

Creating a Culture of Success for ALL Students:

- * Dealing with the
Resistance**
- * Engaging Parents and
the Community**

Dr. Sue Szachowicz

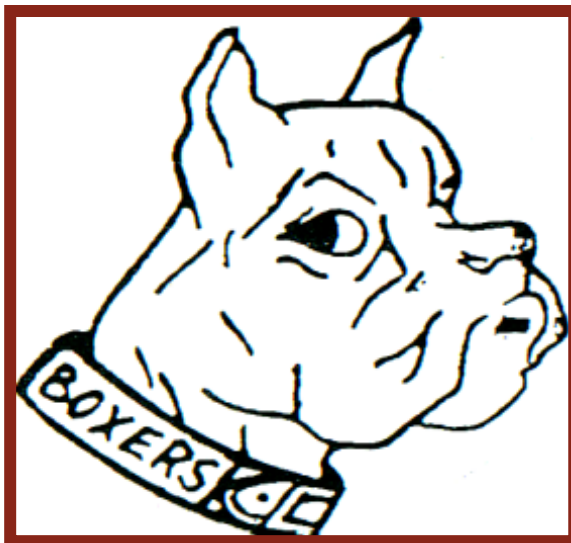
**Senior Fellow, ICLE
Retired Principal,
Brockton High School**



SAANYS Webinar, January 12, 2016

To THIS!!!

Boxers in the NEW YORK TIMES



High Expectations NO Excuses!!!



September 28, 2010

1998

2014

Advanced+Proficient

ELA – 22 %

MATH – 7 %

Advanced+Proficient

ELA – 88 %

MATH – 70%

Failure

ELA – 44%

MATH – 75%

Failure

ELA – 1 %

MATH – 9 %

KEY QUESTION FOR YOU:

You may NOT be in such dire straits... BUT

**Are you THE BEST
you can be?**

How about SPED? ELL?
Students in poverty? Any gaps?



High Expectations in action!



**It's not enough to just EXPECT
MORE. High expectations
alone are NOT ENOUGH!!!
Students also need to build
skills!**

**How did we change the culture
of Brockton High???**

Changing Culture through Literacy

- ❖ Set clear expectations about WHAT we would teach the students to be able to do: LITERACY**
- ❖ Taught everyone HOW to teach these skills**
- ❖ Many teachers only believed when the SAW the results**
- ❖ AND, we valued their work. Their instruction mattered!!!**

**Here's another way to
say it simply:**

**You want to improve
your school?
Focus on the adults,
not the kids!**



So, how did we do this?

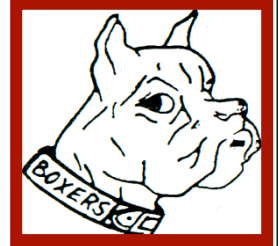
Our turnaround: 4 Steps



1. Empowered a Team
2. Focused on Literacy – Literacy for ALL, no exceptions- all means all
3. Implemented with fidelity and according to a plan
4. Monitored like crazy!



Step ONE: Empowering a Leadership Team

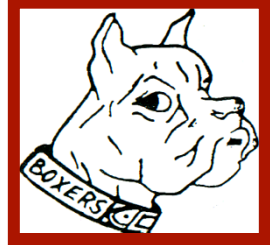


Restructuring Committee – our “think tank”

- Every department represented with a mix of teachers and administrators
- Balance of new teachers and veterans, new voices, and voices of experience
- Selection criteria: Trust, Communication Skills, Collaboration, Humor
- Go after people!!!



Step TWO: Focused on Literacy for ALL

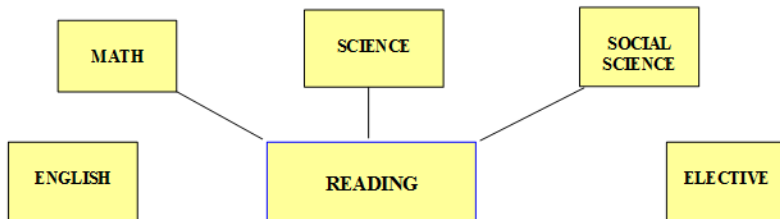


First, we defined literacy:

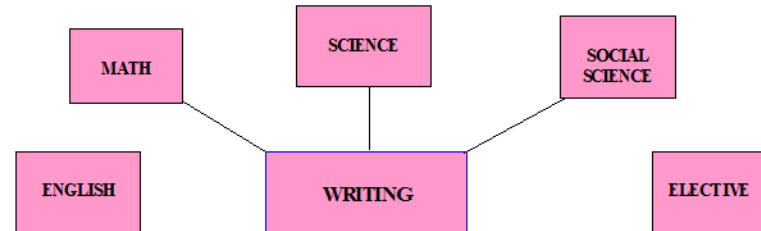
**Reading, Writing,
Speaking, Reasoning**

Then we said, LITERACY for ALL,
every class!

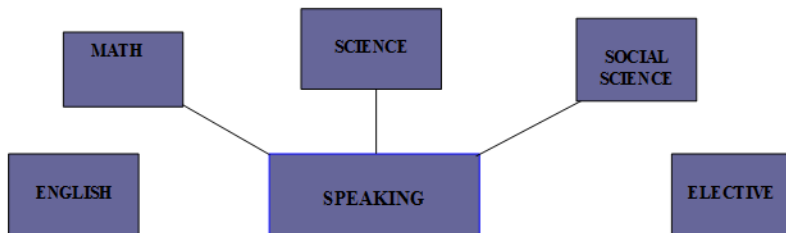
Brockton High Literacy Initiative



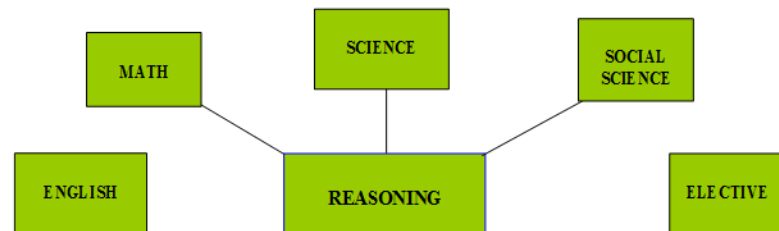
- for content (both literal and inferential)
- to apply pre-reading, during reading and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary
- to research a topic
- to gather information
- to comprehend an argument
- to determine the main idea of a passage
- to understand a concept and construct meaning
- to expand one's experiences



- to take notes
- to explain one's thinking
- to argue a thesis and support one's thinking
- to compare and contrast
- to write an open response
- to describe an experiment, report one's findings, and report one's conclusion
- to generate a response to what one has read, viewed, or heard
- to convey one's thinking in complete sentences
- to develop an expository essay with a formal structure

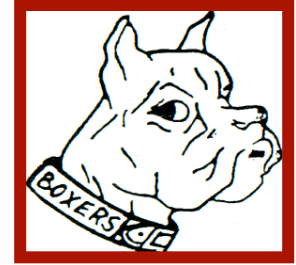


- to convey one's thinking in complete sentences
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- to create, interpret and explain a table, chart or graph
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- to use analogies and/or evidence to support one's thinking
- to explain and/or interpret relationships of space and time

Step THREE: Implemented
with fidelity and a plan



Faculty Meetings became
Literacy Workshops
KEY = Adult Learning
Teachers teaching
teachers – GOOD stuff!



FOCUS, FOCUS, FOCUS

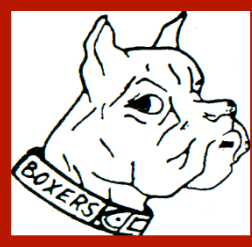


We started with writing!



Writing is thinking





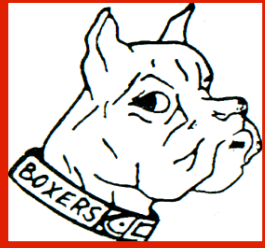
The key to our transformation:



ADULT LEARNING and SUPPORT

We modeled for the
faculty the process
that they would
then teach to the
students.





LITERACY WORKSHOP:

We started with WRITING!



WHAT IS IT? Students must read a passage, and then write a response to a question about that passage.

WHY START WITH THAT? Easily crosses all disciplines, is authentic, and is measurable.

**Students demonstrate writing skill
AND understand the content.**

OPEN RESPONSE WRITING STEPS

- 1. ACTIVELY READ QUESTION BY CIRCLING AND UNDERLINING KEY WORDS.**
- 2. RESTATE QUESTION AS THESIS (LEAVING BLANKS).**
- 3. ACTIVELY READ PASSAGE.**
- 4. MAP OUT YOUR ANSWER.**
- 5. WRITE YOUR RESPONSE CAREFULLY, USING YOUR MAP AS A GUIDE.**
- 6. STRATEGICALLY REPEAT KEY WORDS FROM THESIS IN YOUR BODY AND IN YOUR END SENTENCE.**
- 7. PARAGRAPH YOUR RESPONSE.**
- 8. REREAD AND EDIT YOUR RESPONSE.**

The student creates a map in order to organize the response:

In this reading (look at the flipped question and restate by filling in the blanks)

Transition: One . . .
Topic
Supporting evidence
Explanation connecting to thesis

Body Paragraph 1

Transition: The next . . .
Topic
Supporting evidence
Explanation connecting to thesis

Body Paragraph 2

Transition: The final . . .
Topic
Supporting Evidence
Explanation connecting to thesis

Body Paragraph 3

To conclude... (connect to thesis)

Final Step: The Rubric

This rubric provides the students with the criteria upon which they will be assessed.

OPEN RESPONSE ASSESSMENT		
WRITER'S NAME _____		DATE _____
CONTENT	FORM	
8 <ul style="list-style-type: none"> Response contains a clear thesis and insightfully answers all parts of the question. Response provides relevant and specific textual evidence. Explanations of evidence are clear and accurate, and demonstrate superior understanding of the material. 	4 <ul style="list-style-type: none"> Response contains sophisticated and effective use of transitions and strategic repetition indicating complete control of the material. Response is logically and effectively organized in its thesis, paragraphing, and sequencing of examples. Response contains clear sentence structure with few or no errors. 	
6 <ul style="list-style-type: none"> Response contains a clear thesis and adequately answers all parts of the question. Response provides relevant but general textual evidence. Explanations of evidence are mostly clear and accurate, and demonstrate good understanding of the material. 	3 <ul style="list-style-type: none"> Response contains adequate but simplistic use of transitions and strategic repetition. Response is organized in its thesis, paragraphing, and sequencing of examples. Response contains clear sentence structure with no distracting errors. 	LEGIBILITY 1 <ul style="list-style-type: none"> Easy to read 0 <ul style="list-style-type: none"> Difficult to read
4 <ul style="list-style-type: none"> Response contains a thesis but only partially answers the question. Response provides a mix of accurate and inaccurate textual evidence. Explanations of evidence are vague and/or demonstrate limited understanding of the material. 	2 <ul style="list-style-type: none"> Response contains some inappropriate use of transitions and strategic repetition. Response demonstrates lapses in the organization of its thesis, paragraphing, and/or sequencing of examples. Response contains lapses in sentence structure that interfere with the clarity of thought. 	
2 <ul style="list-style-type: none"> Response contains a thesis but only minimally answers the question. Response provides insufficient and/or largely inaccurate textual evidence. Explanations of evidence are unclear and/or demonstrate minimal understanding of the material. 	1 <ul style="list-style-type: none"> Response contains incorrect or inadequate use of transitions and strategic repetition. Response reflects minimal organization of its thesis, paragraphing, and/or sequencing of examples. Response contains major errors in sentence structure. 	LENGTH 1 <ul style="list-style-type: none"> Sufficient 0 <ul style="list-style-type: none"> Insufficient
0 <ul style="list-style-type: none"> Response is incorrect. Response contains insufficient evidence to show understanding of the material. Response is off-topic and/or contains irrelevant content. 	0 <ul style="list-style-type: none"> Response contains no evidence of transitions and strategic repetition. Response reflects no organization. Response contains little to no evidence of sentence structure. 	

