New Leaders/DPSCD

Detroit Principal Pathways

Nada Saab

2020

(Special Thanks to Dr. Marshae Newkirk, Mr. Jacob Michelman, Ms. LaShawn Streater)
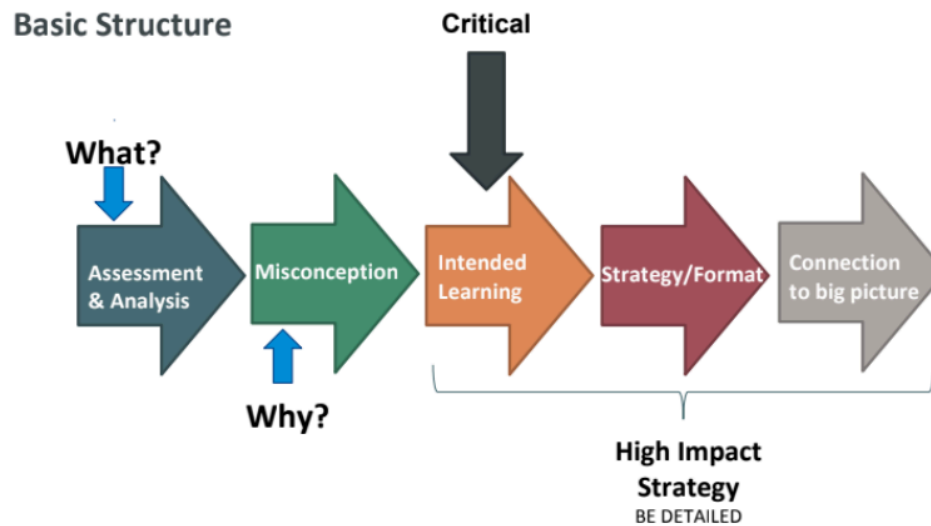
Introduction

- It is <u>time</u> for our <u>long overdue reform</u> in education.

- The <u>solutions</u> are <u>there</u>, we just have to look for them.

- The world <u>before Covid-19</u> is and will be different than the world <u>after Covid-19</u>, and so are our schools.

- In April, the <u>unemployment rate</u> for young workers increased to <u>27.4% - doubled</u> for Black, Hispanic or Latino workers. (<u>link</u>)

- <u>Educators</u> can do a lot to overcome the <u>obstacles</u> of <u>poverty</u> and <u>discrimination</u> and create <u>opportunity</u> for all.

- Renew our effort and <u>grow the world's best-skilled</u>, most <u>innovative</u>, and most <u>dynamic workforce</u>, prepared to find a successful place in the <u>global economy</u>. (<u>link</u>)

- Innovative <u>schools are to drive the community</u>.

- 150,000 jobs in Detroit are available. Few Detroiters are qualified for them. Why? Middle Schools?

Myself:

Website: nhsaab.weebly.com

- Look ten years ahead and start now.
- Resourceful, open minded, lifelong learner, mentor, community builder, innovative, researcher.
- Interested in good public education systems in U.S.A. and around the world (Finland, etc..).
- Multiple graduate degrees and licenses (Ph.D, M.A.T., M.Ed., IB, AP, AD).
- Was at WSU, UT Memphis, UAB (Medical and Pharmacy Departments).
- Taught at HFCC, OCC, UMD (in person and online).
- Share knowledge and train others. (administrator for 2 years)
- Experienced in curriculum.
- Technology is a necessity.
- Plan of a model school.

Basic Structure — Critical

What? → Assessment & Analysis → Misconception (Why?) → Intended Learning → Strategy/Format → Connection to big picture

High Impact Strategy
BE DETAILED

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Goal:

I am looking through a window in my classroom toward the city of Detroit. I see the vacant

houses and neglected neighborhood. I choose to be in the district to make a difference. One

day, these classrooms will grow a future generation with a vision and motivation to transform the

community and the whole city. Detroit Public Schools will be a role model for survivals. The

rescue ship is sailing and I insist to be in the crew.

Mission, Vision and Core Values

(Standard 1)

We teach for more than evaluations.

