ideal opportunity to network with peers and to speak directly with Dr. Douglas B. Reeves.



VERNON PUBLIC SCHOOLS CREATES AND UTILIZES DATA TEAMS TO IMPACT STUDENT ACHIEVEMENT

Vernon Public Schools, a district located in central Connecticut, is comprised of seven schools serving about 4,000 students. Since the 2002-2003 school year, overall student enrollment has decreased but the number of students who are eligible for free and reduced lunch, or who are English Language Learners (ELL), or who are minority students have all increased.

In March 2005, Vernon Public Schools was identified as a “District in Need of Improvement.” Consequently, the district faced the loss of federal funding if its status did not improve. Since that time, Vernon leaders have partnered with The Leadership and Learning Center to guide the district in its improvement efforts. Educators in Vernon have focused intently on designing effective data teams, using data to drive instruction, providing opportunities for professional development and training, and creating leadership programs that are directly aligned with the district’s goals.

Vernon has invested greatly in professional development at the school level. Over 200 classroom educators have participated in The Center’s *Decision Making for Results* and *Data Teams* seminars. The purpose of these seminars is to provide classroom educators with the tools to create measurable assessments, the expertise to analyze student achievement data, and the means to track progress. As a follow-up to the seminars, data teams have been formed at all Vernon schools with outstanding results. The goal for Vernon was consistency in the analysis and use of data at each school, while allowing teams enough flexibility to align their efforts with their particular school’s needs. To ensure ongoing success, use of the *Decision Making for Results* model will continue in the 2009-2010 school year.

In the three years since Vernon Public Schools has partnered with The Leadership and Learning Center, the district has made excellent strides in terms of professional development and growing its internal capacity to effectively train all staff.

Furthermore, student achievement scores have risen in every grade level across tested subject areas according to data from Connecticut standardized tests. Vernon Public Schools is continuing to make great progress in student achievement and driving school improvement throughout the district.

Data teams from Vernon Public Schools have reported the following results:

55% to 69%

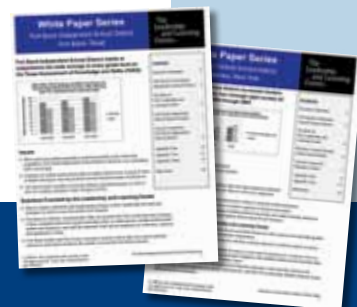
The percentage of seventh-grade language arts students scoring at or above proficient in summarizing increased from 55 to 69 percent.

50% to 68%

The percentage of eighth-grade social studies students scoring at or above proficient in persuasive writing increased from 50 to 68 percent.

34% to 62%

The percentage of eighth-grade math students scoring at or above proficient in number sense increased from 34 to 62 percent.



The Leadership and Learning Center™

“The Leadership and Learning Center’s certification training has had a measurable impact on the professional practice of our teachers. The work we do as certified trainers is helping us make changes in instruction to improve student performance. Please pass along my gratitude to Dr. Reeves and The Center team.”

*~ Jenice Pizzuto,
Beaverton School District*

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Certification Training

See page 8 for details or visit www.LeadandLearn.com/Events.

The Power of Data Teams (continued from page 6)

to observe his data teams in action and actively sought feedback to improve their performance. He relayed this feedback to his teacher-leaders and to the data teams. He and his leadership team were persistent in their adjustments and refinements to the process. Mr. Smith reported double-digit gains in state assessment results in science—his school’s primary area of need.

Dr. Jones was a veteran administrator at a new school in an urban school district in the Northeast. The school had a history of poor relationships between teachers, administrators, and central-office personnel as well as an acceptance of low student performance. Dr. Jones embraced the practice of Data Teams as a means of school improvement, but she also knew that the initial training provided by her district was not sufficient to guarantee successful implementation. Dr. Jones sought additional support through direct observation of her data teams in action. She was assiduous in debriefing with the observer after each visit and immediately reactive to the feedback. Armed with that knowledge, Dr. Jones observed the data teams herself and provided feedback for improvement.

The result was a better than 20 percentage-point gain in her school’s exit exam in language arts.

The above examples demonstrate how the practice of Data Teams is instrumental in improving schools and student performance. They also illustrate that prompt, continuous feedback is critical to the viability and success of individual data teams.



