

Improvement Planning Workshop Review

January 29, 2020

Work Session



EVERY STUDENT SUCCEEDS

Feedback

“Jen Hughes worked with our multiple SIP teams this summer. She helped us dive into the weeds while also keeping a high-level view of our areas of need for goal formation. She taught us techniques to identify root causes to plan our SIPs and we were able to apply those techniques to other areas in our school’s performance. Finally, she offered important structural advice on how to form our SIPs and teams given the many complexities of TC”

- Pete Balas, Principal

The work we did with Jen Hughes this summer helped frame our SIP rollout with the rest of our Instructional Council Team particularly in the area of parent involvement. We were able to think through the root causes and why there has been a disconnect between parents and some staff.

- Jasibi Crews-West, Principal

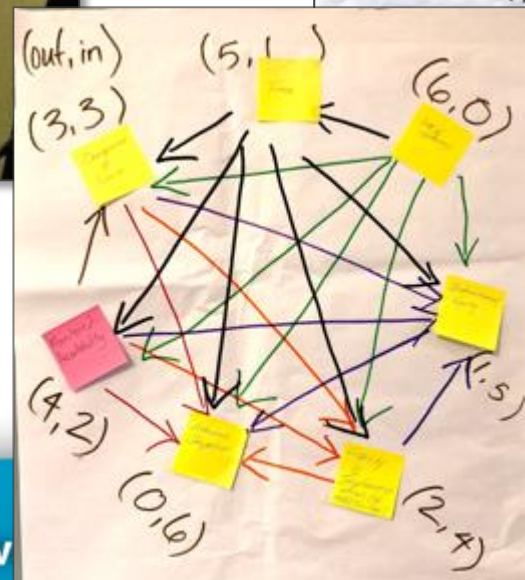
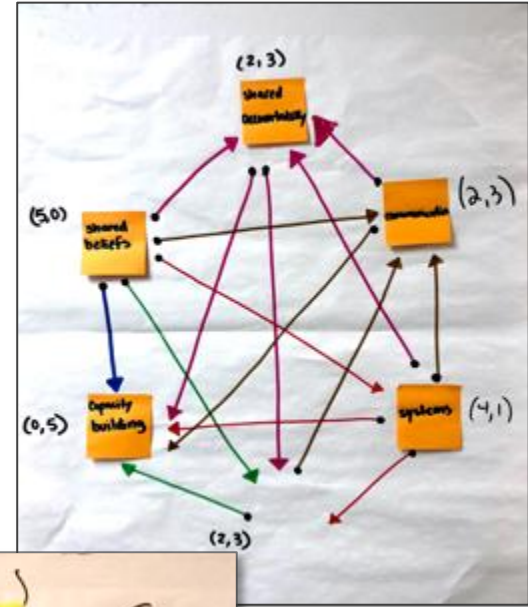
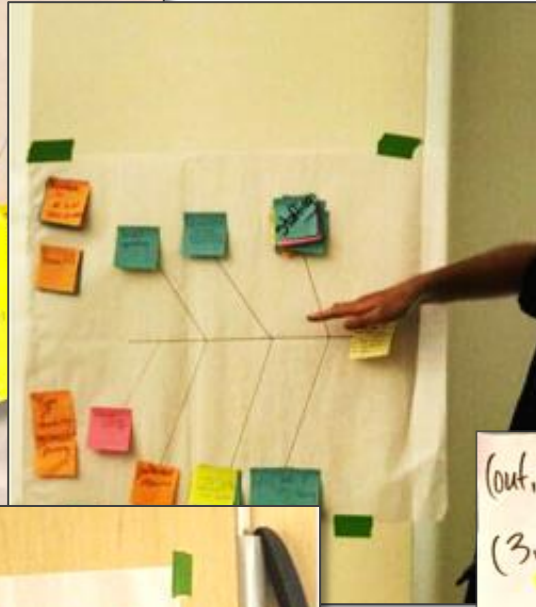
“The School Improvement Process truly led the way for deeply deliberating and intentionally thinking collectively about improving outcomes for all students.”

- Terri Mozingo, CAO



“Unfortunately, we’re approaching the expiration date on most of our quick-fix solutions.”

Workshop Examples



Listening vs. Hearing Beliefs

Activity: Listening

Left Hand Column
(What we think & feel but don't say)

Right Hand Column
(What we actually say)

Sam: I believe TAG is the most inequitable program we have at ACPS. It has never been equitable, and we seem to be on track to continue that inequity.

Kelly: I don't know if I think it's the most inequitable program. And, I'm not sure we want to take away from deserving students so we don't have a clear way to address this inequity.

Sam: ACPS students are approximately 1/3 Hispanic, 1/3 Black and 1/3 White yet TAG is 2/3 White. That seems pretty disproportionate to me so I think we have to change that.

Kelly: That focuses solely on race/ethnicity and I think there are other factors such as individual ability that should be brought into the conversation.

Sam: If we want to be truly equitable, we can't deny that this is absolutely about race/ethnicity and needs to be brought into the conversation too.

Kelly: (Silence).