Our students learn for more than tests.

We are all world citizens, lifelong learners.

Our symbol is:

"COEXIST"

Personal Vision and core values

(Student Centered, Long Lasting)

- Alignment of K-12 with higher education elements.

- Schools system should be similar to that of graduate schools. Administrators are

  knowledgeable, resourceful and supportive.

- Discover talents and be a model trainer for others.

- Reinforce the foundation for college and Career and Technical Education (CTE) programs .

- DPSCD Career Pathways Education Plan (2019-2021). (link)

- New Movement: Pull high school curriculum to middle school grades (pre-high school).

- Aim for a model school with strong foundations, able to run well after I leave.

- Pave the path for others to lead.

- Accommodate to the world of Covid-19. (DPSCD and Dr. Vitti's Draft Reopening Plan)

- Focus on technology. Flipped Classroom.

- Learn from national as well as international model schools.

- Collaborate and share (school, district, national).

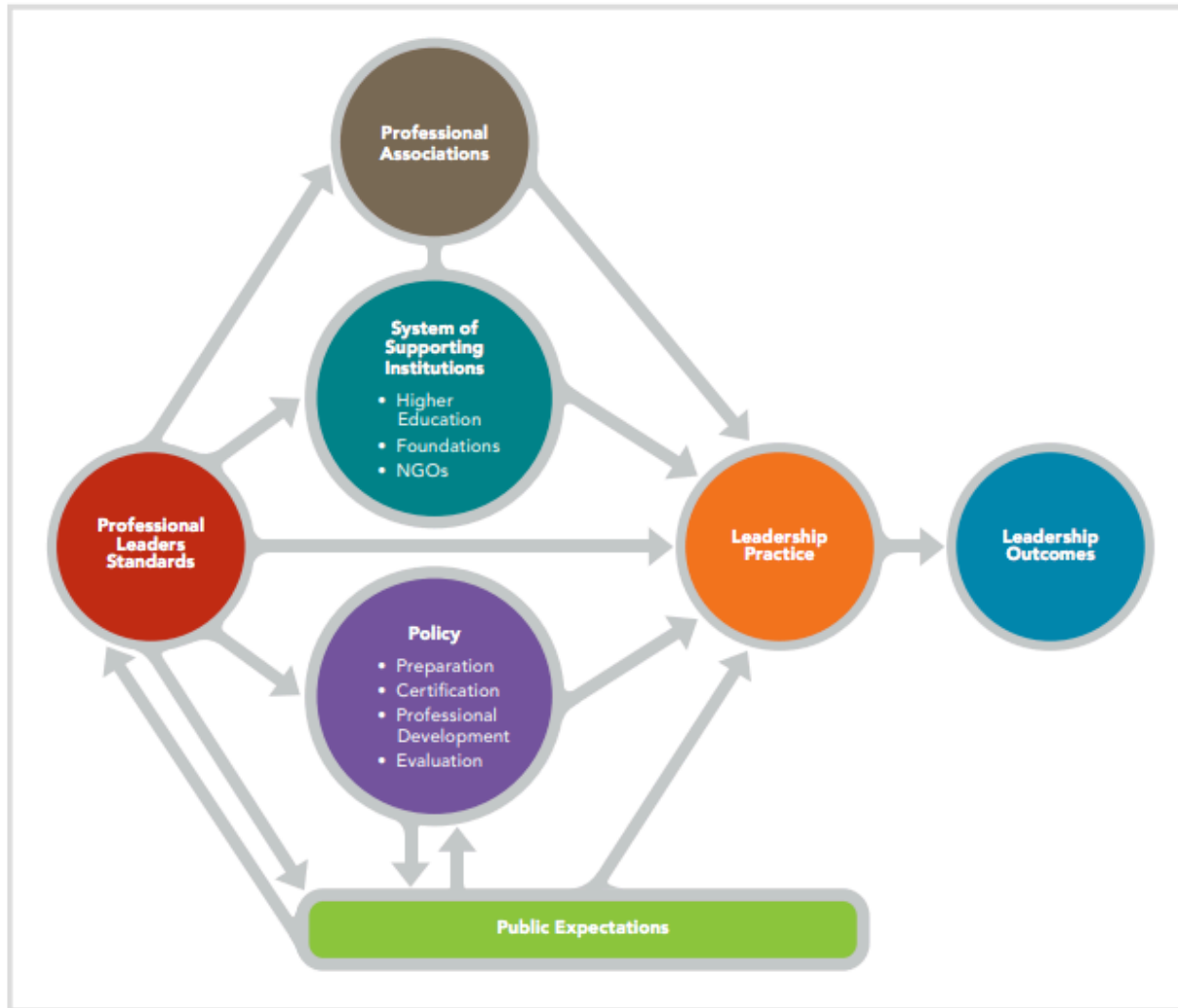- Continuous experimentation, analysis, renovation, and publication. (researcher)

