BUILDING BLOCKS FOR SYSTEM COHERENCE:
LEVERAGING YOUR LEADERSHIP CAPACITY

AASA National Conference on Education
February 13, 2016
Presented by: Arlington Public Schools, Arlington, WA

WELCOME & INTRODUCTIONS!

Our Team

- Marilee Herman
  Teacher Leader
- Brian Beckley
  Arlington High School Principal
- Eric DeJong
  Executive Director of Teaching & Learning
- Diane Kirchner-Scott
  Assistant Superintendent
- Kristine McDuffy
  Superintendent
Our Audience

A LITTLE ABOUT OUR SCHOOL SYSTEM AND OUR COMMUNITY...
Quick Facts

- Students we serve: 5,451
- Meals we serve daily: 2,178
- Miles buses driven daily: 4,800
- Languages spoken by students: 11

Student Learning Celebrations
- On-Time Graduation Rate – up from 65.1% in 2008 to 84.8%
- SBAC Results

Our Facilities/Resources
- Schools: 9
- Square Footage: 834,000
- Fields and Lawns (acres): 60
- Computers: 2,100
- iPads: 860
- Chromebooks: 1,192

Budget and Donations
- Annual Operating Budget (15-16): $60,308,792
- Community Donations (last 3 yrs): $2,986,300

Student Learning Celebrations
- On-Time Graduation Rate – up from 65.1% in 2008 to 84.8%
- SBAC Results

Our Journey...

Clarity & Focus
- Student Learning
- Safe/Caring Environment
- Stewardship
- Continuous Improvement

Strategic Plan
Our Journey...

District Essentials

- Every Child, Every Hour, Every Day
- Coherence – Aligning Our Work
- Professional Learning Communities / High-Performing Teams
- Fiscal Responsibility
- Positive, Professional Working & Learning Environment

Leadership Matters!

THE ROLE OF TEACHER LEADERS FOR SYSTEM-WIDE IMPROVEMENT
Engaging Teacher Leaders for:

- School Improvement Planning
- PLC
- Articulating a Guaranteed and Viable Curriculum
- Instructional Practice
- Ensuring all Students are College and Career Ready
- Collaboration with Western Washington University Teacher Leader Certification Program

Teacher Leaders and Authentic School Improvement Planning

- Formal paid stipend positions for School Improvement Facilitators supported through district funds
- McREL’s Balanced Leadership research – 21 Principal/Leadership Responsibilities
- We prioritized responsibilities to look at how teacher leaders can leverage principal leadership
- Job descriptions and hiring each spring
"I see myself as a communication link between the overall school goals and the individual staff member needs. As a SIP team, we surveyed staff about their current levels of understanding and their needs as they relate to our building goals. My current role is to take that feedback and provide support to meet those goals. This includes researching, planning opportunities for PD, and defining and creating staff buy-in of best practice around our goals."

Angie Kyle, 6th Grade STEM Teacher

The Role of Teacher Leaders in a Professional Learning Community

1. Identify Essential Standards (GVC)
2. Write/Communicate Learning Targets
3. Create/Implement Quick Checks for Understanding
4. Create/Give Common Assessments
5. Analyze the Assessment/Results
6. Look at/Analyze Data, Student Work
7. Apply Interventions/Extensions
8. Write/Communicate Learning Targets
9. REPEAT . . .

Our Journey

- Teachers and schools working in silos
- Engaging teacher leaders: District investment in PLC Professional Development with School Improvement Teams
- Increase monetary stipend for teacher leaders and insist on PLC conference attendance (included in job description)
- Moving to district-wide system of how we work together—Non-negotiable
Simultaneous Loose and Tight Leadership

- Leadership concept in which leaders encourage autonomy and creativity (loose) within well-defined parameters and priorities that must be honored (tight) - Defined Autonomy
- Tight (Collaboration): PLC Artifacts, Meeting Schedule participation common assessments with analysis
- Loose (Collaboration): Timeline, Agendas

A Shift in Focus to Student Learning

Changes taking place in classroom as a result of collaboration/PLC process?

Building District Capacity

- Engaging teacher-leaders in monitoring readiness while continually moving forward
- Providing time for collaboration within the contract day
- Connect collaboration to School Improvement Planning
- Teachers engaged in setting the agenda for in-service time focused around the non-negotiables
The Role of Teacher Leaders in a Professional Learning Community

“The greatest impact has been a focus on student achievement. Having clearly defined goals, and basing the needs on data is key in making steps towards improving student learning.”

Marla Eckley, Fourth Grade Teacher
Teacher Leaders and the Articulation of a Guaranteed and Viable Curriculum

- Essential for PLCs
- Led by teachers (facilitation/resources)
- Formal paid stipend positions are GVC TOSA in content areas
- Job description and hiring each spring
- Strong K-12 agreements for format and content
"A key to the success of our Guaranteed and Viable Curriculum work in Arlington was using teacher leaders to drive the work. The teacher leaders’ daily experiences and expertise with standard, best practices, students, and their colleagues was essential to establishing work that all teachers would embrace. With the GVC, our PLCs are empowered with common understanding and pacing of standards, as well as common assessments for essential skills. These tools help our PLCs ensure that instruction is responsive to the needs of each student."

Bethany Belisle, Assistant Principal
Former Teacher Leader

The Role of Teacher Leaders in Instructional Leadership Academy

Our Beginnings
The purpose of the Instructional Leadership Academy is to identify and communicate research-based instructional practices to be developed and used district wide to improve student achievement.

