

Welcome!

In this module, you and your team will take the first steps in a journey that will lead to great changes for your school. Together, you will learn how to improve the quality of instruction, and how to bring it to every class and student.

As the facilitator, you will lead the effort. Are you new to this role? If so, please don't worry. You don't need to be an expert in facilitation, in quality instruction, or in leadership. All you need is the willingness to lead your colleagues, even if you are just a short step ahead of them.

To smooth your way, you'll have plenty of help. In this Facilitator Guide, and the other materials in the *Facilitator Tools* section of the website, you will find tips and ideas for success. And when you're done, you can share your own thoughts, challenges, and triumphs with other facilitators in *Facilitator Feedback*.

Above all, enjoy the trip; it is the start of something big—for you, your team, your teachers, your students, and your school.

OUTCOME

Your leadership team will be prepared to advocate for quality instruction at your school.

LEARNING GOALS

Your leadership team will:

1. Build awareness of what quality instruction means and looks like
2. Analyze how to promote quality instruction
3. Explore practices that help the team stay focused on quality instruction

BACKGROUND

Leadership Teams and Quality Instruction

What role do leadership teams play in a school's efforts to improve instruction? In Richard Elmore's mind, everything. According to Elmore, leadership teams are "groups charged to systematically guide and direct the improvement of instruction, leading to higher student achievement." This module prepares teams for this important role. It provides tools to help teams build a shared understanding of quality instruction; direct their efforts to support such instruction; and sustain an instructional focus.

PREPARE

The following activities will prepare you for your role as facilitator and will help guarantee a successful experience for your leadership team. Complete these steps prior to gathering your team for the module's 180-minute Learning Experience.

1. Review *About Success at the Core* on the website. It provides important background information on the structure of the Leadership Development modules and the four Elements of Quality Instruction that anchor all modules.
2. Read the *Facilitator Overview*, accessed from *Facilitator Tools*. It describes your role and tools that can help you, offers ideas on how to maximize the impact of a Learning Experience, and includes a checklist to help you prepare for facilitation.
3. Prepare materials for this module:
 - Preview the Multimedia Presentation (accessed from the *Leadership Teams and Quality Instruction* page) to familiarize yourself with the module's activities and how they connect to content in this Facilitator Guide.
 - (Optional) Look at the Assessment Tool for this module, accessed from the *Leadership Teams and Quality Instruction* page. The Assessment Tool can help you gauge your team members' knowledge and skills around the module's three learning goals.

Note: The *Facilitator Overview* provides suggestions on using the Assessment Tool.

- Print copies of this module's handouts: *LT&QI Handouts 1–7*. If you make any time adjustments to the Learning Experience, record these changes on your copy of the agenda (*LT&QI Handout 1*).
- Create a large note-taking template for Learning Goal 1 by placing four sheets of chart paper next to one another. This will allow your team to capture personal, reading-related, and school-based connections to the four Elements of Quality Instruction.
- Gather a stack of Post-it® notes. These will be used in the EXPLORE activity in Learning Goal 1.
- (Optional) Gather agendas from three or four past team meetings. These will be useful for the EXPLORE activity in Learning Goal 2 and the APPLY activity in Learning Goal 3.

Sample template:

What Does Quality Instruction Look Like?			
	Personal Reflections	Thoughts from Reading	Evidence at Our School
Curricular Content			
Instructional Strategies			
Assessment Practices			
Support Structures			
Additional Ideas?			

LAUNCH (5 Minutes)

Your team reviews the module's learning goals and agenda.

1. Launch the Multimedia Presentation, displaying *Slide 1* to introduce your team to the module's topic. Use *Slide 2* to review the learning goals for the Leadership Teams and Quality Instruction module:

Your team will:

- *Build awareness of what quality instruction means and looks like*
- *Analyze how to promote quality instruction*
- *Explore practices that help the team stay focused on quality instruction*

Note: By briefly reviewing the learning goals here, you provide your team with an overview of the entire module. The team will have the opportunity to consider the learning goals again at the start of each section (*Slides 5, 12, and 17*).