Compelling Conversations: Connecting Leadership to Student Achievement

by **Thomasina D. Piercy, Ph.D.**

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SPOTLIGHT

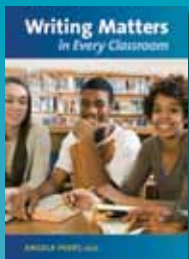


Dr. Angela Peery is an educational researcher, writer, and consultant whose expertise in instructional strategies, writing across the curriculum, data teams,

and implementation support has contributed to the professional growth of hundreds of teachers and administrators.

Dr. Peery is a former middle and high school English teacher, high school administrator, district- and state-level instructional coach, undergraduate and graduate professor, and national literacy consultant. She has been working with The Leadership and Learning Center since 2004 and has developed the *Writing to Learn* seminars and training manual, the *Vocabulary for Academic Success* seminar and training manual, and most recently, the *Power Strategies for Effective Teaching* seminar and training manual. She is a frequent presenter at institutes and conferences presented by The Center in addition to regional and national conferences, such as, the Gulf Coast Conference on the Teaching of Writing and the National Staff Development Council Annual Conference.

Dr. Peery's most recent publications are the book, *Writing Matters in Every Classroom*, and the *Leadership and Learning Live DVD, Writing to Learn*.



Writing Matters in Every Classroom

by Angela Peery, Ed.D.

This book explains simple strategies and shares implementation ideas on how writing can be used in every classroom to increase student success schoolwide.

Price: \$24.95 Book ISBN: 978-1-933196-79-4
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This interactive experience, designed by principals, creates a dynamic learning opportunity and networking forum specifically crafted for principals. Join Dr. Douglas B. Reeves, prominent educational leaders, and several skilled practitioners in an intimate, retreat setting at our Principals Leadership Institute.

Details can be found on page 7 or visit www.LeadandLearn.com/Events to register.

PARTNERSHIPS

The Leadership and Learning Center is proud to acknowledge and support our long-standing partnerships with the following key organizations:



Know-How Now

In partnership with the School Improvement Network (PD360), The Leadership and Learning Channel is a 24/7, on-demand, professional learning resource that supports the timely establishment of a systemic, job-embedded program that emphasizes classroom implementation through:

- 24/7, on-demand, streaming video segments from Dr. Douglas B. Reeves
- An "Ask Dr. Reeves" button to get answers within 48 hours
- The ability for you to add district/school content to The Channel library
- Facilitator guidebooks and reflection questions
- An administrative monitoring and reporting system
- And much more ...

To learn more or to order The Channel, contact Nan Caldwell toll-free at 1.866.399.6019, ext. 213.

Leadership and Learning Live DVD Series

This subscription includes four self-contained DVDs which provide leadership instruction. In these DVDs, Center senior associates lead studies based on their latest research, publications, and keynote addresses.

Each DVD contains a companion study guide which highlights discussion points, reflection questions, and suggested reading. Included in a subscription or single DVD purchase is ongoing access to Dr. Douglas B. Reeves and other senior leaders' input on your educational issues.

DVD 1 – Reframing Teacher Leadership

Dr. Douglas B. Reeves shares new research culled from demographically, economically, and linguistically diverse schools. From that research, he crafts a new framework for teacher leadership that genuinely leads to higher student achievement. You will learn the necessary environmental elements for effective teacher leadership, why teacher leadership starts with teachers observing the practices of other teachers, and how central-office administrators can become the architects of teacher-leader networks that encourage the sharing of effective instructional practice.

DVD 2 – Coaching for Success: New Research for Improved Personal and Organizational Performance

In *Coaching for Success*, Dr. Douglas B. Reeves and Dr. Elle Allison explain that the essential intersection of personal and organizational effectiveness includes resilience and renewal, along with a focus on the greater good. Although this is supported by a deep body of research in organizational change, most change efforts remain focused on short-term fixes and, inevitably, lead to initiative fatigue. This DVD includes practical exercises to take you through each step of the *Coaching for Success* process.

DVD 3 – Writing to Learn

How can you leverage the proven power of writing in your school or classroom? In *Writing to Learn*, you will discover what nonfiction writing is, what educational research says about its use, and specific ways to apply writing strategies tomorrow. Dr. Angela Peery shares compelling research behind employing nonfiction writing and leads you in activities which illustrate exactly how you can implement writing across the curriculum. After participating in this interactive learning activity, you will be ready to explore the power of writing no matter what grade level or subject you teach.