Evaluated by: Self Peer Teacher (Circle One)

Comments:

SCORING
 13-14 = Advanced
 11-12 = Proficient
 8-10 = Needs Improvement
 0-7 = Failing

Success by DESIGN, not by chance!

The Open Response calendar of implementation:

Nov 2-6: Social Science, Social Sci Biling.

Nov 30-Dec 4: Wellness, JROTC

Dec 14-18: Science, Science Bilingual

Jan 11-15: Business, Tech, & Career Ed.

Jan 25-29: Math, Math Bilingual

Feb 22-26: Foreign Lang, Special Ed

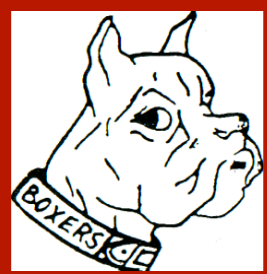
Mar. 7-11: English, ESL, Guidance

Mar 20-24: Family & Cons. Sci, ProjGrads

Apr 5-9: Music, Art

The key:

We infused literacy skills into EVERY area rather than doubling up on English and math classes. The content provides the context.



Step FOUR: Monitored like crazy!!!



What gets monitored is what gets done!

- Monitoring the work of the students (rubrics and collection and review of the work)
- Monitoring the implementation by the faculty (walkthroughs, evals)





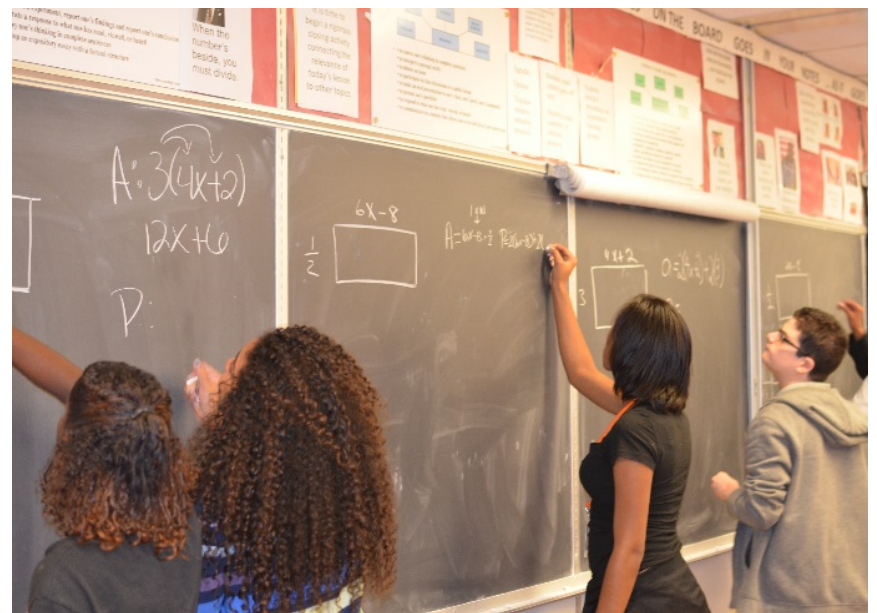
Remember

**It's about the adults, not
the kids!**

**We taught ourselves to teach
these literacy skills to
the students.**

And we will ALL do it THIS WAY!

By doing this we gave
our students powerful
THINKING ROUTINES!



**Implementing these
four steps required
one more important
component:
LEADERSHIP!!!**

Principles of Leadership for School Improvement (This is “walk a mile in my shoes” leadership advice.)

My definition of Leadership

Leadership is getting people to do what they need to do, but they either can't or won't.

And remember

**Leadership is NOT only
about position. It is a
disposition to take action.
Teacher leadership
matters – A LOT!!!**

1. The SCHOOL is the center of the change process!

If you are school based:

You CAN do a lot in your own school. You can't just blame Central. We have the kids for 6-7 hours a day. Are you making THE MOST of that time???

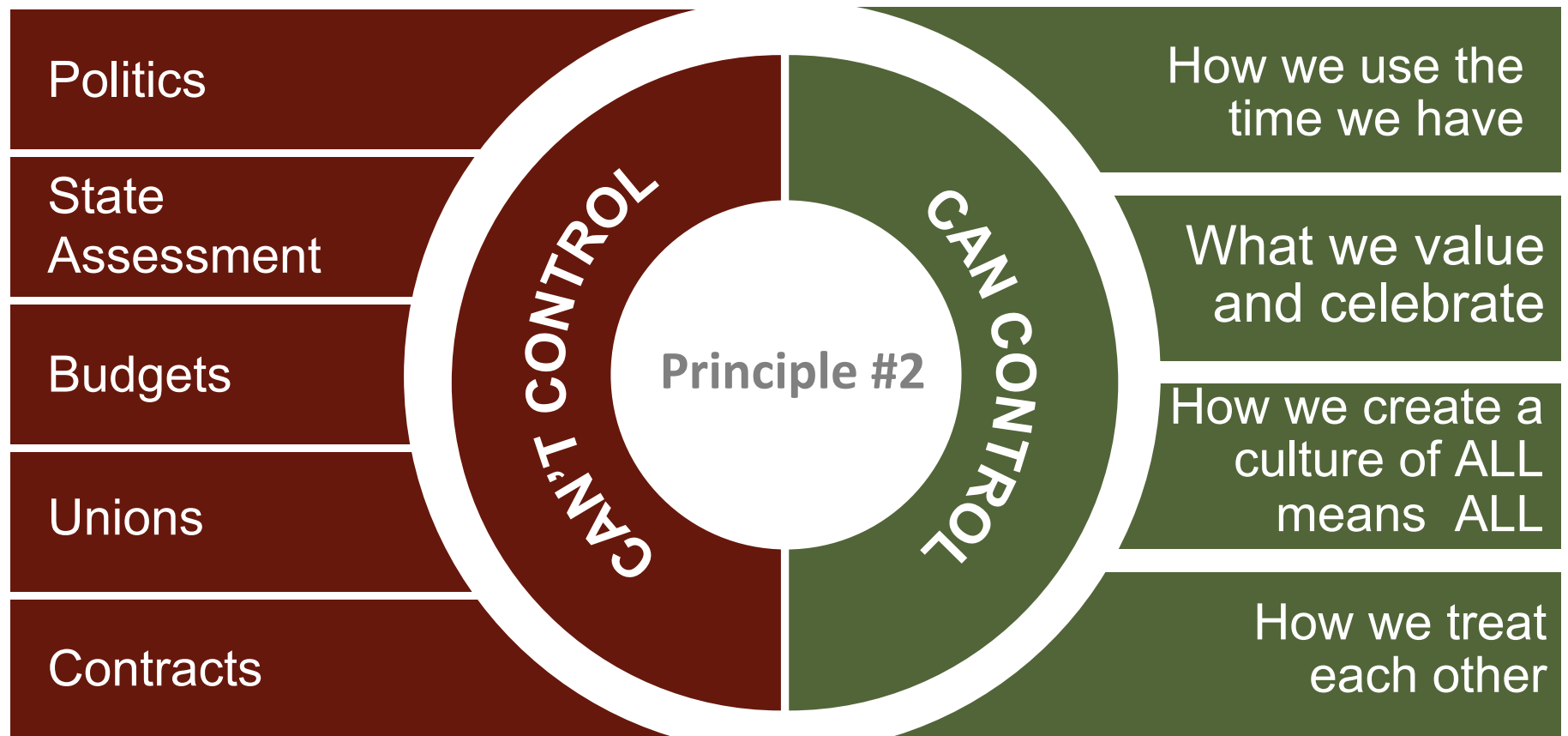
If you are Central Office based:

Remember what it was like to be in the school! You need to let the school focus. Please do NOT invoke the "Flavor of the Month" initiatives. If you try to do too much, nothing gets done.

- 1. The SCHOOL is the center of the change process!**
- 2. Figure out what you CAN control and what you CAN'T control. Go after what you CAN control, and that's more than we sometimes think!**

Figure Out What You CAN and CAN'T Control

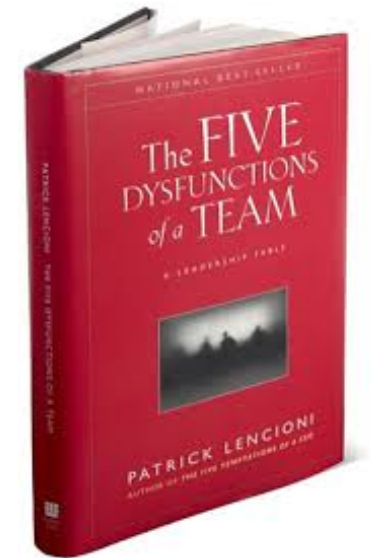
Principle #2



- 1. The SCHOOL is the center of the change process!**
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- 3. It takes a TEAM!**

Why Team?

“If you could get all the people in an organization rowing in the same direction, you could dominate any industry, in any market, against any competition, at any time.”

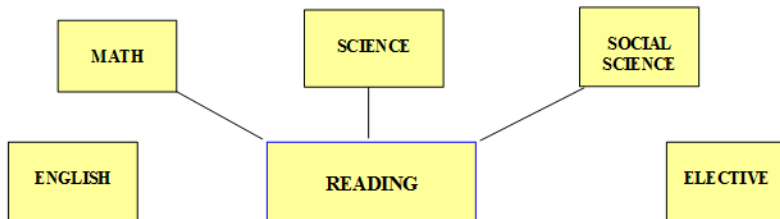


Patrick Lencioni

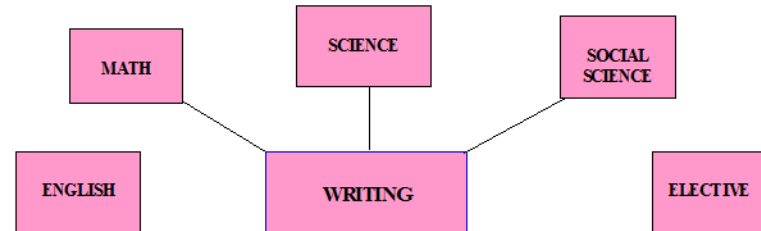
Brockton High's Restructuring Committee: a true think tank!

