



PETE HALL

AUTHOR * SPEAKER * CONSULTANT * MOTIVATIONAL COACH
FORMER TEACHER AND SCHOOL ADMINISTRATOR

After a teaching career that spanned preK-8 over three states, Mr. Hall served 12 years as a principal in three Title I schools: Anderson Elementary in the Washoe County (Reno, NV) School District, and Sheridan Elementary and Shaw Middle in the Spokane (WA) Public Schools. Under his leadership, Anderson ES was the only Title I school in the State of Nevada to earn “High Achieving” designation; Sheridan ES earned accolades from the Washington State Office of the Superintendent for its growth and achievement; and Shaw MS earned a Career & Life Readiness Award from the State of Washington.

Mr. Hall’s written works include authoring over a dozen articles on leadership and publishing four books, *The First-Year Principal* (Scarecrow Education, 2004), *Building Teachers' Capacity for Success: A collaborative guide for coaches and school leaders* (ASCD, 2008), *Lead On! Motivational lessons for school leaders* (Eye On Education, 2011) and *Teach, Reflect, Learn: Building your capacity for success in the classroom* (ASCD, 2015). A fifth, *The Principal Influence: A framework for building leadership capacity* (ASCD), is scheduled for release in late 2015.

For his tenacious and courageous leadership, Mr. Hall has been honored with ASCD's Outstanding Young Educator Award (2004), Nevada's Martin Luther King Jr Award (2005), and Phi Delta Kappan's Emerging Leaders Award (2009), among others. He was appointed to the Governor’s Commission on Excellence in Education (in Nevada, 2005) and was selected to sit on the National Education Association’s Great Public Schools Indicators Advisory Panel (2010-2011). He holds a National Principal Mentor Certificate from NAESP and serves as a trainer and coach for NAESP’s PALS mentoring program. He also provides extensive professional development services as an ASCD Faculty member.

Mr. Hall has worked as a personal consultant/motivational coach for school leaders, teachers, professional athletes, weekend golfers, stand-up comedians, firefighters, business executives, custodians, and more. A current resident of Coeur d’Alene, Idaho, he speaks and consults internationally.

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Every Bird Can Sing!

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Anderson School demographics

- School population: ▪ 520 (preK-6)
- Free/Reduced Lunch: ▪ 91%
- English-language learners: ▪ 60%
- Transience (mobility): ▪ 74%
- Children with potential: ▪ 100%

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One question: How did y'all do it?

1. Tend to the adults	2. Put learning first	3. Structures for success
<ul style="list-style-type: none"> • Leadership • Hedgehog/Simplicity • Human capital • Build collective capacity - PLC 	<ul style="list-style-type: none"> • Emphasis on results • Common "best practices" • Active monitoring • Ongoing p.d. 	<ul style="list-style-type: none"> • Streamline • Safe, orderly environment • Immediate, intentional interventions • Community involvement



Anyone could read recent “successful schools” research and create a plan from it.

What makes it work?

**The other S.I.P.
(School Improvement Process)**

LIVE IT!

Today’s Learning Targets

- I can understand the 12 conditions of Successful Schools
- I can reflect upon the “state of affairs” of these conditions in my school
- I can prepare to take steps to improve our process and product!





Part I: Tend to the adults

1. Tend to the adults	2. Put learning first	3. Structures for success
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1. Strong Leadership

Cultivate a shared vision...and unilateral commitment to achieve it

- A visit to Kennewick, WA

HANDOUT

2. Hedgehog/Simplicity

Visionary leaders inspire all stakeholders to work unyieldingly towards the common goal(s).

- The fox and the hedgehog
- "Simplicity"



HANDOUT



3. Investment in “Human Capital”

- The teacher is the center of the universe
- Instructional Coaching
- “All Hands on Deck”



4. Sense of Professional Collaboration

- “We did this together”
- Official Collaboration Time
- S.I.P. creation – O’Henry’s Go-Go Bar



Reflection Time #1 of 3

- | |
|--|
| <p>1. Tend to the adults</p> <ul style="list-style-type: none"> • Leadership • Hedgehog/Simplicity • Human capital • Build collective capacity - PLC |
|--|

- Pick one:
- What is the current state of affairs?
- Begin a list of ideas for strengthening that “Condition” of effective schools



Part 2: Put learning first

1. Tend to the adults	2. Put learning first	3. Structures for success
<ul style="list-style-type: none"> • Leadership • Hedgehog/ Simplicity • Human capital • Build collective capacity - PLC 	<ul style="list-style-type: none"> • Emphasis on results • Common “best practices” • Active monitoring • Ongoing p.d. 	<ul style="list-style-type: none"> • Streamline • Safe, orderly environment • Immediate, intentional interventions • Community involvement

5. Emphasis on results

- Move from PROCESS to PRODUCT
- Embracing data – the back of the baseball cards
- SMART goals:
 - **S**pecific (or Strategically-aligned)
 - **M**easureable
 - **A**ttainable (or **A**ggressive)
 - **R**esults-oriented
 - **T**imebound