2. Pass out the agenda (*LT&QI Handout 1*) and share any adjustments you made to it.

Note: As you prepared to facilitate this Learning Experience, you may have adjusted the time allocated to specific activities, based on results from the Assessment Tool and/or your understanding of the team's learning needs.

AT A GLANCE

Launching the Module

TIME

20 minutes

MATERIALS

- *LT&QI Handout 1*
- *Slides 1–4*
- *Video: A History of Teaming*

VIEW (15 Minutes)

Your team observes Wilson Middle School. The school has a history of teaming to support instructional improvement.

1. Preview the video by summarizing its focus (see About the Video at right). Display *Slide 3*, the essential viewing question: *How do leadership teams at Wilson Middle School focus on instructional improvement?*
2. After viewing, re-display and discuss the viewing question (*Slide 4*).

Note: More Information (at right) highlights key points connected to the viewing question.

Consider This: Your team may want to spend a lot of time talking about this question. At this point, keep the discussion brief. Tell your team that there will be many more chances to talk about leadership teams and quality instruction throughout the module.

VIDEO DETAILS

*A History of Teaming
 Wilson Middle School
 Yakima, Washington*

ABOUT THE VIDEO

The video introduces Wilson Middle School, one of six schools featured in *Success at the Core*, and discusses the school's history of teaming.

RUNNING TIME

6:49 minutes

MORE INFORMATION

Wilson Middle School has embraced teaming for more than a decade. Teachers work in interdisciplinary teams twice per week. They also meet in grade-level content teams twice per week to focus on instructional improvement.

How does our team define quality instruction?

It is not easy for a team to lead the charge to improve instruction. To do so, teams must grasp what quality instruction is and know what it looks like in the classroom. In this learning goal's activities, your team reflects on and assesses quality. Depending on your team's status, this will help it grow closer to reaching—or give it a head start to forming—a shared vision of quality instruction that can guide its work.

AT A GLANCE

Learning Goal 1

TIME
35 minutes

MATERIALS

- *LT&QI Handouts 2 and 3*
- *Slides 5–11*
- Note-taking template
- Post-it® notes

EXPLORE Reflecting on quality instruction (20 Minutes)

Your team thinks and writes about quality instruction. It goes on to compare its ideas with *Success at the Core's* four Elements of Quality Instruction for middle schools.

1. Review Learning Goal 1: *Build awareness of what quality instruction means and looks like (Slide 5).*

Consider This: You may want to remind your team that agreeing on a definition of quality instruction takes time. Has your team already worked on creating a shared definition? If so, this learning goal's activities should help its ideas gel. Is your team new to defining quality instruction? If so, this learning goal can serve as a launching point.

2. Display *Slide 6*, which states:

To strengthen instruction, our school community must recognize:

- *what quality instruction means and looks like*
- *evidence of quality instruction*
- *how leadership teams can contribute to quality instruction*

Break your team into pairs and ask each pair to discuss: *Does our school community share an understanding of quality instruction? (Slide 7)*

3. Suggest that a shared concept of quality starts with airing each person's beliefs. Pass out *LT&QI Handout 2* and display *Slide 8* to reinforce the handout's guiding question: *What does quality instruction look like to me?* Give your team a few minutes to complete the handout, and ask individuals to share their reflections. Write their ideas in the *Personal Reflections* column of the note-taking template.

Note: You don't need to capture all of your team's ideas or add every idea to the template. The purpose of this activity is to give your team a chance to reflect on quality instruction before reading more about it.

4. Pass out *LT&QI Handout 3*. Note that the reading draws upon research and advocacy reports. These reports focus specifically on quality instruction for middle school students. The reading will build upon your team's beliefs. It will also help your team form a shared vocabulary of terms used to describe quality instruction.