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- 3. It takes a TEAM!**
- 4. FOCUS FOCUS FOCUS: Determine what your students need and be relentless!
Suggestion - Literacy for ALL!!!**

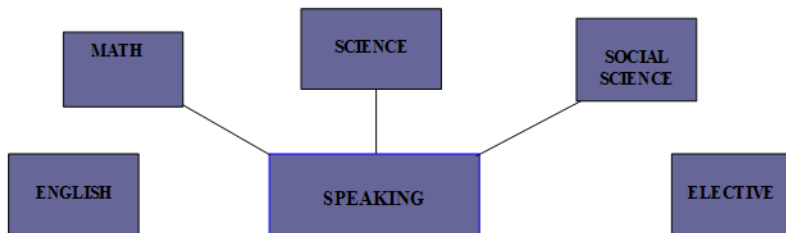
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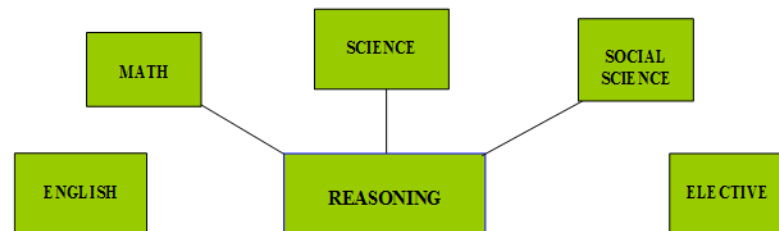
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- 4. FOCUS FOCUS FOCUS: Determine what your students need and be relentless!
Suggestion - Literacy for ALL!!!**
- 5. Communication matters – everyone needs to know the message!**

Communication Matters!

In ONE sentence, write the mission/purpose of your school. How would it differ if you were the only one in the room?

More on our engaging the parents and community later in this webinar

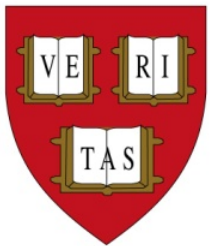
Would you be able to answer this question in the same way?

	Yes	No
Faculty		
Students		
Parents		
Community		

6. It's about Instruction! The key to school improvement is adult learning.

Quality of Instruction

“The main lesson was that student achievement rose when leadership teams focused thoughtfully and relentlessly on improving the quality of instruction.”



The Achievement Gap Initiative At Harvard University
Toward Excellence with Equity

Conference Report by Ronald F. Ferguson, Faculty Director

- 6. It's about Instruction! The key to school improvement is adult learning.**
- 7. What gets monitored is what gets done!**

What Gets Monitored Is What Gets Done

Principle #7



Leave nothing
to chance

Observing
and modeling
instruction

Using a
common
rubric

Reviewing
student work

- 6. It's about Instruction! The key to school improvement is adult learning.**
- 7. What gets monitored is what gets done!**
- 8. Taking on the resistance – directly!**

Regarding Resistance:

- ❖ Engaging faculty helps with
- ❖ You can't wait for
- ❖ must
- ❖ More on our Dealing with Resistance later in this webinar
- ❖ No negative
- ❖ You must confront the resistance directly and MOST IMPORTANTLY
- ❖ Your leadership matters – A LOT!!!

6. It's about Instruction! The key to school improvement is adult learning.

7. What gets monitored is what gets done!

8. Take on the resistance – directly!

9. Celebrate and publicize!

We need to

**More on our engaging our
parents and community to
change the culture later in this
webinar**

- 6. It's about Instruction! The key to school improvement is adult learning.**
- 7. What gets monitored is what gets done!**
- 8. Take on the resistance – directly!**
- 9. Celebrate and publicize your successes!
We need to tell our own story.**
- 10. HUMOR HUMOR! We have to laugh every day. After all, you must can't make this stuff up!**

It's about instruction!

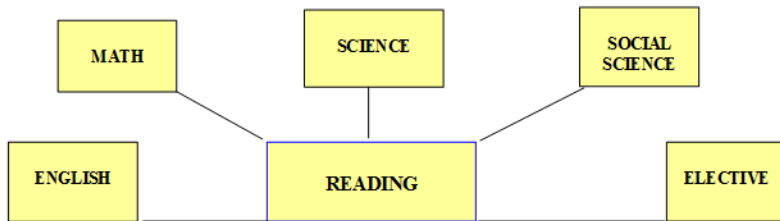
Our Literacy Workshops



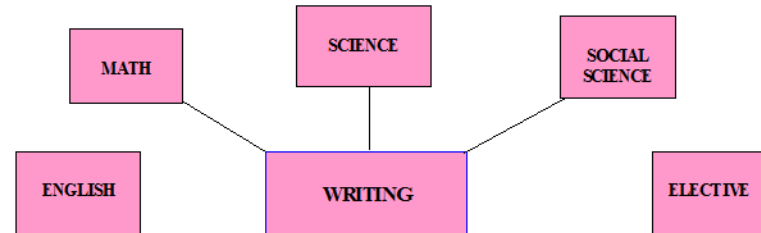
It's About Instruction – For the Adults

**The key to Brockton High's
improvement had nothing
to do with the students. It
was about adult learning.**

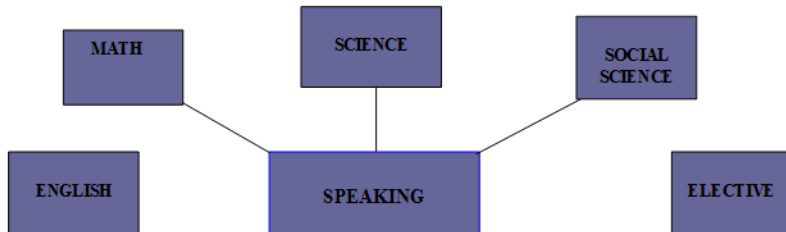
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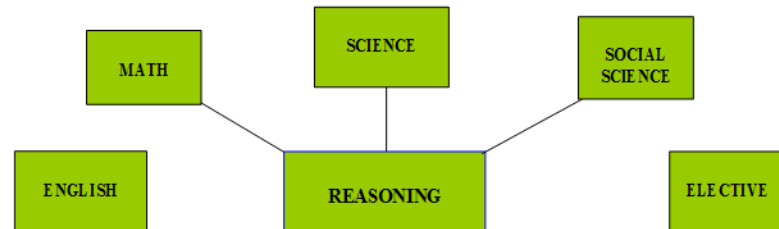
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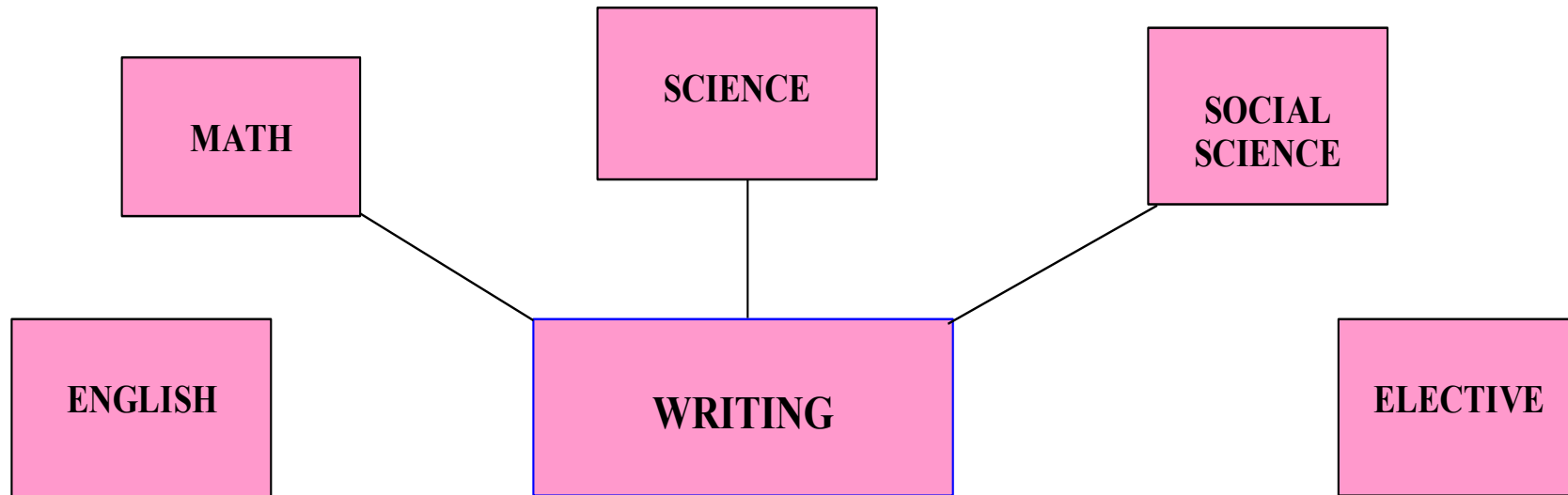
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Reminders... Here's how we implemented school wide

1. Restructuring Committee targets the skill, based on our data, then writes a training script. The key is teaching the teachers HOW to teach it to the kids – We ALL do it “this way.”
2. Teachers are trained in the Literacy Workshops. Restructuring members are the trainers, we model the technique.
3. A calendar of implementation is developed.
4. Teachers use their content as the context to teach the students the targeted literacy skill.



- **to take notes**
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Provided samples of a number of workshops:

- *Active Reading/Writing**
- *Graphing Across the
Curriculum**
- *No Opt Out/Everybody Writes**
- *Creating Strong Entry Routines**
- *Developing Speaking Skills for
ALL Students**

Let's recap our Literacy Workshops:

- ◆ Restructuring Committee determines topic based on data, our needs
- ◆ Restructuring Committee develops script, we all review and practice

Here's the general structure of the Literacy Workshop:

- Introduce topic/ Always use an Opener
- WHY are we doing this (provide some data/ research)
- Model the steps that teachers will then teach to the students
- Provide guided practice of the skill
- Independent practice of the skill
- Opportunity for questions/Next steps
- Closer

LESSONS LEARNED ABOUT FOLLOWUP:

- ❖ **Don't leave implementation to chance – be directive about when these will be done, demand evidence**
- ❖ **Support the implementation (coaches, librarians, etc.)**
- ❖ **MUST be monitored!!! Plan for this!!!**
- ❖ **Set up system of teachers comparing, discussing student work**
- ❖ **EVERYONE has to “play”**

Dealing with the Resistance

Let's talk about BUY-IN
The question we are asked
most often: How did you
get the faculty to buy-into
the Literacy Initiative?