Instructional Leadership Academy

The Evolution of our Work
The purpose of the Instructional Leadership Academy is to support the implementation of the Danielson Instructional Framework to improve instructional practice and student achievement.
PLC team work and health rubrics
Student Data Source Team
Instructional Coach/Partners
Teachers on Special Assignment

Full time positions: ELA 6-12, K-5 & 6-12 Math

Enhancing Professional Practice (EPP) Support

- Comprehensive, Focused, PGO, and Support Personnel Evaluation
- Focus: Artifacts/Evidence, Danielson/State Criterion, Common Core, HomeRoom Evaluation

Being a part of the WWU Teacher Leader program helped me see "my students" as "our students". This program helped me identify my core values as an educator and inspired me to challenge my own practices in the classroom. Observing and coaching other teachers helped me identify and improve my weaknesses as a teacher. This gave me guidance to help others become the best educators they can be while seeking help from others in return. Overall the program invigorated me in my professional practice and has brightened my outlook on the future of public education.

Katie Newman, Teacher Leader
HS Social Studies Teacher
The Role of Teacher Leaders to Ensure Our Students Are College and Career Ready

- Construction of Common Core State Standards
- State Board of Education’s (SBE) framework for graduation requirements
- The pathway for most students will keep all postsecondary options open, including meeting the college admission requirements for entry into a public four-year institution or pursuing a program of study in a two-year institution or apprenticeship.
- The framework is flexible enough to accommodate a program of study leading to a professional or technical certificate or degree through a skills center or Career and Technical Education program.

Making Sense of it All

- College & Career Task Force: Team of 20 committee members comprised of a student, a Board member, a parent, teachers, counselors, and administrators
- Monthly meetings with outside facilitator
- Our charge: What does College and Career Ready mean for Arlington Public Schools (K-12 with early emphasis on 6-12)?
- Seek input from content teachers to refine our work
- Make program changes where needed
- Bring forward policy and procedure recommendations

PARTNERSHIP WITH WESTERN WASHINGTON UNIVERSITY (WWU)
Partnership with Western Washington University (WWU)

- Spring 2015, WWU’s College of Education launches its Teacher Leader Certification Program
- Partnership with Arlington Public Schools and neighboring district
- Foundational coursework in theory, supervision, and administration lead to a Teacher Leader Certificate
- Four of our Teacher Leaders joined the program
- District Support
- Program design includes engaging these teacher leaders in district-wide initiatives during the 2015/2016 school year
- “Data dashboard” answering the question, “How do we know?”
- Rubrics to measure the efficacy and needs of our PLCs

CELEBRATING OUR PROGRESS

Arlington Public Schools Achievement Index Ratings

<table>
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<th>SCHOOL</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Arlington High School</td>
<td>Very Good</td>
<td>Very Good</td>
<td>Very Good</td>
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<tr>
<td>Mercer Island School</td>
<td>No Rating</td>
<td>No Rating</td>
<td>No Rating</td>
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<tr>
<td>Highline High School</td>
<td>Underachieving</td>
<td>Exemplary</td>
<td>Fair</td>
</tr>
<tr>
<td>Pioneer Middle School</td>
<td>Very Good</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Eagle Creek Elementary</td>
<td>Very Good</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Evergreen Park Elementary</td>
<td>Exemplary</td>
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<td>Exemplary</td>
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<tr>
<td>Porter Elementary</td>
<td>Good</td>
<td>Very Good</td>
<td>Very Good</td>
</tr>
<tr>
<td>Sequin Elementary</td>
<td>Very Good</td>
<td>Very Good</td>
<td>Very Good</td>
</tr>
</tbody>
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Schools of Distinction

- 2008: Post Middle School
- 2009: Stillaguamish Valley School, Kent Prairie Elementary School
- 2010: Arlington High School
- 2011: Post Middle School
- 2012: Arlington High School
- 2013: Kent Prairie Elementary School, Presidents Elementary School

Washington Achievement Award

- 2012: Kent Prairie Elementary School in Overall Excellence and Science Growth
- 2014: Kent Prairie Elementary in Overall Excellence and Math Growth
- 2014: Presidents Elementary in Math Growth
- 2014: Post Middle School in Reading Growth

Acknowledged as Evidence of Effectiveness

- 2013: Kent Prairie Elementary and Arlington High School—Solution Tree All Things PLC website
District Acknowledgements

- 2011 Arlington Public Schools was cited as one of the most efficient school districts in the state by the State Auditor’s Office (November 2011).
- 2011 Arlington Public Schools was recognized as one of the best school districts in the state for high achieving / low spending by the Center for American Progress in their report Return on Educational Investment—A District-by-District Evaluation of U.S Educational Productivity (January 2011).
- 2010-2012 and 2013-2014 Received a 3.25 score on the Financial Health Indicator (based on Fund Balance to Revenue Ratio; Expenditure to Revenue Ratio; and Days Cash on Hand).
- 2012, 2013 and 2014 Recognized for the past two years by the Washington State Patrol for exceptional results in the annual inspection of our bus fleet.
- 2013 Received the Western Washington Fresh Food in Schools Champion by the Washington Sustainable Food and Farming Network.
- 2014 The Puget Sound Business Journal listed Arlington as #4 on the list of the best places to live in the Puget Sound region based on school performance. We were the only one on the list from Snohomish County!

2015 Smarter Balanced ELA Assessment Overview

2015 Smarter Balanced Math Assessment Overview
The heavy lifting and good work continue......

Questions?

Thank You!

Best of luck with your Capacity Building Projects!

~ The Arlington Team