Note: The four Elements of Quality Instruction introduced in *LT&QI Handout 3* anchor all of *Success at the Core's* Leadership Development and Teacher Development materials. The *Quality Instruction Defined* section of the website (accessed from *About Success at the Core*) includes a three-page reading on each Element. After completing this module, your team can use these resources to continue building a shared understanding of quality instruction.

EXPLORE (continued)

5. Give your team a few minutes to read and consider the reflection question (*Slide 9*): *How does this reading define quality instruction, in terms of: curricular content, instructional strategies, assessment practices, and support structures?*
6. Engage your team in discussing how the reading defines each Element of Quality Instruction. As individuals share, write their ideas in the *Thoughts from Reading* column on the note-taking template.

Note: At the most basic level, your notes should reflect the reading's assertion that:

- curricular content is *rigorous, relevant, and real*
- instructional strategies are *active and exploratory*
- assessment practices are *authentic and student-centered*
- support structures *help all students meet high expectations*

APPLY Searching for signs of quality instruction in our classrooms (15 Minutes)

Your team builds its shared understanding of quality instruction by describing examples from the school.

1. Break your team into four groups. Assign each group one Element of Quality Instruction, and give each group a stack of Post-it® notes.
2. Ask groups to identify *specific* examples of quality instruction in classrooms at the school for their assigned elements. Ask them to write each example on a separate Post-it® note (they will post these notes on the template in Step 3), and tell them they have five minutes to work.

Consider This: To encourage groups to be specific, you may want to give them one example and one non-example. Example: *All seventh grade math teachers use manipulatives in their classrooms* (example of active and exploratory instructional strategies). Non-example: *Math teachers use hands-on activities.*

Consider This: You may want to point out that this is a reflection exercise and not an evaluation. Your team is identifying, and thus celebrating, quality instruction at the school. Your team is not passing judgment on peers' classroom practices.

3. Ask groups to post their examples on the note-taking template in the *Evidence at Our School* column. Invite your team to gather around the template to read the examples and consider their placement. **Ask:** *Under which Element(s) do multiple examples exist? Why? Which Element(s) contain the fewest examples? Why? (Slide 10)*

Consider This: As your team discusses where groups placed examples, you may want to suggest that the school has focused on some Elements more than others. You may also want to point out that it may be harder to find specific evidence for some Elements.

4. Wrap up the activity and learning goal by asking your team to look at the now completed note-taking template. After a minute or two, ask: *For which Elements of Quality Instruction do we seem to possess the greatest shared awareness? For which Elements do we need to develop a greater shared awareness? (Slide 11)* Note that it is normal for teams to slowly form a shared awareness of quality instruction. Today's work is part of an ongoing process.

APPLY (continued)

Note: The upcoming APPLY activity in the Now What? section of this module explores some potential next steps for establishing a shared understanding of quality instruction and is an opportunity to extend the work that your team has done here.

Note: If you want to preserve the note-taking template for future work, copy the examples from the Post-it® notes onto the template after the meeting.

How can our team promote quality instruction in classrooms?

Leadership teams need to do more than define quality instruction. They must advocate for it in their school. This learning goal's activities invite your team to think about how to sharpen its focus on instruction and translate that to actions in your school.

AT A GLANCE

Learning Goal 2

TIME
40 minutes

MATERIALS

- *LT&QI Handout 4*
- Slides 12–15
- Video: *Leadership Teams Pursue Powerful Instruction*
- Agendas from the team's last three or four meetings (if possible)

VIEW (15 Minutes)

Your team observes how leadership teams at Shaw Middle School contribute to instructional improvement.

1. Introduce Learning Goal 2, Analyze how to promote quality instruction (*Slide 12*) and connect it to the previous learning goal by stating: *Beyond simply building an awareness of quality instruction, leadership teams need to intentionally focus on supporting such instruction.*
2. Tell your team that the next video shows how one school's leadership teams focus on instruction (see About the Video at right). Display *Slide 13*, the essential viewing question: *How would you describe the work of leadership teams at Shaw Middle School?*
3. After viewing, re-display the viewing question (*Slide 14*) and discuss.