Figure 2: Theory-of-Action of the Role of Professional Standards in Leadership Practice and Outcomes

Thanks for the New Leaders Training (Dr. Marshae Newkirk, Mr. Jacob Michelman) (link)
(Student Learning: Leadership Standards 1-10)

- Principals as educational and curriculum <u>leaders</u> as well as a community <u>builders</u>.

- Conduct <u>observation</u>, analyze data, carry a <u>fair</u> and meaningful discussion.

- Be a good <u>listener</u> and <u>value</u> the opinions of others.

- Advance a <u>culture of efficacy </u> and equity to drive impact.

- Use <u>tools for unpacking standards</u> and unwrapping standards protocol.

- Strategies and practices.

- Build school cultures, values, expectations.

- Advance <u>talent management</u>: Support adults. Create a great place to work.

- <u>Model</u> high expectation and teaching effectiveness.

- Set up <u>SMART</u> Goal: Specific, Measurable, Ambitious, Results-oriented, <u>Time-Bound</u> (**?**)

 " Plan for 10 years ahead and start now"

- Accept Failure And Difficulty Are Feedback (FADAF)

- <u>Organize</u> the school for greater student <u>learning</u>.

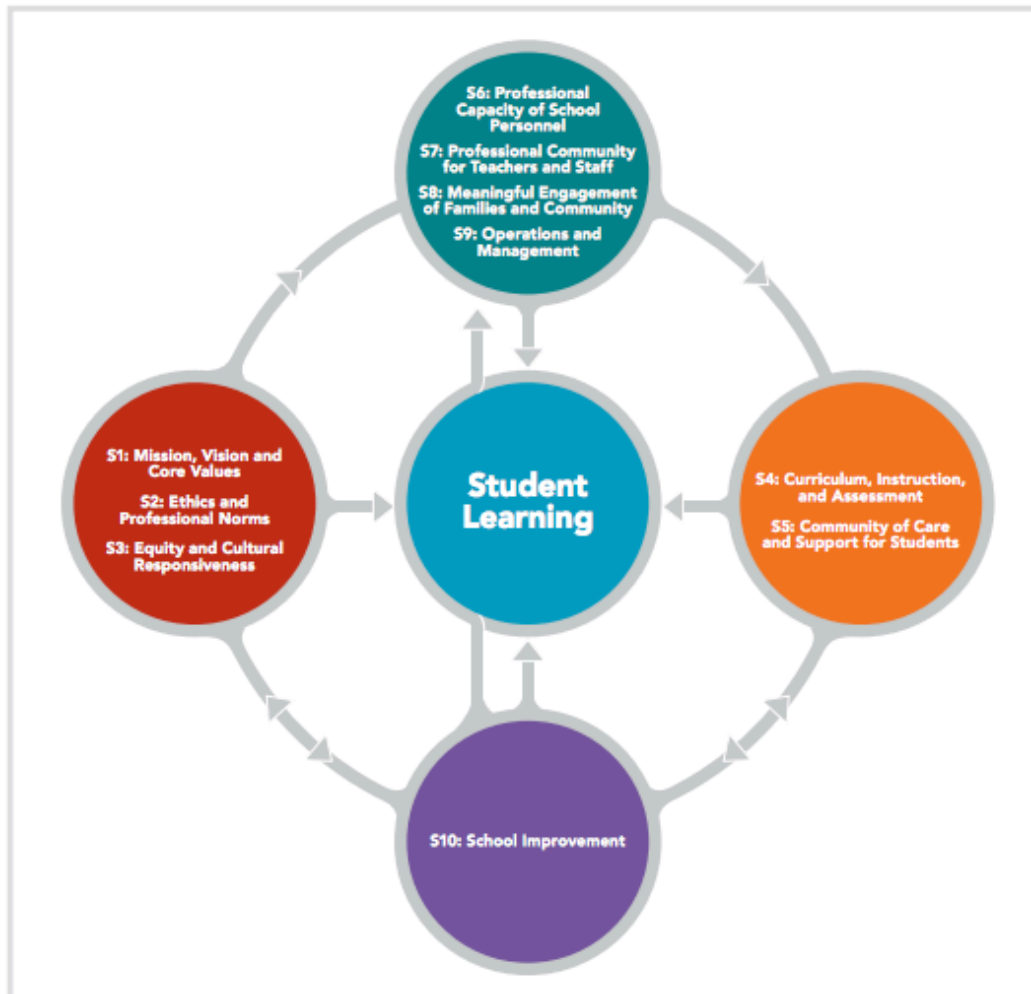- Engage <u>families</u> and the <u>community</u> in beneficial ways.