DVD 4 – Leadership Maps

The Leadership Maps™ is a self-assessment tool designed to extend the knowledge and application of educational leaders. In this DVD, Dr. Stephen White discusses how Leadership Maps™ challenge leaders to deepen their own knowledge and assess levels of implementation and application throughout the organizations they lead. For veterans and novices alike, the Leadership Maps™ system offers a comprehensive and reliable assessment of both leadership knowledge and skills.



Price: \$199 DVD Set \$99 Individually

Lead + Learn Press Publications

Call toll-free at 1.866.967.4160 or visit
www.LeadandLearn.com/Books to place your order!

Top Five Tips for Teaching in a Standards-Based World

by Mike White and Amy Crouse

1. EXPECTATIONS: Some schools and districts get caught up in correlations and spend endless time tracking the percentage of babies born at low-birth weight, the percentage of children born to single moms, the percentage of children in families receiving government assistance, and the education levels of mothers. The single truth is educators in high-performing, high-poverty schools and districts do not focus on these issues. They focus on what they can do, not on what they cannot. It is not that they do not understand the effects of poverty. Many work hard on public policies that will help alleviate these issues. The reality is that many children live in pretty dire circumstances. But we cannot dwell on that, because we cannot change it. So when we come to school, we have to focus on what is going to motivate our kids. An awful lot of teachers, even new ones, start settling for “good enough” work. The result is a mindset that does not expect very much from many students and leads to poor academic performance.

2. FOCUS: How much time do you have to teach? After you subtract conference days, snow days, and “someone smelled gas days,” you and your students are eventually left with about 150 days for teaching and learning. Assuming you spend an hour a day on reading practice, that equals about 19 eight-hour days per year for students to improve their reading.

Think how little you learned in the first 19 days of your job. The notion that the traditional school year offers all students ample time to become proficient on 60 or 70 standards per subject is simply not true.

3. NOT ALL STANDARDS ARE CREATED EQUAL: Some standards can be taught once and are then completed. These are some examples of “one-and-done” standards:

- Identify and describe reflections and rotations in geometry.
- Explain why elections are used to select leaders and decide issues.

The second type of standard cannot and should not be taught just once. These “long and lingering” standards are what the National Council of Teachers of Mathematics refers to as Big Ideas. Douglas Reeves and Larry Ainsworth are referring to these standards when they write and speak about Power Standards. These standards represent skills and knowledge that continue from one academic year to the next. They can be applied across the curriculum and if students are proficient on these standards, their next year’s teacher will be grateful to you forever.

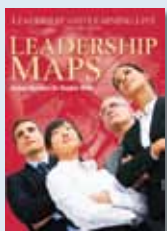
4. ENGAGEMENT: In his book, *The Schools Our Children Deserve*, Alfie Kohn wrote, “The most immediate and pressing issue for students and teachers is not low achievement, but student disengagement.”

I have nearly 30 years of teaching experience, and I have yet to meet a child hooked on phonics. And, like most of your students, I think the answer to the question: “What fraction is larger, $\frac{4}{11}$ or $\frac{5}{13}$?” is “Who cares?”

So how do you engage your students? Consider using engaging scenarios or hooks to start a lesson. Rather than starting a lesson with “Today we are going to learn how to determine the area of a rectangle,” hold up a contract signed by a current pop icon. Pretend with the class that she is coming to give a concert at your school, but her contract demands that the stage be 100 square feet with security rope around three sides. Have your class spend the rest of the morning working in small groups designing stages and figuring out how much rope will be needed.

5. TEACHING IS A TEAM SPORT: Just as you are working to engage your students, work to engage your colleagues.

Data teams, learning teams, and professional learning communities are all ways for teachers to share and collaborate with one another. In light of the need we have to teach higher-level skills to a more diverse group of students, it is important that we “get every brain in the game.”



DVD



Book



Online

If one option wasn't enough, now there are three exciting ways to engage with our highly sought-after Leadership Maps™: (1) learn with Dr. Stephen White as he discusses the impact of Leadership Maps in his 30-minute DVD; (2) examine the effectiveness and standards-based dimensions of leadership in his newly released book; or (3) visit www.LeadandLearn.com/LeadershipMaps to see the maps in action.



PUBLICATIONS

Order Now

Ready for Anything: Supporting New Teachers for Success by Lynn Howard

Ready for Anything is relevant, timely, and easy to implement at the district or school level. Aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, the *Ready for Anything* framework supports existing, beginning teacher programs or articulates the steps for implementing a new model. Eleven monthly seminars, including invitations and overviews, facilitator strategies, teacher-directed student activities with reproducibles, and the “I’m Ready for Anything” self-assessment, are included and may be used as designed in the book or as individual components.