Note: More Information (at right) highlights key points connected to the viewing question.

Consider This: During the discussion, ask your team to connect the work at Shaw to the four Elements of Quality Instruction it discussed in Learning Goal 1:

- Rigorous, relevant, and real curricular content
- Active and exploratory instructional strategies
- Authentic and student-centered assessment practice
- Support structures to help all students meet high expectations

VIDEO DETAILS

Leadership Teams Pursue Powerful Instruction
Shaw Middle School
Spokane, Washington

ABOUT THE VIDEO

The video clip introduces Shaw Middle School, one of six schools featured in *Success at the Core*, and showcases how the work of leadership teams directly promotes quality instruction.

RUNNING TIME
6:29 minutes

MORE INFORMATION

Leadership teams at Shaw focus on powerful instruction and, in particular, on student engagement. The video features the math content team discussing learning targets and the science team exploring a student-centered assessment strategy.

APPLY Taking stock: Our team and quality instruction (25 Minutes)

Your team reflects on how it can promote a schoolwide focus on quality instruction. Based on its findings, your team chooses steps to increase the focus.

1. **Introduce this activity by displaying Richard Elmore’s definition of a leadership team: *a group charged to systemically guide and direct the improvement of instruction, leading to higher student achievement (Slide 15)*. Tell your team that it will explore how well Elmore’s definition of a leadership team mirrors your team and its work.**

Note: Your team saw instructionally-focused leadership teams in the *Leadership Teams Pursue Powerful Instruction* video. Now, it will consider its own work in relation to schoolwide instructional improvement.

2. **Pass out *LT&QI Handout 4* and note that it is organized around the four Elements of Quality Instruction from Learning Goal 1. Give your team a few minutes to read through the directions and the column titled *Examples of Leadership Team Work that Supports Quality Instruction*.**

Consider This: You may want to note that these are examples of the kinds of instructionally-focused work that Elmore references. They come from studies of leadership teams. The *Leadership Teams Pursue Powerful Instruction* video illustrated some of these examples.

3. **Engage your team in a discussion about the work it does that focuses on instruction. As a group, brainstorm ways that your team’s work over the past three or four meetings has promoted quality instruction at the school. As everyone offers ideas, ask them to connect each to an Element of Quality Instruction (curricular content, instructional strategies, assessment practices, support structures). Individuals can write agreed-upon activities in the *Examples of Our Team’s Work that Supports Quality Instruction* column of *LT&QI Handout 4*, or you can jot down your team’s ideas on chart paper or on the white/blackboard.**

Consider This: Individuals may want to discuss work they have done on other teams to improve instruction. Or, your team may want to talk about the school’s general instructional work. You may need to make it clear that this activity is about this particular team’s own efforts to improve instruction.

Note: Agendas from the past three or four meetings may help your team recall its recent work. These agendas will be very helpful if your team is doing this activity at the beginning of a new school year.

4. **As a group, brainstorm actions that your team could take to increase its instructional focus around one Element of Quality Instruction. As team members share actions, write them on chart paper or the white/blackboard.**

Note: It’s up to you and your team to decide which Element of Quality Instruction to focus on. You might choose the Element that your team discussed most in this activity. Or, you might select the Element you focused on least.

Consider This: Encourage the team to be specific. For example, if someone discusses an action related to assessment, you might push for specificity by asking, *What is one thing we could do as a team to support authentic and student-centered assessment at our school?*

APPLY (continued)

5. **After brainstorming several potential actions, ask each individual to write a “1” next to the charted action that s/he feels is most important, a “2” next to the second most important, and a “3” next to the third most important on the chart paper or white/blackboard).**

Note: Asking individuals to physically gather around the charted actions and to publicly record their opinions directly on the chart paper or white/blackboard serves two important purposes: it gets people out of their seats and asks them to personally invest in the actions.