and more:

Figure 1: Relationship of School Leadership Work to Student Learning

New Leaders Experience Reinforced Conclusions of Many Educational Studies.
(Dr. Marshae Newkirk, Mr. Jacob Michelman)
(Ethics and Professional Norms: Leadership Standard 2)

- It is possible to educate all children, no matter what their background is.

- The achievement of Hispanic students and students of color does not depend on the background of the student, but on how the school was organized and led.

- Schools that effectively educate students of color and low income families had strong leaders and high expectations.

- Extraordinary schools are led by a principals who deeply believe in the capacities of all their students and staff and organize instructions around that belief.

Chipotle Model:
(Ethics and Professional Norms: Standard 2)

- A <u>distinct</u> culture and system.

- Favors <u>human skills</u> <u>over rules</u>, robots, and timers.

- "each person at Chipotle will be <u>rewarded based on their ability to make the people around them better</u>" Co-CEO Monty Moran

- Managers receive an extra extra $10,000 each time they <u>train a crew member to become a general manager</u>. They stay involved training excellent people.

- Enable people to accomplish <u>more collectively</u>, than they could <u>separately</u>.

Analysis of Betty Shabazz Elementary School
(Professional Community for Teachers and Staff : Leadership Standard 7)

Questions?

- Why is the <u>fate of the school</u> related to the a presence of a <u>specific principal</u>?
  (declines in the last 8 years)

- How well was the school prepared to stand strong for the future?

- Last principal got promoted based on what? His activities were not student centered.

- Judy Wong, Assistant principal for 7 years and turned down as principal several times. Why?

General Comments:

- The <u>success</u> of an education leader is measured by <u>how well the school runs</u> after he/she <u>leaves</u>.

- Indicator of a good leadership in an organization is: The establishment of long lasting <u>foundations</u> along with the <u>training</u> of qualified and motivated candidate to take over.

Areas for Growth

- The <u>floor is ready</u> for instructional, educational leadership.

- The school was once one of the <u>highest performing elementary school</u> in the district.

- The school is <u>transparent</u> in providing the data.

- Teams <u>meet</u> by grade level and most of the teachers <u>attend</u>.

- The vision was shared and the core values are posted. Are they clear? maybe too wordy?

Next slides will summarize:

- Instructional focus reflection
- Moving forward
- My role
- Alignment with the standards of leadership
- My own learning plan

School culture - Talent Management:

(Professional Capacity of School Personnel: Leadership Standard 6)
(Operation and Management: Leadership Standard 9)
(Growth Mindset, Student Efficacy, Teacher Efficacy, Equity Leadership)

- We are all in a <u>learning process</u> and our educational strategies are parts of <u>ongoing educational action research</u> to reach the best practices.

- Teachers can <u>choose</u> the assistant principal to work with.