6. Common “best practices”

- Researched “best practices”
- Defined & described effective teaching actions
- Learned together
- Provided the adults with INPUT targets to meet the OUTPUT targets

HANDOUT



7. Active monitoring

- Common assessments: Learning
- Walk-throughs & Rounds: Teaching

- Richard Elmore (Harvard): Everything should strengthen and support the Instructional Core

8. Ongoing professional development

- Instructional coaches
- Teacher-leaders: writing, presenting, leading
- Professionals "Learning Together"
- Nevada's SB404 P.D. grant - \$

Reflection Time #2 of 3

<p>2. Put learning first</p> <ul style="list-style-type: none">• Emphasis on results• Common "best practices"• Active monitoring• Ongoing p.d.	<ul style="list-style-type: none">▪ Pick one:▪ What is the current state of affairs?▪ Begin a list of ideas for strengthening that "Condition" of effective schools
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Part 3: Structures for success

<p>1. Tend to the adults</p> <ul style="list-style-type: none"> • Leadership • Hedgehog/ Simplicity • Human capital • Build collective capacity - PLC 	<p>2. Put learning first</p> <ul style="list-style-type: none"> • Emphasis on results • Common "best practices" • Active monitoring • Ongoing p.d. 	<p>3. Structures for success</p> <ul style="list-style-type: none"> • Streamline • Safe, orderly environment • Immediate, intentional interventions • Community involvement
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9. Streamline curriculum

- Everything off the plate!
- What do we want our students to know & learn?
- "I can" statements

- Mike Schmoker: The "shocking" reality is the prevalence of the "Crayola Curriculum"

10. Safe, orderly environment

- Is it rules or relationships?
- "Kids do well if they can"
- The "Lightning Club"
- 7 seconds



11. Immediate, intentional interventions

- Status quo: 90 minutes of literacy instruction, based on a published “program”
- Added a 90-minute *Literacy II* block daily
- *Lit II* is a site-morphed balanced literacy block: Guided reading, Word study, Interactive writing, etc.
- With data support (4-week common assessments), implemented RTI tiers

12. Community involvement

- Monthly parent nights, parenting classes, resource fairs
- Home-visit Conferences – 100% or bust!
- Multiple business partners
- Public Relations

Reflection Time #3 of 3

- | |
|---|
| <p>3. Structures for success</p> <ul style="list-style-type: none"> • Streamline • Safe, orderly environment • Immediate, intentional interventions • Community involvement |
|---|

- Pick one:
- What is the current state of affairs?
- Begin a list of ideas for strengthening that “Condition” of effective schools



Reminder: It's not the plan...

LIVE IT!

A final question...

Who's your Joey Amalfitano?

Today's Learning Targets

- I can understand the 12 conditions of Successful Schools
- I can reflect upon the "state of affairs" of these conditions in my school
- I can prepare to take steps to improve our process and product!



(Page 1 of 3) Directions: Select one of the following Conditions of Successful Schools. Consider it thoughtfully. Score your current status with this condition using the rubric below. Describe the State of Affairs, and brainstorm some ideas to address and bolster this Condition as an area of strength.

Condition 1: Strong Leadership

Condition 2: Hedgehog/Simplicity

Condition 3: Investment in Human Capital

Condition 4: Sense of Professional Collaboration

Score it:

- Δ 1. We ignore this and hope it gets better
- Δ 2. We look at this only during our annual review
- Δ 3. We discuss this a couple times a year
- Δ 4. We have a consistent, ongoing plan to address this

Describe it: What is the current “State of Affairs” in your building re: this condition?

Brainstorm it: List some ideas you might have (heard in this presentation, read about in a journal, used previously, and/or stolen from colleagues):

(Page 2 of 3) Directions: Select one of the following Conditions of Successful Schools. Consider it thoughtfully. Score your current status with this condition using the rubric below. Describe the State of Affairs, and brainstorm some ideas to address and bolster this Condition as an area of strength.

Condition 5: Emphasis on Goals/Data/Results

Condition 6: Agreed-Upon Definition of “Best Practices”

Condition 7: Active Monitoring/Frequent Feedback

Condition 8: Ongoing Professional Development

Score it:

- Δ 1. We ignore this and hope it gets better
- Δ 2. We look at this only during our annual review
- Δ 3. We discuss this a couple times a year
- Δ 4. We have a consistent, ongoing plan to address this

Describe it: What is the current “State of Affairs” in your building re: this condition?

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(Page 3 of 3) Directions: Select one of the following Conditions of Successful Schools. Consider it thoughtfully. Score your current status with this condition using the rubric below. Describe the State of Affairs, and brainstorm some ideas to address and bolster this Condition as an area of strength.

Condition 9: Streamlined Curriculum

Condition 10: Safe, Orderly Environment

Condition 11: Immediate, Intentional Interventions

Condition 12: Community Involvement

Score it:

- Δ 1. We ignore this and hope it gets better
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School Improvement Planning Process Constitution

Anderson Elementary School

We, the teachers of Anderson Elementary School, in order to create a more effective school, encourage collaboration, hone our focus, secure a better future for ourselves and our students, and keep our innovations flowing, do ordain and establish this Planning Process Constitution:

We will:

1. Refocus staff time and resources to meet our literacy goals.
2. Adjust all curriculum to ensure we are teaching the skills outlined in the State and District standards.
3. Eliminate non-essential activities that aren't directly related to those standards.
4. Raise our expectations for students, staff, and parents.
5. Make quality of teaching a priority, not an afterthought.
6. Analyze assessments to guide improvement efforts.