TWO PART ANSWER:

PART ONE:

We engaged the faculty using:

- ◆ **Structured Discussions**
- ◆ **Knowledge Café (World Café)**
- ◆ **Provided quality PD with
Literacy Workshops**

Their voices were sought, heard

BUT...

TWO PART ANSWER:

PART TWO:

TRUTH – It didn't always work. There were people who NEVER bought in...

NEVER!!!

More on that later!

RESISTANCE???

**The BEST BEST BEST
strategy to deal with
reluctant or resistant
faculty is to engage and
empower. INVOLVE,
INVOLVE, INVOLVE!**

“Bang for your buck” strategies to engage your faculty

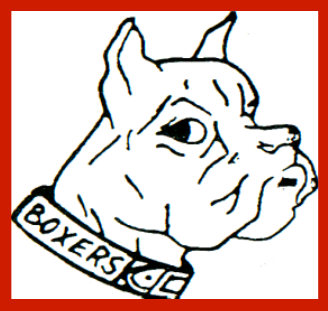
- **Structured Discussion Groups**
- **The Knowledge Café**
- **Quality PD/ Literacy Workshops (previous webinar)**
- **Celebrating Faculty (later today)**





**Teachers talking,
colleague to colleague
about important school
issues:**

**Structured
Discussion Groups**



A powerful strategy to empower faculty



- **Structured Discussion Groups (for more in-depth discussions around important issues facing the school)**
- **Facilitated by Restructuring Committee members**
- **Guide questions provided**



Why So Effective?

- ❖ Highlights an issue important to the school – we ALL own this issue, we ALL need to help solve our problems
- ❖ Engages ALL faculty – we need your help
- ❖ Stops the “Nobody ever asks us”
- ❖ Brings out great suggestions
- ❖ Reminds everyone that there are differing opinions on issues, the “everybody feels this way” lament

How to introduce this

Date: xxxxxxxx
To: Your Faculty
From: Ms. Principal
RE: We need your help!

- We have noticed that...(include data if appropriate)
- On xxxx we will have a full faculty discussion to get your input, ideas, suggestions, comments on this.
- The three questions we will be discussing are:
- Your group will meet in room xxx and will be facilitated by one of our Restructuring Committee members. Restructuring will debrief on xxxx.
- We know that if we all put our heads together, we can come up with some solutions. Thank you!

STRUCTURED DISCUSSION GROUP FORMAT (1 hour):

**Three questions on a topic
important to the school with
discussion time allotted for
each question**

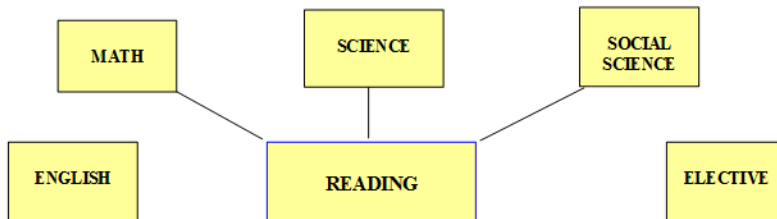
Here are some examples:

**We used the small groups to
develop our focus – LITERACY!**

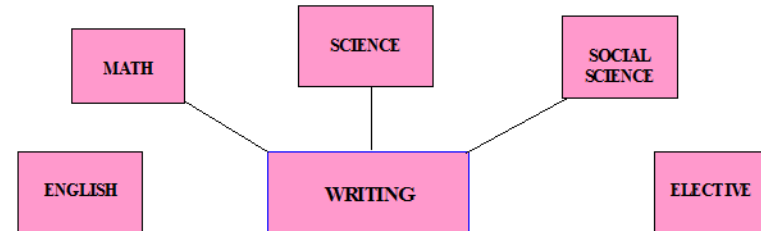
**Restructuring drafted them,
faculty discussed, revised,
argued, revised some more...**

**Many people did not
buy in, BUT they had a voice
in the process**

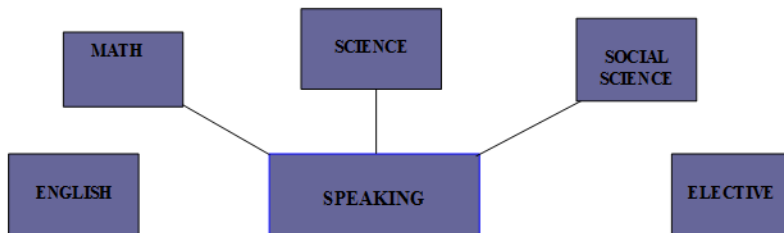
Brockton High Literacy Initiative



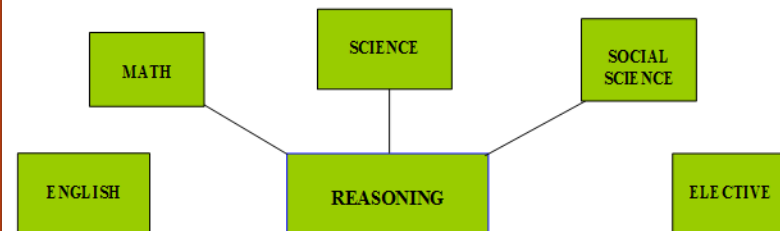
- for content (both literal and inferential)
- to apply pre-reading, during reading and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary
- to research a topic
- to gather information
- to comprehend an argument
- to determine the main idea of a passage
- to understand a concept and construct meaning
- to expand one's experiences



- to take notes
- to explain one's thinking
- to argue a thesis and support one's thinking
- to compare and contrast
- to write an open response
- to describe an experiment, report one's findings, and report one's conclusion
- to generate a response to what one has read, viewed, or heard
- to convey one's thinking in complete sentences
- to develop an expository essay with a formal structure



- to convey one's thinking in complete sentences
- to interpret a passage orally
- to debate an issue
- to participate in class discussion or a public forum
- to make an oral presentation to one's class, one's peers, one's community
- to present one's portfolio
- to respond to what one has read, viewed, or heard
- to communicate in a manner that allows one to be both heard and understood



- to create, interpret and explain a table, chart or graph
- to compute, interpret and explain numbers
- to read, break down, and solve a word problem
- to interpret and present statistics that support an argument or hypothesis
- to identify a pattern, explain a pattern, and/or make a prediction based on a pattern
- to detect the fallacy in an argument or a proof
- to explain the logic of an argument or solution
- to use analogies and/or evidence to support one's thinking
- to explain and/or interpret relationships of space and time

Our first Structured Discussion introducing our Literacy Initiative – 3 questions:

1. In each of the four areas of Reading, Writing, Speaking and Reasoning, have we included what is required for students to be successful in your class/your content area? (what have we missed?)
2. Is the skill stated clearly so that all teachers and students can understand it?
3. Is the skill applicable to ALL content areas? If not, how do we restate it, or broaden it?

We were struggling with a higher failure rate for our students with IEPs.

- 1. What do you see as the major obstacle our special education students face in your class?**
- 2. What procedures/ techniques/ strategies have you used that you feel have been most successful for our students with disabilities in your classes?**
- 3. What do you think you need to help your students with disabilities be successful in your class?**

We were examining policies that we thought might be negatively impacting

- 1. Please review our current attendance policy and highlight what you believe is working well and what changes should be made.**
- 2. Please review the Buy-Back policy and highlight what is working well, and what changes should be made.**
- 3. No matter what policy is in place, we need to get our students to school. Let's brainstorm what else we can do to help ensure that our students attend every day.**



Suggestion:



A great discussion for your faculty:

- 1. What skills do our students need to be able to do to be successful on the state assessment?**
- 2. What skills do our students need to be able to do to be successful in their classes?**
- 3. What skills do our students need to be able to do to be successful in their lives beyond our school?**

Role of the Restructuring Committee member (teacher leader) during Structured Discussion Groups:

During:

- ✓ **Welcome members of the group**
- ✓ **Introduce questions**
- ✓ **Take notes**
- ✓ **Do not talk**
- ✓ **Be conscious of time**
- ✓ **Summarize discussion**



Role of the teacher leader after Structured Discussion Groups



After:

- ✓ **Be prepared to summarize your group's discussion at the next team meeting**
- ✓ **At meeting, engage in discussion about overall results and next steps**
- ✓ **Participate in planning and implementation**

After every Faculty Discussion Group, we always:

- 1. Debriefed at Restructuring Meeting**
- 2. Put together a Voices of the Faculty Feedback Newsletter**

Faculty Feedback: VOICES of the FACULTY
May 2008

ISSUE: The Attendance Policy

Note: There was very strong support for the attendance policy, but frustration with the amount of paperwork generated by waivers and buybacks, etc...

Subcommittees of the Restructuring Committee will look at both waivers and buybacks to address some of those concerns.

- ***The number of allowable absent days is fair, but have the attendance days count by semester rather than term. That might help to control the amount of paperwork, and help with students who were sick, but did not go to a doctor.***

Faculty Feedback: VOICES of the FACULTY
May 2008

ISSUE: The Attendance Policy (cont)

- *Have the nurses verify a student who went home sick, but didn't necessarily need to see a doctor. (THAT SHOULD BE A WAIVED ABSENCE)*
- *There should be no limit on the buyback days – when students participate in the buyback policy, they are attending, doing their work, and behaving.*
- *The air quality in the classrooms is poor, and the custodian hasn't cleaned my room for two days.*
- *These waivers and buy back days should be automated; they should show up on the portal.*

Professional Conversations

- **Defining Literacy**
- **MCAS Analysis**
- **Final exams vs Projects**
- **Beliefs about students on IEPs**
- **Course levels**
- **Grading practices and policies**
- **Discipline**
- **Cell phone/electronics use in and outside of the classrooms**
- **Parent Involvement**
- **Strategies for teaching literacy**
- **Classroom management**
- **College Readiness**
- **School Culture: "Respect/Responsibility"**
- **Setting professional goals**
- **Advisories and student support**





Faculty

**Here's a suggestion to neutralize
the negativity:**

**Put all your negative folks
together in a group so
they don't tell their
BUT DON'T TELL THEM!!!**



**Teachers talking,
colleague to colleague
about important school
issues:**

The Knowledge Café



International Center for
Leadership in Education

Engaging the Faculty: The Knowledge Café

adapted from www.theworldcafe.com

IMPROVING INSTRUCTION:

Great way to introduce new ideas

Promotes positive discussion

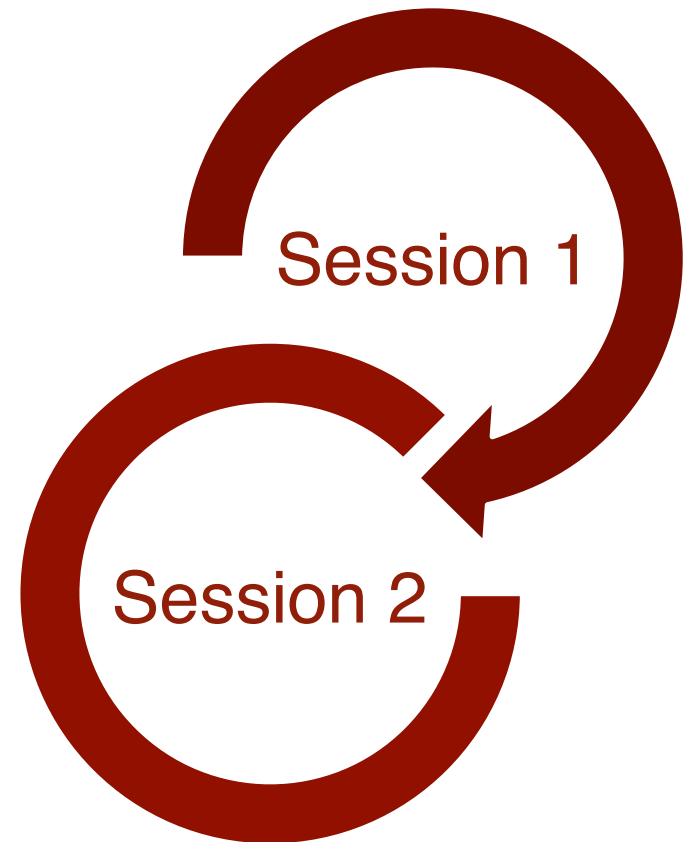
Casual, relaxed atmosphere

Here's how to begin...