- Teachers feel comfortable <u>reaching out</u> to me for advises.

- Retain and <u>train</u> experienced teachers to be <u>leaders</u> (Developing and Launching a High Performing Team).

- Students <u>share their voices</u> in their education. (<u>link</u>)

- Promote <u>integration of cultures.</u> (multicultural clubs)

- Encourage sharing, collaboration, creativity, planning (within the school/other schools).

Planning and Operations

(Community of Care and Support for Students: Leadership Standard 5)

If the school is where we spend most of our day, so, why don't we make our schools as comfortable as our homes?. The school should be able to offer what home can not.

• 6-12 grades: Students to <u>stay</u> in their classrooms. Teachers to <u>move</u> around. (Covid-19)

• Give the students the <u>opportunity to organize</u> their classrooms in a <u>creative</u> way.

• Pre-K-5: Teach the students <u>table eating manners</u> and <u>social skills</u>.

• Give the school a <u>modern look</u> that match the <u>style</u> of our generation.

• Schools in <u>Singapore</u> are pieces of modern <u>art</u>.

• Reflects the <u>multicultural population</u> of students and teachers.

• <u>Ongoing</u> action <u>research</u> and <u>publications</u> to include Data Cycle, the Four Drivers <u>DDI</u> and Operational Leadership (<u>develop</u>, <u>implement</u>, <u>asses</u>, <u>collect data</u>, <u>analysis</u>, <u>evaluate</u>, <u>revise</u>, <u>action</u> and <u>try again</u> to include Four Drivers DDI and Operational Leadership)

The Data Cycle

Culture: Develop effective teacher teams and build efficacy to support DDI cycle and implement with fidelity

**Action Planning:** Develop Corrective Instruction Action Plan to address student misconceptions

Observation and Coaching: Develop systems and structures to regularly observe instruction and provide coaching support, and non-evaluative feedback to build capacity

Assessment: Ensure instruction, assessments, and curriculum are standards-aligned

Analysis: Analyze student work samples to identify misconceptions that need to be addressed

Culture · Assessment · Analysis · Action

Data-Driven Decision Making Process

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Google Offices Around the World.
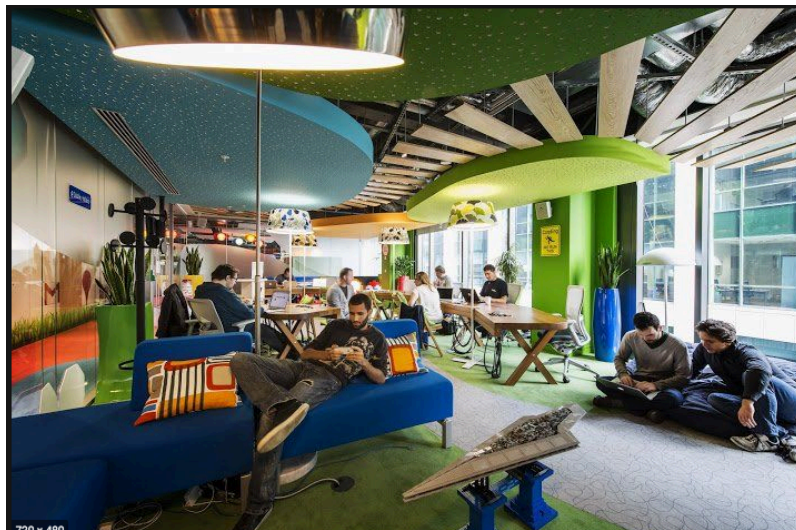
Dupont Company in Russia

Schools in Singapore

Classroom organization
(Community of Care, Collaboration, Sharing and Support for Students: Leadership Standard 5)

- Student <u>centered</u>.

- Promotes <u>group</u> discussion and presentation.

- Reflects the <u>students' style</u> and not the teacher's style.

- <u>Celebrate</u> happy moments.