Order Now

Extraordinary Teachers by Mike White, Ph.D.

The insights, the strategies, and the sheer energy in *Extraordinary Teachers: Teaching for Success* will guide and inspire you whether you’re teaching for the first time or the twenty-fifth time. *Extraordinary Teachers: Teaching for Success* is your lesson plan for getting the most out of your students and yourself. This fun-to-read and practical guide includes all you need to become an extraordinary teacher.

Pre-order Now

Leadership Maps by Stephen White, Ed.D.

Leadership Maps helps leaders examine effectiveness from a new paradigm characterized by solid, standards-based dimensions of leadership. Leveraging the Leadership-Learning Matrix developed by Dr. Douglas B. Reeves (*The Daily Disciplines of Leadership*, 2002), *Leadership Maps* presents a second-order level of change, where the focus shifts from a leader working alone to a leader’s ability to work with and influence others to build internal capacity and implement effective classroom practices.

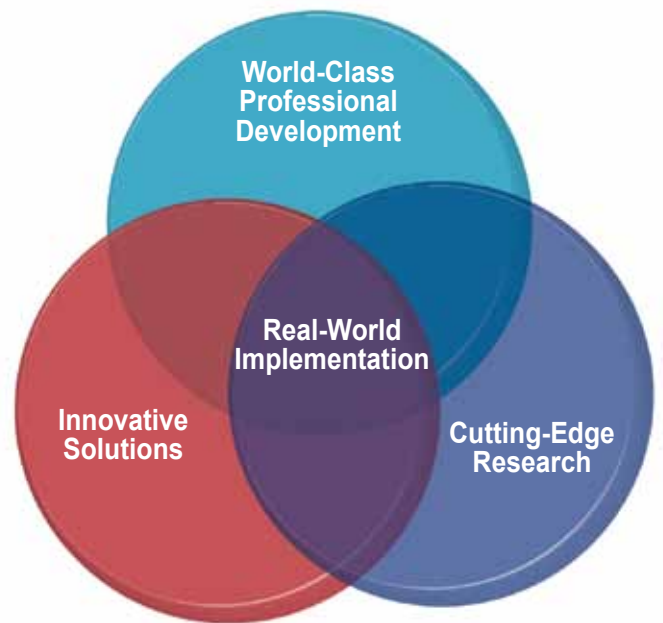
Call toll-free at 1.866.967.4160
to place your order today!

Extraordinary Performance

The Leadership and Learning Center provides world-class professional development services, cutting-edge research, and innovative solutions for educators and school leaders who serve students from pre-kindergarten through college. The Center has worked in all fifty states and every Canadian province, as well as Europe, Africa, Asia, South America, and the Middle East. The Center works with public school systems, as well as religious and secular independent schools, charter schools, community colleges, technical schools, universities, state departments of education, national ministries of education, and international education associations. Center professional development associates are experienced superintendents, principals, administrators, and educators who provide comprehensive practices for clients in the area of standards, assessment, instruction, accountability, data analysis, and leadership.

As global leaders in enhancing student achievement, we focus on three goals: innovation, service, and growth. Our innovations in teaching and leadership strategies help every student succeed. Our world-class service reflects the respect and commitment we have for every client and colleague. Our commitment to growth means that every year we serve an increasing number of students around the world.

The Center, founded and led by Dr. Douglas B. Reeves, continues to be a pioneer in helping increase student achievement in the most challenging schools and educational systems. Educators around the world particularly know our work in high-poverty, high-minority schools, and our groundbreaking work in 90/90/90 schools (90% poverty, 90% minority, and 90% of students meeting or exceeding standards).



We distinguish ourselves from other professional development and publishing organizations by bridging the critical gap from knowledge to action by ensuring real-world implementation. Our focus is not merely to provide information, but to deliver extraordinary performance through extraordinary learning.

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“ Lisa Almeida is a master at facilitating learning. Through skillful interaction, she leads seminar participants to comprehension of the content and an understanding of how to apply it to student achievement. Lisa has helped us transition our school to a true standards-based system. Because of our work with Lisa and The Leadership and Learning Center, we plan differently, we teach differently, and we assess differently.

~ Jo Peters, Principal
Lew Wallace Elementary ”