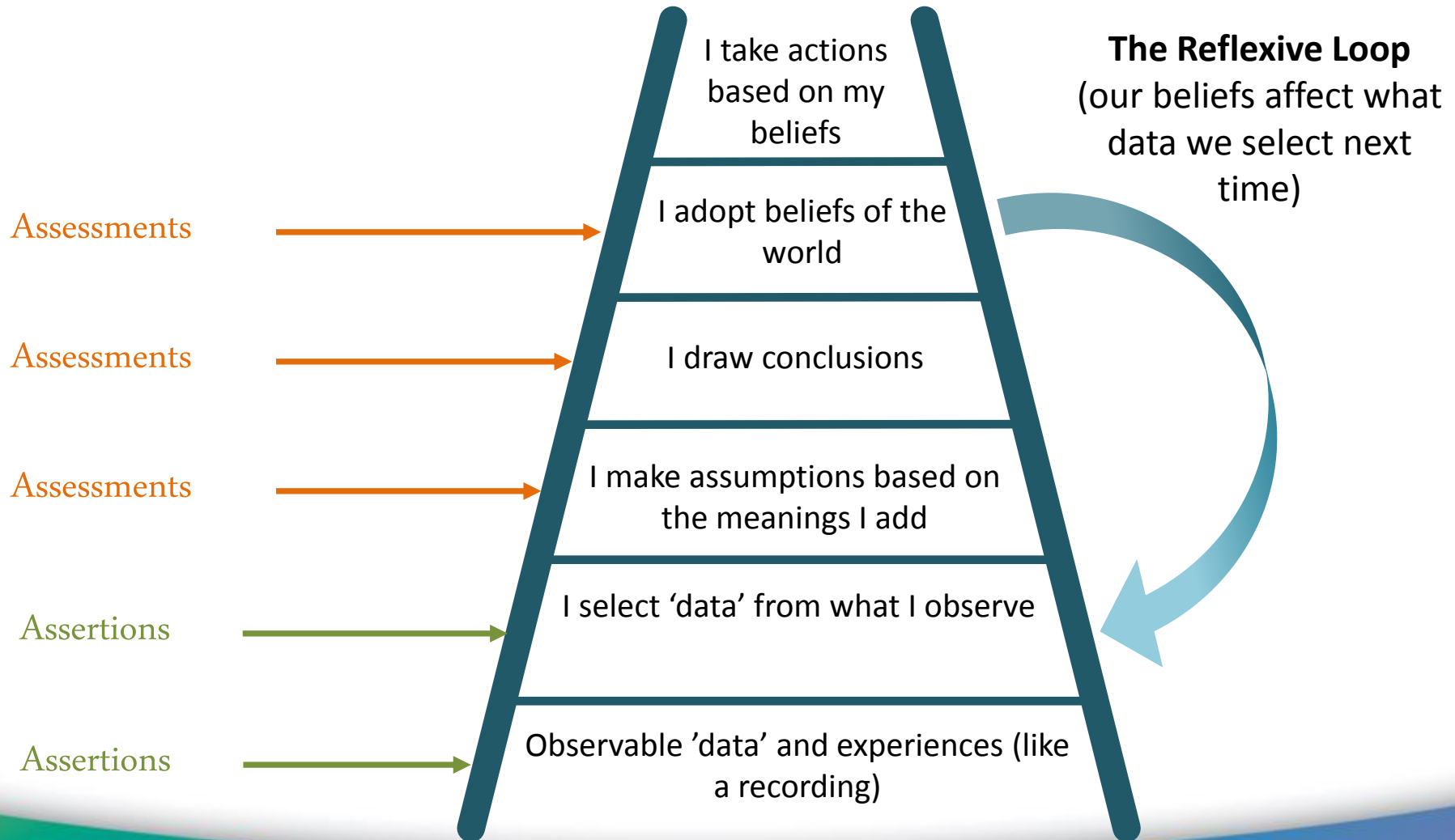
Listening vs Hearing: A Fundamental Distinction

We need to be better observers of
how we listen

We have background conversations
that impact how we listen



Ladder of Inference



My Assessments

- ✓ Say more about me than the assessed
- ✓ Impact how I see myself and others
- ✓ “Frame” situations and orient me
- ✓ Become habitual over time
- ✓ Are never the Truth
- ✓ Influence the future, whether grounded or not
- ✓ Influence the actions I take and how I take them

How to Ground Assessments

- 1 Clarify why you are making the assessment
- 2 Clarify the standards you are using to assess
- 3 Purposefully come up with actions or events (assertions) to support your assessment
- 4 Purposefully come up with actions or events (assertions) that point to the opposite assessment
- 5 Ground the assessment with other people (consider relationships)

Activity: Beliefs



1. What beliefs do you have about equity in ACPS schools?
2. When did you produce those beliefs?
3. How might they have served you in the past and how do they serve you now?

Trust

Trust Conversation



Trust Equation

$$\begin{array}{ccccccc} & & \text{Credibility} & & \text{Reliability} & & \text{Intimacy} \\ & & \text{C} & + & \text{R} & + & \text{I} \\ \text{T} & = & & & & & \\ \text{Trustworthiness} & & & & & & \\ & & \text{S} & & & & \\ & & \text{Self Orientation} & & & & \end{array}$$

Commitment

- What is a key takeaway from today's session?
- How will you apply it to your work with each other?

Closing

ONE
WORD

Resources

- Brothers, Chalmers, and Vinay Kumar. *Language and the Pursuit of Leadership Excellence: How Extraordinary Leaders Build Relationships, Shape Culture and Drive Breakthrough Results*. New Possibilities Press, 2015.
- “The Trusted Advisor.” *The Trusted Advisor*, by David H. Maister et al., Simon & Schuster, 2002.
- Senge, Peter M. *The Fifth Discipline: the Art and Practice of the Learning Organization*. Doubleday/Currency, 1990.
- “Protocol Library.” *Protocols – High Tech High Graduate School of Education*, hthgse.edu/crei/protocols.