Knowledge Café

- Develop questions/put on placemats
- Create groups of 4-6; assign in advance
- Identify a comfortable location, easy to talk
- Bring refreshments
- Engage in professional dialogue



Experiencing a Knowledge Café:

At each table, designate one person as the Table Host

ROLE OF THE TABLE HOST – watch the time, facilitate the discussion.

AT THE END OF SESSION ONE: Table Host remains at the table, flips the placemats over. Everyone else switches tables for Session Two discussion.

Experiencing a Knowledge Café

Session 1

1. Introduce yourself and talk about the best book on education that you would recommend to your colleagues.
2. Talk about what qualities/skills you would like your students to thank you for when they graduate from your school (no matter what grade that is!)

TIME TO SHIFT TO SESSION 2:

**Table Host remains, flips
over the placemats.
Everyone else move to
another table.**



Session 2

1. Introduce yourself and talk about what you are proudest of at your school.
2. Talk about what you see as the greatest obstacles you are facing in leading your school improvement efforts.

Implementing the Knowledge Cafe

- Engages all faculty voices
- Creates dialogue across the school/district
- Helps process difficult issues

**QUESTIONS ABOUT HOW
TO DO THIS???**

Here are some other examples:

**Here's the first World Café
we ever did with our faculty.
Our theme for this was
introducing the 3 R's:
Rigor, Relevance,
Relationships to our faculty**

Session 1: Relationships

- a. Introduce yourself and talk about something that you'd like others to know about you.**
- b. What are two strategies you've used with your students to get to know them.**

Session 2: Rigor and Relevance

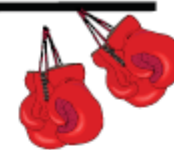
- a. Introduce yourself and talk about the toughest class you ever had in school and what you did to get through it.**
- b. Describe something you've done to help a struggling student master difficult material.**
- c. Describe a lesson you taught that you believe the students found to be relevant to their lives.**

TICKET TO LEAVE: 3 – 2 – 1

- 3: What are 3 qualities in your favorite teacher ever that you'd like to emulate?**
- 2: What are 2 things that you think the students want to know about you?**
- 1: What is 1 thing that you will when you return to school to connect with your students.**



World Cafe ~ Round One



Welcome Back!

1. Introduce yourself to your tablemates, and talk about what keeps you "in the ring" at Brockton High?
And for new teachers - what brought you to Brockton High to teach?
2. (By unanimous decision) What qualities/skills would you like our students to rule a TKO and thank us for when they graduate from Brockton High?

Some Brockton Blockbuster Trivia

Name: Rocky Marciano
Birth Name: Rocco Francis Marchegiano
Born: 1923-09-01
Birthplace: Brockton, Massachusetts, USA
Died: 1969-08-31 (Age:45)
Nationality: US American
Hometown: Brockton, Massachusetts, USA
Stance: Orthodox
Height: 5' 11" / 180cm
Reach: 67" / 170cm

Marciano was The Ring magazine Fighter of the Year for 1952, 1954, and 1955.
Marciano's first fight with Jersey Joe Walcott, his second fight with Roland LaStarza, and his second fight with Ezzard Charles were named The Ring magazine Fight of the Year for 1952, 1953, and 1954, respectively. In 1994, Marciano was named the fourth greatest heavyweight of all time by The Ring. In 1997, Marciano was named the seventh greatest puncher of all time by The Ring.

In 1999, Marciano was named the ninth greatest fighter of the 20th century by The Ring and the third greatest heavyweight of the 20th century by the Associated Press.

During his sophomore year as a linebacker on the highly ranked Brockton High School football team, Marciano intercepted a pass and returned it 67 yards for a touchdown.



won 49 (KO 43) + lost 0 (KO 0) + drawn 0 = 49
rounds boxed 241 KO% 87.76



SESSION ONE: Theme: Welcome Back!

First question – more personal, but related to the theme:

1. Introduce yourself and talk about what keeps you “in the ring” at Brockton High.
2. What qualities/skills would you want our students to thank us for when they graduate from Brockton High?



World Cafe ~ Round Two



Mastering Vocabulary

1. Introduce yourself to your tablemates, and talk about what you do when you come upon difficult vocabulary words in something that you are reading?
2. **As a school of Champions, we never throw in the towel!** Share a strategy that you have used with your students that you believe has been successful in helping them access, learn, and own new vocabulary words? And for new teachers, what is one strategy for teaching vocabulary that you would like to try?



World Cafe ~ Final Round (Ticket to Leave)

- a. What is one professional goal you have for yourself this year?
- b. What is one goal you have for your students this year?



SESSION TWO: Theme: Mastering Vocabulary

First question – more personal, but related to the theme

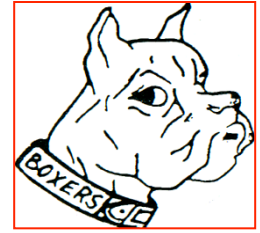
(Remember, they are with new people)

1. Introduce yourself and talk about what you do when you come upon difficult vocabulary words in something you are reading.
2. Share a strategy you have used with your students that you believe has been successful in helping them access, learn, and own new vocabulary words.

TICKET TO LEAVE: You have been given an index card and an envelope. On the card, please answer the following two questions, then seal it inside the envelope, put your name on the outside. We'll give them back to you at the end of the year:

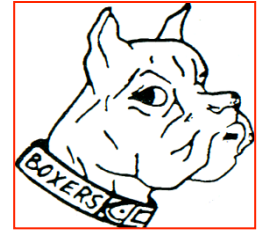
1. What is one professional goal that you have for yourself this year?
2. What is one goal you have for your students for this year?

For our first World Café in Sept: For Session ONE:



1. Introduce yourself and talk about the best book you read or movie you saw this summer.
2. For our Oct. InService, we are going to schedule a Faculty Expo. What session(s) topics would you like to see scheduled. Any presenter suggestions?

For our first World Café in Sept: For Session TWO:



1. Introduce yourself and share an example of how you used technology (smartphones, laptops, PDAs, tablets) effectively in the classroom for instructional purposes.
2. Review the draft of the proposed new language of the electronic device policy. Strengths, weaknesses, problems, issues?
3. Restructuring had a fierce debate on whether to allow students to use electronic devices during lunch: a. outside, b. inside the caf, or c. both. Your thoughts?



**Here's one you could
try with your faculty:**

Session ONE:

- 1. Introduce yourself and talk about what you are proudest of in our school.**
- 2. If we could get everyone in our school to do one thing very well, consistently, and that would impact learning positively, what would that be, based on what our data show?**

Session TWO:

- 1. Introduce yourself and talk about a great strategy you've used to get to know your students well.**
- 2. What do you think you could use help with that would benefit your instruction?**

**So, are you ready to
try this???**

**Time to plan for your
first Knowledge Café!!!**



Teachers feeling valued: Suggestions to Celebrate and Value the Faculty

Positive message that you value the faculty

Ideas to try:

- **Boxer Notes**
- **Gift Certificates**
- **Boxer Faculty Champs**
- **Faculty Appreciation Night**



HOW-TO...Sample Template for faculty presentation

The next four slides
provide an “*End of the
Year Celebration/
Thanks to Everyone*”
template



Boxer Pride!!!



Our teachers were honored – Penny Knight appeared on Greater Boston and Vinny Macrina received the 2012 Arts/Learning Excellence in School Administration Award.” We performed for the Governor, our artists received national recognition, and we had the best musical EVER – Grease. Thank you for supporting our students in the arts.



Boxer Pride!!!



Highlights in Academics:
Our students achieved at the highest levels ever!
But first, a walk down memory lane...

THE BOSTON GLOBE • WEDNESDAY, DECEMBER 8, 1999

MCAS1999 | The results

Comparing the districts

Rank/District	Score
121 FALL RIVER	1996
122 BROCKTON	1993
123 LOWELL	1992
124 CHELSEA	1989
125 NEW BEDFORD	1988
126 LYNN	1984
127 BOSTON	1977
128 SPRINGFIELD	1964
129 HOLYOKE	1948
130 LAWRENCE	1944

Failing scores

Last month, the Board of Education voted to make 800 the passing score for the MCAS exam. The class of 2000 will be the first students in the state required to score a 800 in both math and English in order to earn a diploma. A 800 is one point above failing in the "needs improvement" category. If the MCAS test were a graduation requirement today, the following districts would have the highest number of students who would not be able to graduate. The table analysis is based on this year's test results and results from previous students will be added at the time of 2000.

District	English	Math
HOLYOKE	40	40
SPRINGFIELD	34	29
Seven Hills	33	23
LAWRENCE	32	23
CHELSEA	29	26
LYNN	29	27
NEW BEDFORD	28	26
BROCKTON	27	24
FITCHBURG	27	24
ROXBURY	27	24
BOSTON	26	29
LOWELL	26	30
FALL RIVER	24	24
WINTHROP	23	20
BROCKTON	22	21
WINTHROP	21	19
LYNN	20	19
BOSTON	20	14
EVERETT	19	24
North Adams	19	24



GO
Boxers!!!

Boxers in
the NEW
YORK
TIMES



September 28, 2010



Champions



It's about teaching,
stupid...

Mike Schmoker,
Results Now



Boxer Pride



You proved that to be true. Because of your instruction, our students achieve!



Boxer Pride!!!



Senior Marc-Daniel Paul published a book of poetry, we had a great Wellness Fair, our Medical Interpretation students got their certificates, our carpentry students partnered with our Lifeskills students in the Furniture Trust project, our JROTC Boxer Battalion won the Governor's Cup, and 268 students earned the Adams Scholarship!!!