6. **As your team is standing, quickly tally the numbers and circle the two actions with the highest combined scores. Ask your team to write these two actions at the bottom of *LT&QI Handout 4* for future reference. The team will have the chance to consider the actions in Learning Goal 3.**

Note: The outcome of this activity is to provide some focus for work in the next learning goal. Assure your team, if necessary, that circling the actions does not mean that all are in consensus, commit to carry out the steps, and agree on a plan.

How can our team stay on track to improve instruction?

When a leadership team decides to focus on instruction, it has only taken the first step. Competing priorities can swiftly derail a team’s focus. In this learning goal’s activities, your team explores specific practices that will help it stay on track. Your team uses these practices to build a meeting agenda that has instructional improvement at its core.

VIEW (10 Minutes)

Your team observes and reflects on how the work of leadership teams at Covington Middle School supports quality instruction.

1. Remind your team that, in the previous learning goal, it considered how the work of leadership teams can promote quality instruction. In this learning goal, your team will explore some practices that help teams stay focused on instruction. Review Learning Goal 3, *Explore practices that help the team stay focused on quality instruction (Slide 16)*.
2. Preview the video by summarizing its focus (see About the Video at right) and display *Slide 17*, the essential viewing question: *What have leadership teams at Covington Middle School done to maintain an instructional focus?*
3. After viewing, re-display the viewing question (*Slide 18*) and discuss.

Note: More Information (at right) highlights key points connected to the viewing question.

Consider This: As your team discusses norms and learning targets at Covington, ask them to think about how these might help a team keep its focus.

AT A GLANCE

Learning Goal 3

TIME

55 minutes

MATERIALS

- *LT&QI Handouts 5 and 6*
- Slides 16–23
- Video:
 - *Norms for Leadership and Learning*
 - *Meeting Student’s Needs Through Leadership Teams*
- Agendas from the team’s past 3 or 4 meetings (or a meeting agenda from another team)

VIDEO DETAILS

Norms for Leadership and Learning

**Covington Middle School
 Vancouver, Washington**

ABOUT THE VIDEO

The video introduces Covington Middle School, one of six schools featured in *Success at the Core*, and illustrates strategies that leadership teams use to remain focused on instruction.

RUNNING TIME

5:25 minutes

VIDEO SECTIONS

- Norms
- Learning Targets

MORE INFORMATION

The leadership teams at Covington Middle School collaborate to set meeting norms and learning targets. These norms and targets are also evident in Covington’s classrooms.

EXPLORE Examining team practices to lead change (10 minutes)

Your team considers some practices that help leadership teams stay focused on instruction.

1. Pass out *LT&QI Handout 5*. This handout outlines five practices that help leadership teams keep quality instruction at the fore. Give your team a few minutes to review the practices and, if necessary, briefly discuss each one.

Consider This: You may want to point out that *LT&QI Handout 5* does not include norms for effective meetings (such as starting and ending on time, collaboration, and confidentiality). While this module does not cover these sorts of norms, they can help all teams work effectively. The *Facilitator Overview* provides some resources around effective norms.

2. Ask your team to break into pairs and discuss: *Why are these five practices important for a leadership team focused on instruction? (Slide 19)*

Consider This: In the interest of time, you may ask pairs to discuss the two or three practices whose connection to instruction felt most unclear to them.

VIEW (15 Minutes)

Your team strengthens its understanding of the practices by observing some of them in action at Mount Baker Middle School.

1. Preview the video by summarizing its focus (see About the Video at right) and display *Slide 20*, the essential viewing question: *What practices do you see at Mount Baker Middle School? As individuals watch, ask them to note any practices they observe in the second column of LT&QI Handout 5.*
2. After viewing, re-display the viewing question (*Slide 21*) and discuss.

