Positive Pressure & Support

Mike Muir, Sue Dorris & Peter Robinson
Lead4Change
A Framework for Successful Large-Scale School Change Initiatives

Key Desired Outcome
Learning
- Assessments
- Grades
- Student Info
- Attendance
- Behavior
- Engagement
- Attitude

Critical Components
Leadership
- Building a Common Vision
- Inspire & Build Capacity
- Expectancy
- Supervisor for Level of Implementation
- Policies & Procedures
- Creating a Safe Environment
- Change is Someone's Job

Teacher Practice
- Engaging Teaching
- Classroom Management & Planning
- Integration of Modern Learning Tools
- Level of Implementation

Funding
- Seed Money
- "We'll Find a Way" Attitude
- Savings from Avoided Costs
- Sustainable and Integrated Funding

Facilitation
- Chancellor Partners
- Pedagogical Partners
- Implementation Partners

Supporting But Necessary Components
Resource Management
- Having What Folks Need When They Need It
- "We'll Find a Way" Support
- Staff Just Makes

Building and Staff
- Naming/No Initiative
- Stating Your Case
- Communicating with Your Community and Beyond
- Telling Your Story
- Rescuing Your Evidence
- Dealing with Controversy

PD for Paralyzing Stuff
- Models
- Play-Distribute-Repeat
- Coaching
- Just-in-Time Support
- Engagement & Pedagogical Focus
- Building on Human Network
Leadership:
Positive Pressure & Support

Mike Muir
Bad news!
Just attending our workshop won’t help students do better...
Level of Implementation Matters!
Positive Pressure & Support is Important Piece
Positive Pressure & Support
3 Easy Pieces

• Set Expectations
• Supervise for Them
• Provide Support
Example:
Maine Learning Technology Initiative
Expectations
Setting Expectations for iPads
### Have Teachers Set Goals

**Reflecting on My Meaningful Engaged Learning**

**Directions:**
- Think about each MEL Focus Area.
- Place a **N** on each scale where you think you are now.
- Now place a **W** on each scale where you want to be.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Now</th>
<th>Want</th>
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</thead>
<tbody>
<tr>
<td>Inviting Schools</td>
<td><img src="image1" alt="Scale" /></td>
<td><img src="image2" alt="Scale" /></td>
</tr>
<tr>
<td>Learning By Doing</td>
<td><img src="image3" alt="Scale" /></td>
<td><img src="image4" alt="Scale" /></td>
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<tr>
<td>Student Voice &amp; Choice</td>
<td><img src="image5" alt="Scale" /></td>
<td><img src="image6" alt="Scale" /></td>
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<tr>
<td>Higher Order Thinking</td>
<td><img src="image7" alt="Scale" /></td>
<td><img src="image8" alt="Scale" /></td>
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<tr>
<td>Real World Connections</td>
<td><img src="image9" alt="Scale" /></td>
<td><img src="image10" alt="Scale" /></td>
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</tbody>
</table>
Set Specific Expectations
Possible Specific Expectations

- Participate in Training
- Include more Higher Order Thinking
- Use iPads in Stations
Attend Your Trainings

Says It's Important!
Supervise
Check Lesson Plans
Staff Meetings: Talk about Implementing iPads
Classroom Walk Thrus

Meaningful Engaged Learning Walk-Through Form

Observer ____________________ Date: ____________________

Teacher ______________________________________
Cluster/Team  ______________________________________

# of Students _________ Room Arrangement _______

Student Work Displayed?  ___Yes   ___ No

Complete Classroom Observation Checklist

1. Class Organization – How are students working? (mark all that apply)
   - Individual students working alone
   - Pairs of students
   - Small groups (3+ students)
   - Student presentations

2. Teacher Role – What is the teacher’s role?
   - Directing whole group (telling, lecturing)
   - Interactive whole group
   - Modeling whole group
   - Facilitating / coaching
   - Managing behavior or materials
   - Administrative tasks (gradebook, attendance, etc.)

3. Level of Student Engagement
   - 0-50% on task/attentive
   - 51-75% on task/attentive
   - 76-90% on task/attentive
   - 91-100% on task/attentive
   - Students enthusiastic about work

4. Learning by Doing (mark one that best describes)
   - Students are creating, building, planning, designing, working on projects, or other forms of learning by doing.
   - Students are working on activities that are between conventional school work and learning by doing.
   - Students working on conventional schoolwork.
   - Students listening or otherwise working passively.

5. Level of Blooms (new) (mark highest level)
   - Remember / Understand
   - Apply
   - Analyze / Evaluate
   - Create

6. Contextualized Learning (Real-World Application) (mark one)
   - Not applying knowledge
   - Applying knowledge in one discipline
   - Applying knowledge across disciplines
   - Real-world work – simulated
   - Real-world work – authentic

7. Level of Group Work (mark one that best describes)
   - NA: students not working in groups
   - Members unengaged/distracted
   - One person doing bulk of work
   - Some distribution of tasks and some effort from all
   - Effective distribution of tasks equitable effort

8. Learning Styles Used (mark all that apply)
   - Verbal/Linguistic
   - Logical/Mathematical
   - Visual/Spatial
   - Bodily Kinesthetic
   - Musical
   - Interpersonal
   - Intrapersonal
   - Naturalistic

9. Low/No Impact Motivators (mark all that apply)
   - Raising voice or using authority
   - Grades
   - Bravery rewards
   - Regents & other high stakes tests
   - "The future" (grade promotion, moving up to the high school or college, graduating, etc.)
   - Simply stating how content is used in the "real world"
   - No action taken when otherwise warranted

Comments:
Discuss Monthly Walk Thru Data at Staff Meetings
Support
Celebrate Baby Steps

(when appropriate)
Pats on Back

Kind Words
Provide Opportunities for PD
Remove Barriers
Run Interference
Connect to Resources
Facilitate Sharing of Ideas
Welcome to McMEL!
The Maine Center for Meaningful Engaged Learning works to bring quality information to educators on teaching and learning practices that engage learners in meaningful learning.

Districts and schools are struggling with daunting challenges:
- They wrestle with trying to reach students who aren’t interested in learning, often trying to find ways to deal with the subsequent discipline issues or with trying to meet the diverse needs of students at various levels of achievement and ability.
- They grapple with families who remove their children from public school to attend private and charter schools with more appealing educational programs.
- They make an effort to prepare a modern work force that will attract business to the area and

www.mcmel.org

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