JOHN & ABIGAIL ADAMS
BHS SCHOLARS 2012



268 SCHOLARSHIP RECIPIENTS
33% of the class!



Brockton High School changed the conditions for students by changing the conditions for the faculty.



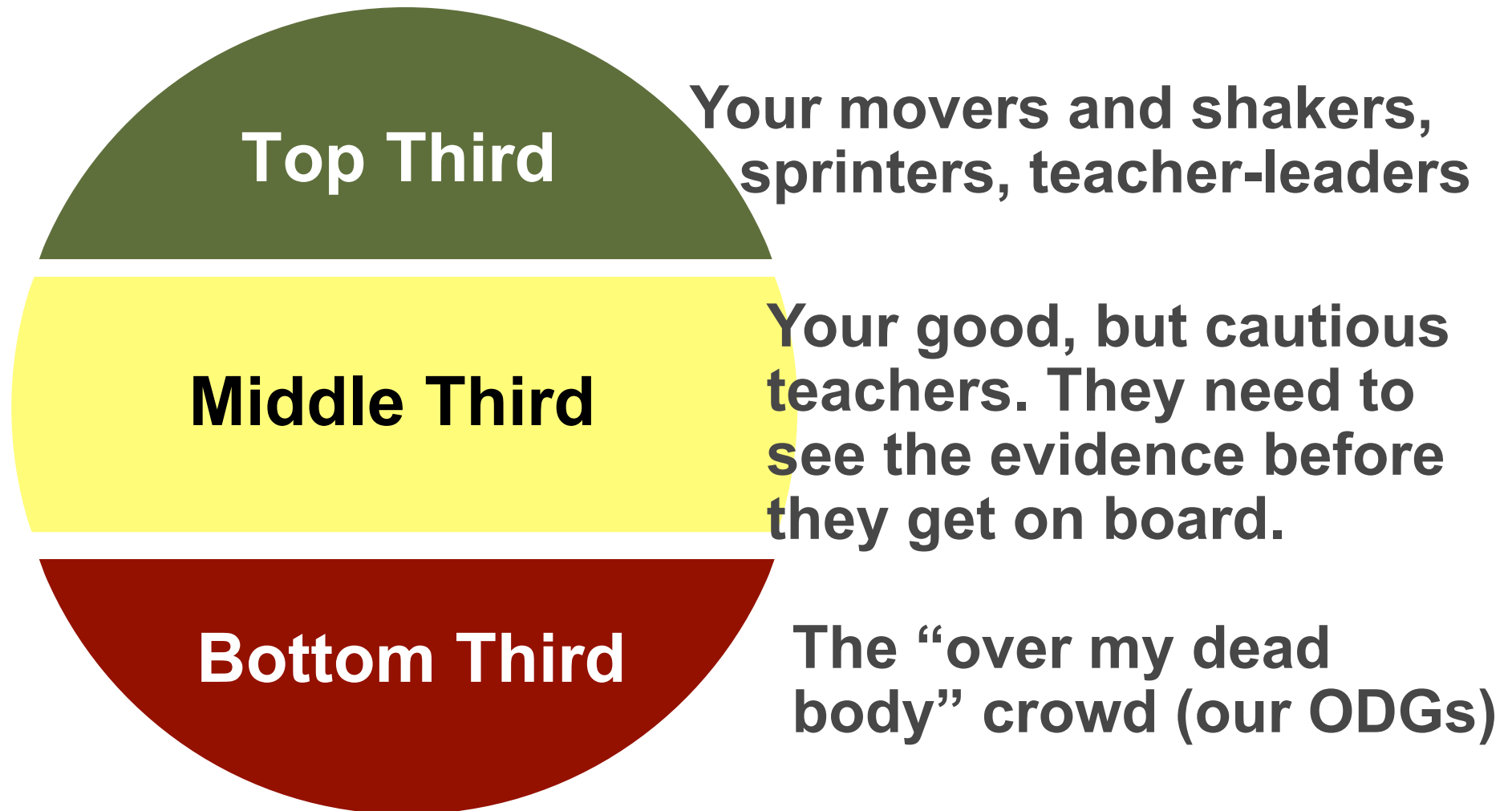
NEXT UP:
When that all doesn't
work...
How to Deal with the
Resistance

It's about the adults!!!

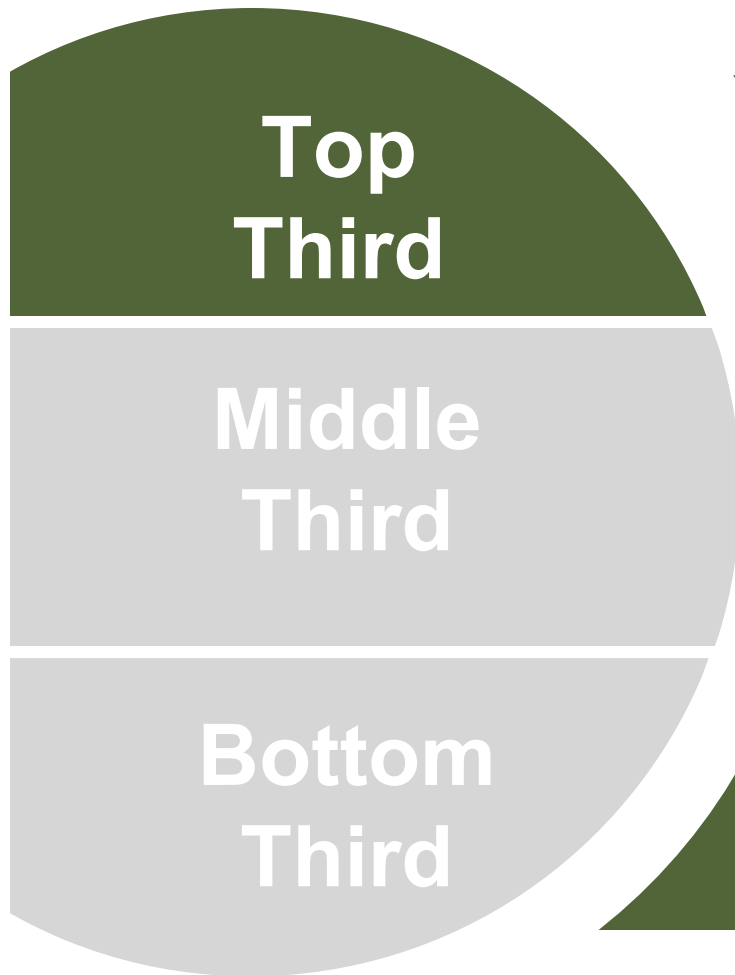
Buy-in often takes time. If we waited for buy-in, we'd still be waiting!!!

Let's think about our faculty...

Three Segments of Faculty



Dealing with the Three Segments of the Faculty



**Your movers and shakers,
sprinters, teacher-leaders**

For that Top Third

**Recruit, leadership
teams, deliver PD, rely
on them, reward them**

Dealing with the Three Segments of the Faculty

Your good, but cautious teachers.
They need to see the evidence
before they get on board.

Top
Third

Middle
Third

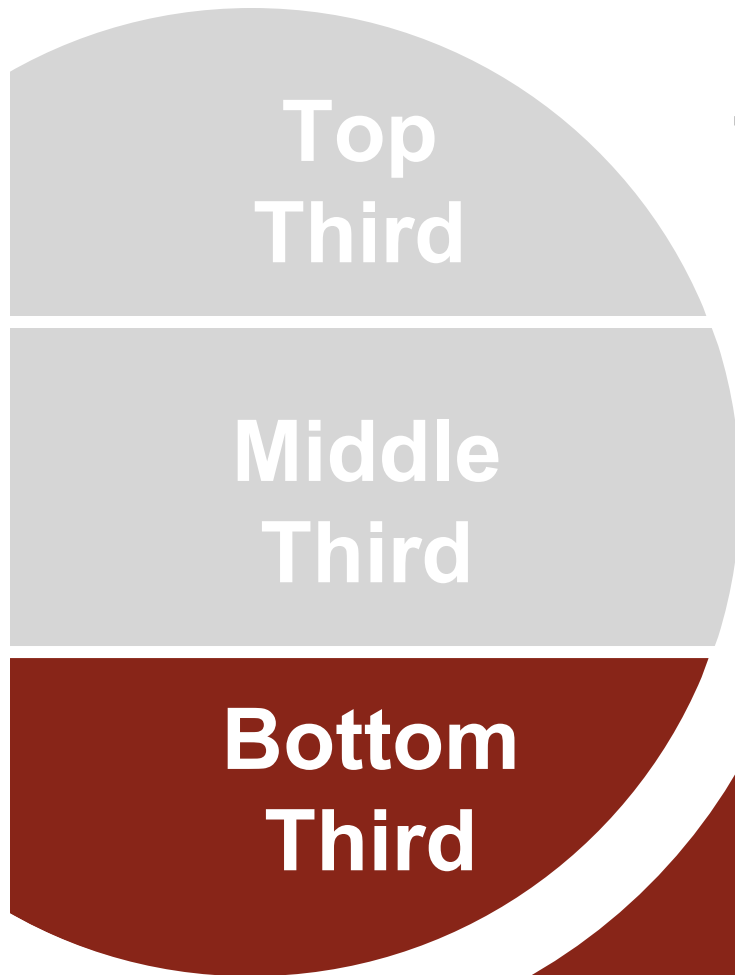
Bottom
Third

For that Middle Third

**Engage them, listen to them,
train them, support them,
mandate and monitor! They
are often strong teachers,
but cautious – they have
been through MANY
initiatives**

Dealing with the Resistance

The naysayers, the “over my dead body” crowd, the ODGs



For that Bottom Third

You have to address it directly and move ahead with the agenda. It has to be understood that “everybody has to play!”

Introducing five members of this group:

- ◆ Ms. This Too Shall Pass
- ◆ Mr. Independent
- ◆ Ms. Afraid to Try
- ◆ Mr. Pretender
- ◆ Ms. Over My Dead Body

I'll bet you've met them all!!!

Ms. This Too Shall Pass

A good, skillful teacher, but has lived through so many reforms, mistrustful of any change as "yet another thing". Won't be "on board" until she sees the results.

How do handle this teacher?

Mr. Independent

Strong personality, loved by the kids, but often thinks of himself as the superstar who knows what's best, after all who does the principal think s/he is anyway telling me what I can teach. Believes he is the best teacher in the school and already knows the best way to teach.

How do handle this teacher?

Ms. Afraid to Try

A not so skillful teacher who struggles with employing a variety of strategies, runs a teacher-centered classroom, and is afraid to try anything different for fear of failing in front of the class.

How do handle this teacher?

Mr. Pretender

Always says YES to everything, wants to SEEM like he's on board. Talks about his classroom like it's all being done. But when it comes time for the results, they aren't there and all you get are excuses about what the kids can't do or didn't do. He has a mindset of low expectations for the students.

How do handle this teacher?

Ms. Over My Dead Body

You wonder why this person even became a teacher. She is loud, an obstructionist, not a team player at all, does things HER way, thinks of her classroom as her kingdom, and will likely be defiant, even insubordinate.