Note: More Information (at right) highlights key points connected to the viewing questions.

Consider This: Video interviewees acknowledge that leadership teams needed to overcome several obstacles before they could stay focused on instruction. It didn't happen overnight. Remind your team of this point, if appropriate.

VIDEO DETAILS

Meeting Students' Needs Through Leadership Teams
 Mount Baker Middle School
 Mount Vernon, Washington

ABOUT THE VIDEO

The video introduces Mount Baker Middle School, one of six schools featured in *Success at the Core*; illustrates how leadership teams embrace practices to sustain an instructional focus; and describes how the school has structured its leadership teams.

RUNNING TIME
 7:47 minutes

VIDEO SECTIONS

- Leadership Team Structure
- Working with Data

MORE INFORMATION

Focused on instructional improvement, leadership teams at Mount Baker Middle School set clear instructional goals, meet regularly and frequently, and communicate regularly with other teams and individuals at the school.

APPLY Keeping our eyes on the prize of quality instruction (20 Minutes)

Your team works with an agenda template that offers a practical way to weave the five practices into its work.

1. Pass out *LT&QI Handout 6*, and explain that your team can use the practices in its meeting agendas to stay focused. Give your team a couple of minutes to read the agenda and then briefly discuss: *How does the template reflect the five practices? (Slide 22)*

Consider This: You may want to remind your team that the practices are process-oriented, not content-oriented. Each team must decide on the content of its own meetings. By incorporating the practices into an agenda template, teams can ensure that this content remains focused on instruction.

2. Use *LT&QI Handout 6* to develop an instructionally-focused agenda for a team meeting. There are two ways you can approach this activity:
 - **Option 1:** Pass out copies of an agenda from one of your team's past meetings. (You can also use an agenda from another team at the school.) Break your team into groups of two or three, and ask each group to use the template to rework the agenda.
 - **Option 2:** As a large group, use the template to create an agenda for a team meeting that focuses on one of the action items your team picked in the APPLY activity in Learning Goal 2.

Consider This: As your team works, either in small groups or as a whole, stress this activity's purpose: to practice using an agenda template that makes use of the five practices in its design. Some specific agenda items may be difficult to pinpoint, which is just fine.

3. After 10 minutes, debrief the activity by discussing: *How could this agenda template help our team stay on track to improve instruction? (Slide 23)*
 - If your group has been working in small groups to rework agendas from past meetings (Option 1 above), you can conclude this activity by reiterating how purposeful agendas can keep your team focused on instruction in its work.
 - If your group has been working on an agenda for an upcoming meeting (Option 2 above), wrap up this activity by discussing how your team can get ready to use the agenda. Ask for a volunteer or pair of volunteers who would be willing to work together (or with you) to complete the agenda using the template and to schedule the meeting.

Consider This: If you use Option 1, your team may stray into discussing how each small group filled out its agenda. If this happens, steer the discussion back to the template and how it can help your team stay focused on instruction.

Now What?

This module sets the stage for your team’s ongoing support of curriculum alignment. Now, reflect on what you have accomplished and plan next steps. Doing so helps ensure that your hard work in this module will impact instruction at your school.

AT A GLANCE

Now What?

TIME
30 minutes

MATERIALS

- *LT&QI Handout 7*
- Slides 24–26
- Video: *Leadership Teams Transform a School*

APPLY Next steps (20 Minutes)

Your team reflects on its progress in meeting the module’s learning goals, agrees upon appropriate next steps, and identifies actions it will take.

1. **Display the Take Stock Survey (Slide 24). Ask everyone to take a few minutes and quickly rank the team’s current status related to each learning goal using the 1–5 ranking system. This will help your team reflect on where it stands at the end of this module. Each individual can write the score for each question on a piece of scrap paper.**

Note: Each individual should fill out the survey based on his or her view of the team’s current status.