And we will:

7. Focus on what we can change rather than dwell on things we cannot.
8. Use performance pressure to build determination, not fear.
9. Identify strengths and weaknesses of programs and provide training to bolster those areas.
10. Operate as a school-wide team, not a random association of individuals.
11. Involve every employee of the school in the improvement effort.

Adopted gleefully and without reservation this eighth day of January, 2003.

The **HEDGEHOG CONCEPT** parable:

In his famous essay “The Hedgehog and the Fox,” Isaiah Berlin divided the world into hedgehogs and foxes, based upon an ancient Greek parable: “The fox knows many things, but the hedgehog know one big thing.” The fox is a cunning creature, able to devise a myriad of complex strategies for sneak attacks upon the hedgehog. Day in and day out, the fox circles around the hedgehog’s den, waiting for the perfect moment to pounce. Fast, sleek, beautiful, fleet of foot, and crafty – the fox looks like the sure winner. The hedgehog, on the other hand, is a dowdier creature, looking like a genetic mix-up between a porcupine and a small armadillo. He waddles along, going about his simple day, searching for lunch and taking care of his home.

The fox waits in cunning silence at the juncture in the trail. The hedgehog, minding his own business, wanders right into the path of the fox. “Aha, I’ve got you now!” thinks the fox. He leaps out, bounding across the ground, lightning fast. The little hedgehog, sensing danger, looks up and thinks, “Here we go again. Will he ever learn?” Rolling up into a perfect little ball, the hedgehog becomes a sphere of sharp spikes, pointing outward in all directions. The fox, bounding toward his prey, sees the hedgehog defense and calls off the attack. Retreating back to the forest, the fox begins to calculate a new line of attack. Each day, some version of this battle between the hedgehog and the fox takes place, and despite the greater cunning of the fox, the hedgehog always wins.



Isaiah Berlin, *The hedgehog and the fox* (Chicago: Elephant Paperbacks, 1993) as quoted directly from:
Jim Collins, *Good to great* (New York: Harper Business, 2001, pp. 90-91)

The High-Leverage Teaching Moves

Beginning of lesson

1. **Clear Learning Targets (Hattie $d = 0.56$ – “Goals” p.163):** By making the learning targets or goals clear to students (and teachers) from the outset, we build clarity of purpose and student confidence, increasing the chances that students will reach the target.
2. **Access/Assess Prior Knowledge ($d = 0.41$ – “Advance Organizers” p.167):** Learners come to the classroom with preconceptions and varying levels of background knowledge. Once their initial understanding is engaged, they are more likely to grasp the new concepts.

During lesson

3. **Checking for Understanding/ Providing Feedback ($d = 0.73$ – “Feedback” p.173):** Throughout the course of a lesson, teachers should monitor student progress (using ongoing formative assessments) towards mastery of the learning goal/target. Teachers provide feedback to students on their progress and make adjustments to ensure clear answers to the question, “How am I doing?”
4. **Effective Practice/Multiple Exposures ($d = 0.71$ – “Spaced and Massed Practice” p.185):** Deliberative practice increases opportunities to not only enhance mastery but also fluency. Multiple exposures to knowledge over time are necessary for assimilation; also, complex interaction with knowledge over time allows for the more powerful, second type of learning – accommodation.
5. **Summarizing & Synthesizing ($d = 0.59$ – “Study Skills” p.189):** These strategies – graphic organizers, concept maps, summaries, note-taking – provide students with tools for identifying, understanding, reviewing, and tracking the most important elements, helping them make sense of their learning.

Ending of lesson

6. **Self-Reflection ($d = 0.69$ – “Meta-Cognitive Strategies” p.188):** Long-term retention and motivation increase when students track, reflect on, and communicate about their learning. Teacher self-reflection is related to more deliberate modifications to lessons and more intentional lesson planning.

Primary sources:

Hattie, John (2009). *Visible Learning: A synthesis of meta-analyses relating to achievement*. New York: Routledge.

Marzano, Robert et al (2001). *Classroom Instruction That Works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, Robert (2007). *The Art and Science of Teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

NOW WHAT?

Name: _____ Today's date: _____

Directions: You've just completed a fabulous, informative, and inspirational workshop. Armed with new information and practical strategies, WHAT ARE YOUR GOALS FOR IMPLEMENTING THESE APPROACHES to increase your effectiveness in your professional responsibilities? For the overarching SMART goal, write at least two specific Action Steps that you WILL attempt.

My SMART Goal: By _____, _____

WHY did I set this goal? _____

HOW will I accomplish it?

Action Step #1: _____

Action Step #2: _____

Action Step #3: _____

WHO will support me (and in what manner)? _____