How do handle this teacher?

Taking on the Resistance -Directly

**You will *always* face resisters
and naysayers. The key is how
you deal with them.**

And it can be awful!

With Students and Parents

Try this line:

**“I’m sorry, but it’s
MANDATORY!”**

Faculty

Here's a suggestion to neutralize the negativity:

Put all your negative folks together in a group so they don't lead their

to S.

**BUT DON'T
TELL THEM!!!**

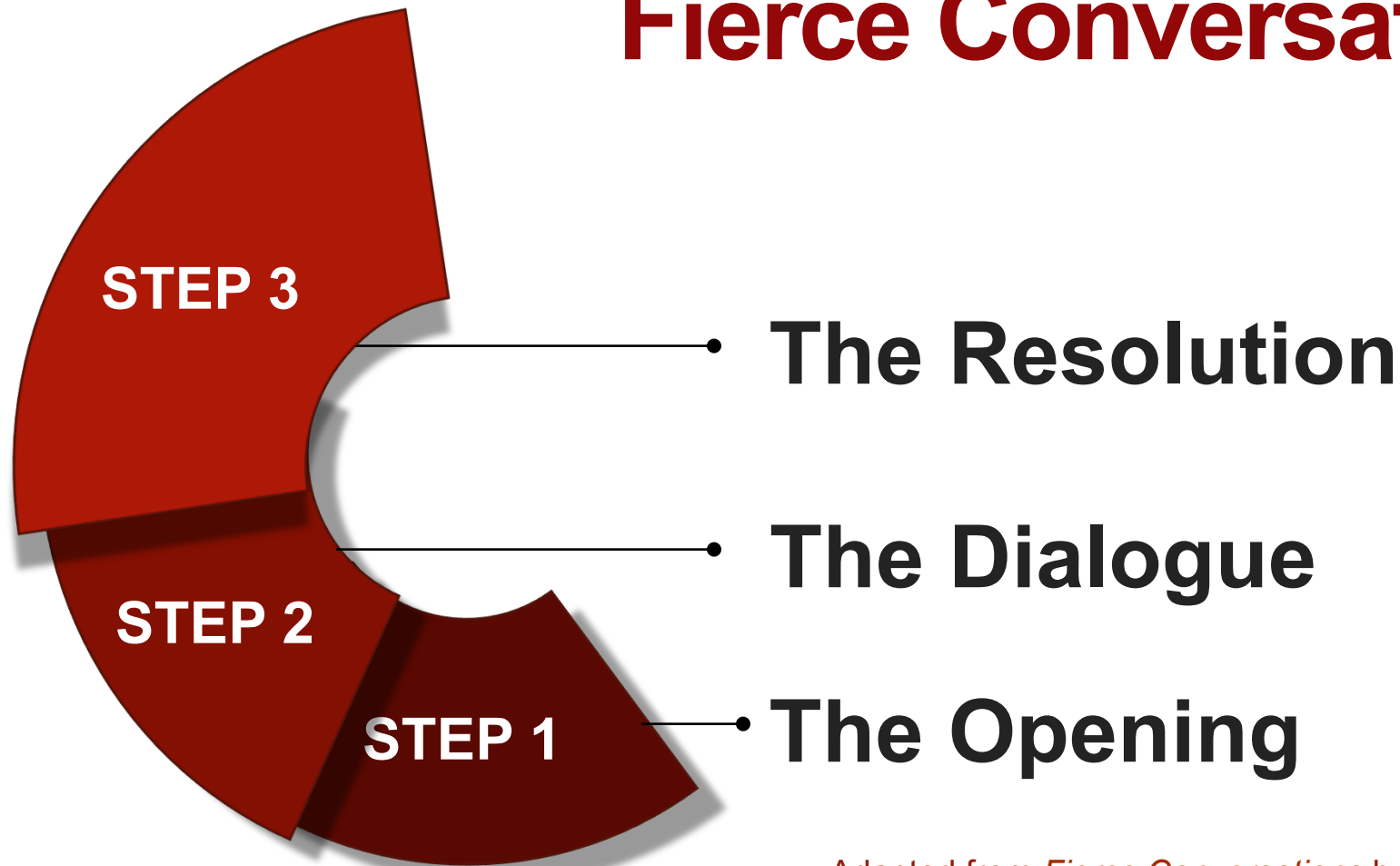
**What do you do when
everything you have tried to
do to support the teacher
hasn't worked? Actually,
they don't want it to work...
they didn't even try.**

Fierce Conversations

“Fierce conversations are about moral courage, clear requests, and taking action. **Fierce is an attitude.**”

*-Susan Scott from
Fierce Conversations*

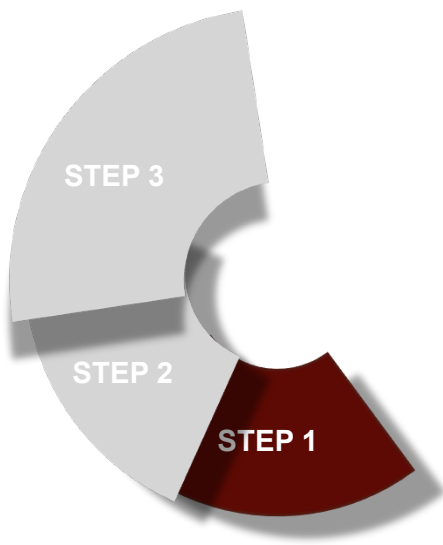
Three Steps in a Fierce Conversation



Adapted from *Fierce Conversations* by Susan Scott

Step One: The Opening

Express the purpose: “The purpose of today is...”

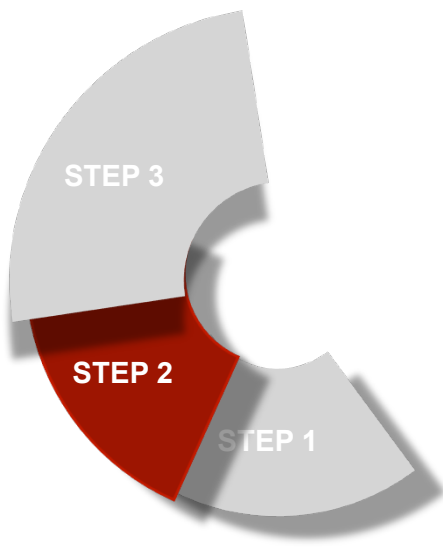


Outline the procedure: “I will tell you what I know about the incident, and then you will tell me what you know.”

Give a time frame: “Together we will come up with a solution in the next 30 minutes. If we need more time, we will schedule another meeting.”

Adapted from Fierce Conversations by Susan Scott

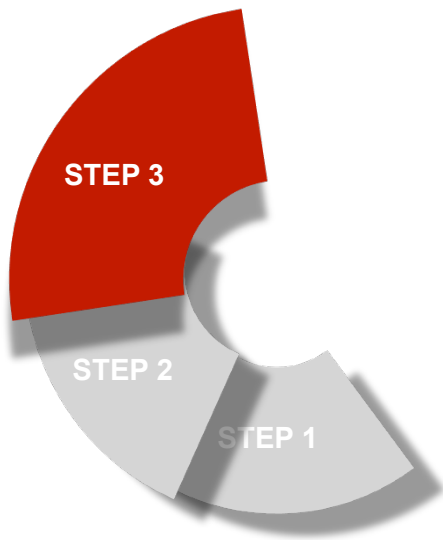
Step Two: The Dialogue



- Be clear about why this matters.
- When you give negative feedback, expect some in return.
- Know that help is often viewed as a hindrance.
- Write and repeat any statement that is out of line.

Adapted from *Fierce Conversations* by Susan Scott

Step Three: The Resolution



- Make it clear that the intent is to resolve the issue.
- Define: Where are we now?
What have we learned?
How do we move forward?
- End with a plan.
- Memorialize the discussion in writing.

Adapted from *Fierce Conversations* by Susan Scott

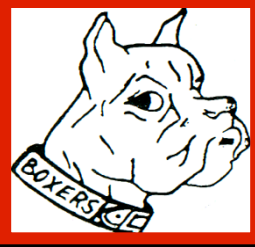
FINAL THOUGHTS:

- ❖ Engaging faculty helps with buy-in, BUT
- ❖ You can't wait for everyone to buy-in; you must move ahead with your agenda
- ❖ There WILL be resistance, BUT
- ❖ Not all resisters are negative
- ❖ You must confront the resistance directly and MOST IMPORTANTLY
- ❖ Your leadership matters – A LOT!!!

Changing the Culture: Engaging the Parents and the Community

Engaging the Parents

- ❖ **Their beliefs about the school: shaped by their child's success**
- ❖ **Ways to engage:**
 - How we bring them in**
 - How we go to them**



Helping our students **AND** parents believe!

- **Literacy Focus – Reading, Writing, Speaking, Reasoning**
- **Implemented support strategies designed to help ALL students succeed**





Changing beliefs: Project Diploma



A roadmap for success at
Brockton High
AND, more
importantly,
for life AFTER
Brockton High



Brockton High School

PROJECT DIPLOMA: PLANNING FOR SUCCESS

ROAD MAP Success

Take Freshman Required courses at the most difficult level you can handle.

Get to know your school: explore sports and activities, join clubs, become involved

Look into volunteer work and community service.

Log onto Bridges Choices® Explore. Follow directions on Planning Tool Assistance for Freshmen.

Strive to pass all classes with good grades and stay involved.

GRADE 10

Stay in the most difficult classes you can handle.

Consider leadership roles in your clubs and activities.

Focus on preparing for MCAS in and out of class. The higher your score, the better your chances of earning free tuition at a state college/university.



GRADE 9

Continue to take courses at the most difficult level you can handle, especially if college bound.

Welcome Juniors! You're halfway through!!

GRADE 11

Strive to pass all classes with good grades and stay involved.

Take the MCAS, GOOD LUCK!

Planning on going to a 4-yr. college and in Advanced Classes. Think about taking the PSAT's, see the Assessments section of the Sophomore Planning Tools Outline.

Log back onto Bridges. Do the Interest Profiler in Choices Planner®. Follow the directions on the Planning Tools Outline for Sophomores.

Get MCAS results.

PASS WITH CARE

Once you have passed, Congratulations!!

Continue to be an active member of clubs and activities and take leadership roles.

Log back onto Bridges®. Do activities in the Work and Learn sections suggested in the Planning Tools Outline for Juniors.

4-yr. college-bound: take May or June SAT's.

Develop a list of colleges of interest and start to visit them.

Strive to pass all classes with good grades and stay involved.

GRADE 12

HOOORAY!! Welcome to Senior year! WOW!!

Take a full, challenging senior year course load.

Work hard to get good grades. Colleges look closely at 1st term report cards.

Register for Oct./Nov. SAT's. Make sure scores are sent to the colleges you are applying to.

Send out applications with the help of you guidance counselor.