2. **Ask each individual to share her or his score, and write the scores on a piece of chart paper or the white/blackboard. Aggregate the scores to a simple majority (i.e., if three of five individuals assigned one learning goal a “3,” then “3” is the aggregate score).**

Note: Do not spend time seeking consensus on a 1–5 ranking for each learning goal. It is more important to agree on the team’s general status: Have you more or less mastered the learning goal or does the team have more learning to do? This part of the activity should take no more than five minutes.

Note: As an alternative to taking the survey, the team could review the handouts and notes from the module to remind it of what it has accomplished and to identify where more work is needed. This option might be a good one if your team divided the Learning Experience into more than one meeting. If your team is running short on time, you could also suggest a learning goal for the team to pursue further, based on your understanding of the team’s progress in this module.

Consider This: If anonymity is important, collect the responses, tabulate, and post the aggregate scores on the board.

3. **Distribute *LT&QI Handout 7*. Using the survey results, identify one learning goal from the module that your team plans to pursue further. Ask team members to record this under the *Reflect* section of the handout.**

Note: If your team chooses to focus on Learning Goal 1, it will continue to study and discuss the four Elements of Quality Instruction. If your team chooses Learning Goal 2, it will further analyze how its work aligns with instructional improvement. If your team chooses Learning Goal 3, it will examine methods it can use to stay focused on instruction.

APPLY (continued)

4. **Ask individuals to read through the “Suggested next steps” (pages 2 and 3 of *LT&QI Handout 7*) for the learning goal your team selected. After a couple of minutes, draw the team back together to discuss potential next steps. Select one step to which the team can commit. Team members can record this step in the *Commit* section of their handouts.**

Note: To preserve time for identifying actions (the *Plan* section of the handout) take no more than five minutes to list next steps.

Consider This: If your team struggles to identify a next step, suggest one based on your assessment of the team’s progress and needs. If none of the suggested steps resonate with your team, feel free to create one.

5. **As a team, identify and record two or three actions that the team will take to pursue its identified next step. For each action, indicate who on the team will be responsible for making it happen and dates related to the action’s execution. Encourage team members to record agreed upon actions in the *Plan* section of *LT&QI Handout 7*.**

Note: For example, if your team selected “Visit the *Elements of Quality Instruction* section of the website (accessed in *About Success at the Core*) for readings and resources connected to each element” as its next step, your actions might include:

1. Team members individually review the online resources under Quality Instruction Defined.
2. Each team member selects one or two new insights from the online resources to share with the team.
3. The team gathers to share what it has learned. As individuals share, the team adds new information to *LT&QI Handout 2*.

Note: Asking individuals to record agreed upon actions on their copies of *LT&QI Handout 7* helps keep everyone accountable to moving your team’s instructionally-focused work forward.

VIEW (10 Minutes)

Your team sees how leadership teams at Sylvester Middle School are evolving to guide instructional improvement.

1. Preview the video by summarizing its focus (see About the Video at right) and display *Slide 25*, the essential viewing question: *How are leadership teams at Sylvester evolving to support instructional improvement at the school?*
2. After viewing, re-display the viewing question (*Slide 26*) and discuss.

Note: More Information (at right) highlights key points connected to the viewing question.
3. Congratulate the group on a productive session!

VIDEO DETAILS

Leadership Teams Transform a School
Sylvester Middle School
Burien, Washington

ABOUT THE VIDEO
 The video introduces Sylvester Middle School, one of six schools featured in *Success at the Core*, and highlights how the school’s leadership teams have evolved to guide schoolwide instructional improvement.

RUNNING TIME
 5:00 minutes

VIDEO SECTIONS

- Identifying the Challenge
- Leadership Teams Address the Challenge
- Empowering Teachers

MORE INFORMATION
 In recent years, teachers at Sylvester Middle School have struggled to meet the learning needs of an increasingly diverse population of students. To meet this challenge, leadership teams have worked together and with teachers to develop effective instructional strategies.

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