Complete the Financial Aid applications. Be sure to attend Financial Aid Night at B.H.S. along with your parents.

Still dealing with MCAS? Don't give up. Keep up attendance. Keep up grades. Update the Student Success Plan. SEE YOUR COUNSELOR FOR HELP.



Project DIPLOMA

CONGRATULATIONS!!! AND GOOD LUCK!!!! YOU DID IT!!!!

Maintain good grades to the end. Colleges will request your final transcript.

Make your final decision about what college you will be attending. Be sure to send your deposit check on time to secure your spot.

In late February, as long as you have applied to college, you can pick up the local scholarship book - be sure you do this!!

Keep up attendance and grades. This will be very important in the future.

Take the retest(s) for the sections you did not pass. Good luck!!

Take advantage of after school, night school, and Massasoit support services.

For those who did not pass. Take in-school MCAS support classes.

NO PASS



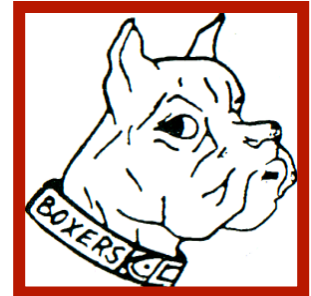
BOXER - 2 - BOXER

**Seniors in good academic standing
register for this Independent Study
class for credit**

**Assigned to freshmen classes to with the
academic teacher to provide tutoring,
mentoring**

**Assigned to our Access Center to
provide tutoring, mentoring**

**Also can work with neighborhood
elementary schools as mentors**



What do you celebrate?

Here's what we celebrate:

Two important values:

1. Academic excellence

2. Good citizenship

Here's how:

Academics:

**EVERY term Honor Roll assemblies
DURING the day:**

- **We perform for the kids**
- **Holiday Concerts**
- **Organize theme assemblies:
Family Feud, The Voice, Minute to
Win It, Brockton High Has Talent
Maybe**
- **Rock groups perform**



Scholarship and Awards Assemblies WITH parents

- **Scholarship Assemblies**
- **Medical Interpretation Graduation**
- **Senior Awards**
- **Honor Societies**



Positive message for students

We value you!

What do you value and celebrate?

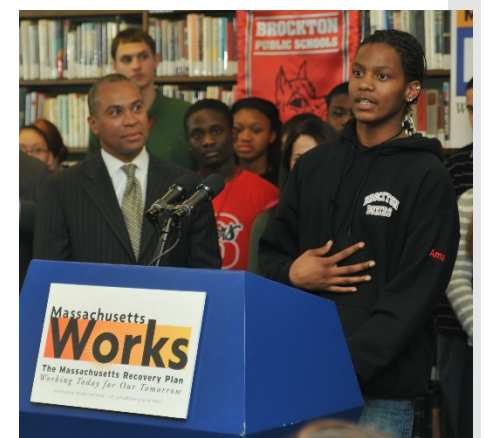
- Boxer Notes
- Boxer of the Month
- Boxer-2-Boxer
- Ballroom Dancing
- Student Faculty games
- Theme Days



Positive message for students

Leadership Opportunities

- **Active Student Council**
- **Various service Clubs**
- **Mentoring at elementary school**
- **JROTC**

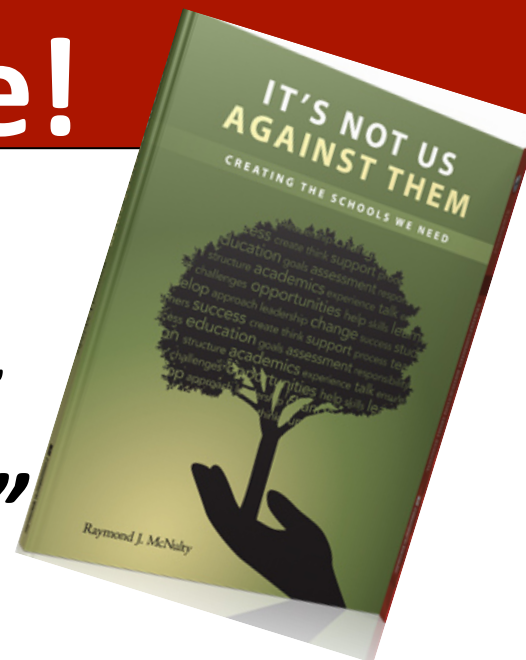




High Expectations, THEY believe!

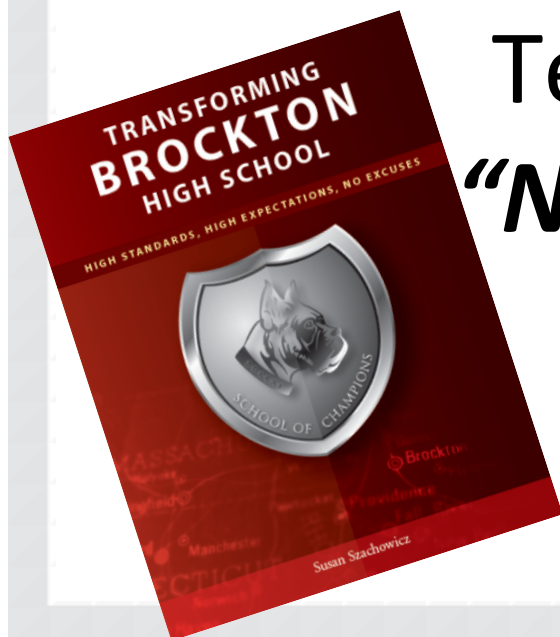
Amarr:

"It's not us against them."



Terrence:

"No one here would let me fail. I know, because I tried"



Engaging the parents:



Anne T. Henderson, Karen L. Mapp,
Vivian R. Johnson, and Don Davies

"Hundreds of good ideas, reviews, and resources for educators, parents, and policy leaders."
—Joyce L. Epstein, Director of the Center on School, Family, and Community Partnerships,
Johns Hopkins University

**Think about how
you engage with
parents:**

- ❖ **Redesign Open House**
- ❖ **Meetings at other sites**

Redesigning our Open House:

- **Begin in auditorium – Drum line opens, band plays (Rocky, of course) rousing powerpoint and video cheerleading message about why Brockton High is AWESOME!!!**
- **Parents receive Literacy Charts with questions to ask their child**
- **Parents fill out raffle forms – Every period drawings for prizes**
- **Parents follow child's schedule, but every period has a Literacy Lesson.**
- **Evening ends with refreshments in caf with student leaders and extracurricular opportunities available**

Redesigning the Open House:

EXAMPLE: In period one, the teacher says:

As you know, at Brockton High teachers teach literacy skills to your children in every class, every day. One writing strategy I'd like to share with you is a Quick Write, which is a 3-5 minute writing on a particular topic. So, please take the next five minutes and complete this Quick Write: Please write what you would like me to know about your child. Their interests, likes, dislikes, or anything at all you'd like me to know so I can effectively teach your child.

Lesson each period:

Period 1: Quick Write Literacy Lesson

Period 2: Vocabulary Literacy Lesson

**Period 3: Reading and Analyzing
Visuals Literacy Lesson**

**Period 4: Developing Speaking Skills
Literacy Lesson**

**Period 5: Grading Using a Rubric
Literacy Lesson**

Recap the Open House:

- 1. Begin with a presentation about the school that all parents attend. Engaging, positive, rousing cheerleading message about why your school is AWESOME!!! School focus is shared (20-25 min)**
- 2. Parents then follow their child's schedule – short periods, school focus reinforced in every class (approx 10 min each class)**
- 3. Every period drawings for prizes**
- 4. End of the evening refreshments in the caf with student leaders and extra curricular opportunities available**

**And now the community:
Changing the beliefs of the
community...**

**When the students achieve,
the community believes in
the school!**

Engaging the Community

- ❖ **Getting folks to participate in school discussions**
- ❖ **Getting the message out about the school**

Engaging the Community

❖ **School Council**

❖ **Restructuring Advisory
Committee**

As soon as you enter BHS



Think about what visitors
see when they enter your
school



Positive message to community

- **Boxer Roundup**
- **Weekly radio segment**
- **Billboard and banners**
- **Business meetings
in the city**
- **Be your own
BEST storyteller**



INVITE PEOPLE IN:

Every time you celebrate, have an assembly, give awards, invite others – political officials, education officials, business leaders...



Community events:

- Veterans' Day assembly
- Holiday concerts
- "Seniors" Prom
- Musical
- Black History



Community events - Businesses:

- **Dress for Success**
- **Santa Hat Day**
- **Senior Class Gift of Giving**
- **Summer of Work and Learning**



Getting the message out!

**A message you want the
parents and community
to hear!!!**

**Where Brockton High
will take their children:**

Getting the message out!

**If we don't share the
good news, no one
will!!!**

Marketing!!!



Changing the beliefs of the community



From the city's
“cesspool”
to the
“Jewel of the City”
(How cool is that???)



Important lessons to remember:

- **FOCUS:** Determine what YOUR students need and be relentless
- **CONSISTENCY:** We ALL do it “this” way – the power is in the school wide commitment (deliberate practice works!)
- **PERSISTENCE:** Stay the course – too often in education we give up on things too soon (yet another thing...)
- **MONITOR:** Compare and analyze student work across the school – raise the rigor!
- **REPLICATE:** Don’t reinvent the wheel – replicate the process

FINAL THOUGHT:
Making change takes
TENACITY, not brilliance!

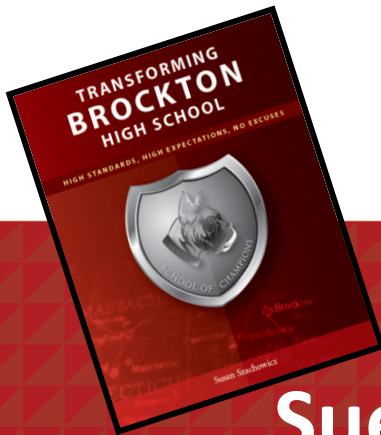
If we can do this, anyone can!

**In 1999 we were called a
“cesspool” in our local media.**

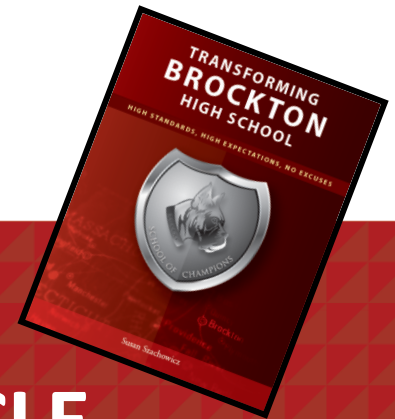
**Now we are called the
“Jewel of the City.”**

WE DO MAKE A DIFFERENCE!!!

If we can do this, so can you!



**International Center for
Leadership in Education**



Thank You!!!

**Sue Szachowicz, Senior Fellow ICLE,
Brockton High Principal (retired)**

**For followup questions contact
Lori Eastman at
LEastman@leadered.com**