My class youtube channel: nada saabismail (<u>link</u>), (<u>AP</u>), (<u>Detroit</u>), (<u>Team Work</u>), (<u>End of Year</u>)

Website: <u>nhsaab.weebly.com</u>

Includes pages:
- assignments by date (<u>link</u>)
- resources (<u>link</u>)
- interdisciplinary pharmaceutical and health projects (<u>link</u>)
- chemistry notes (<u>link</u>)
- physics notes (<u>link</u>)
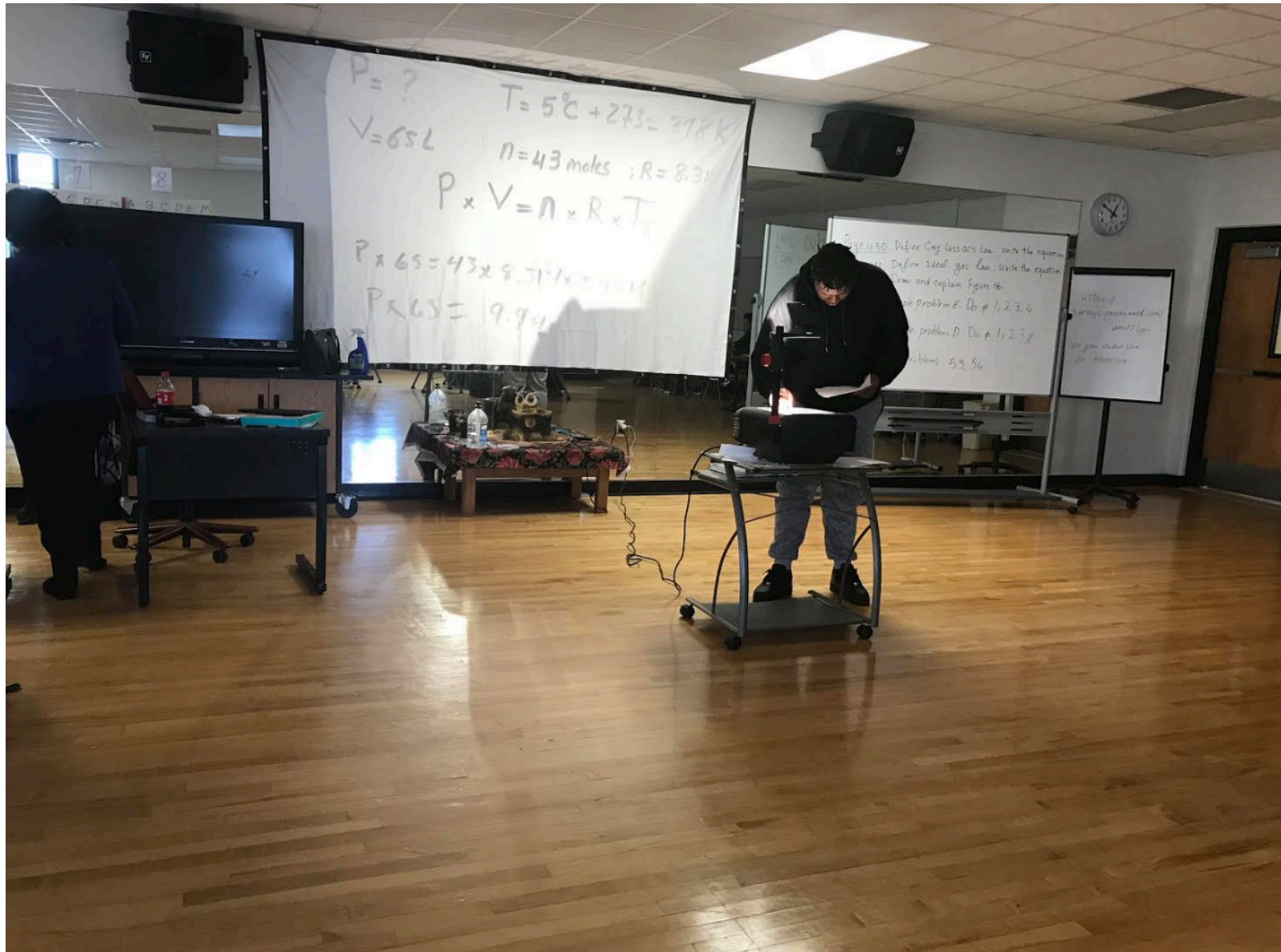- reform in education (<u>link</u>)
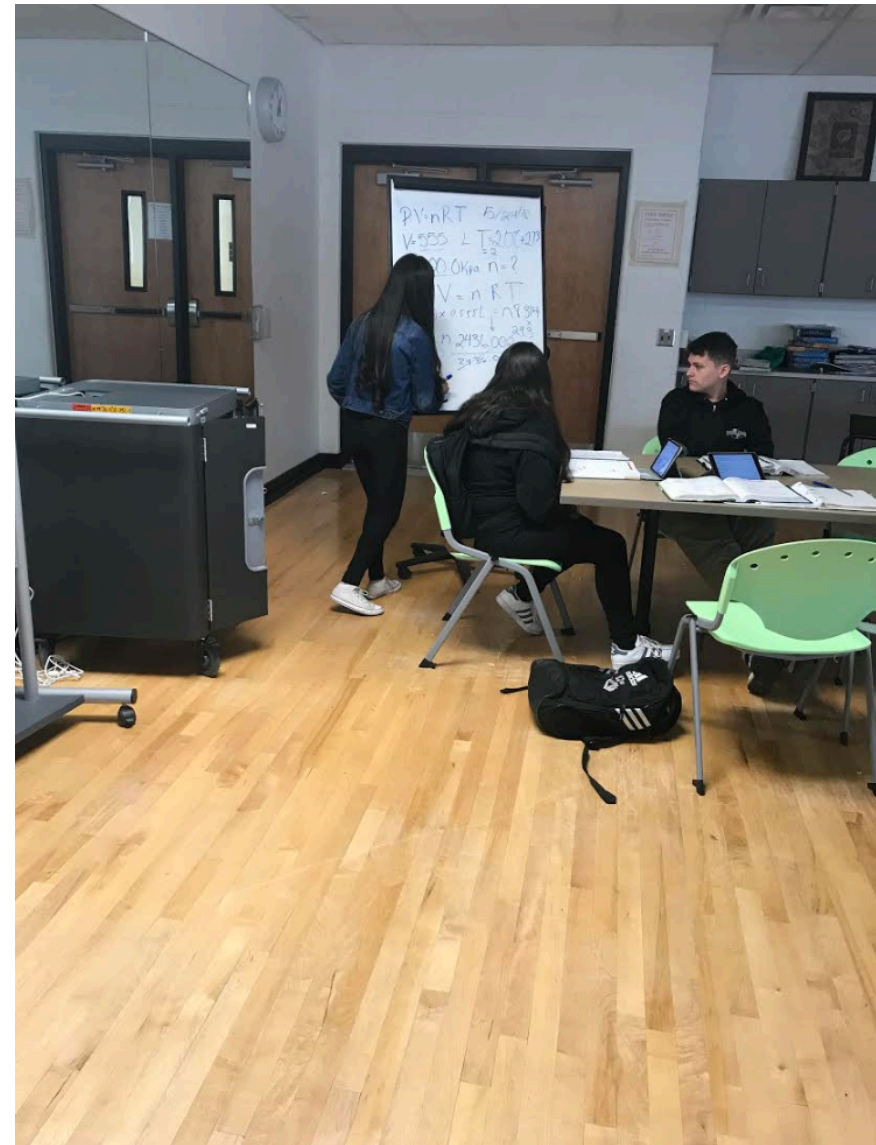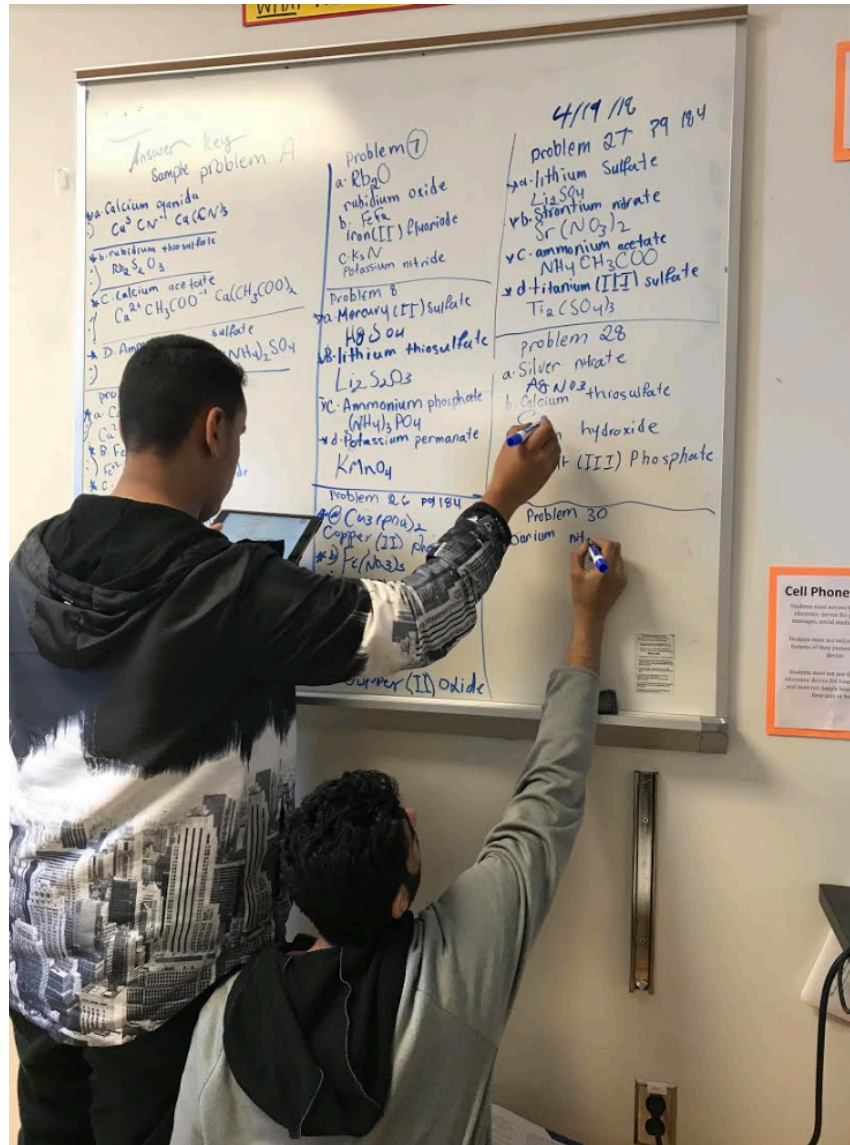
Learning and Teaching:
(Curriculum, Instruction and Assessment; Standard 4) (Student Mis-conceptions, Rigorous curriculum, Four Drivers DDI (Assessment, Analysis, Action, and Culture) Students and Item level analysis, Corrective instruction action planning)

- Pre-k-5th: Social skills classes, emphasis on reading, Math, encourage enrollment in Pre-K.

- Teach chemistry, physics and biology as early as 6th grades, prepare for AP, dual enrollment and Career and Technical Education (CTE) programs. (chemistry and physics notes ready)

- Place the students in classes according to their performance levels. Provide the teacher with the struggling students with an assistant.

- Smoothen the floor for high-quality curricula and support the teachers with implementation.

- Use multiple forms of assessment such as multidisciplinary open ended projects. (Constructivist curriculum)

- Horizontal curriculum across the subjects in one grade. (Constructivist curriculum)

- Vertical curriculum across multiple grade in one subject. (Retro-planning)

- Monitor the progress and performance in high schools. Ongoing further action plans for **corrective instruction** (Developing, Reflective, Adaptive).

Corrective Instruction

The definition of insanity is continuing to do the same thing over and over, and then expecting different results.

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Personal Leadership: Improve myself professionally (most crowded page)
(School Improvement: Leadership Standard 10) (Developing, Reflecting, Adaptive)

- Stay updated and resourceful. (District, national, international)
- Refer always to the Professional Standards for Educational Leaders.
- Looking constantly for new teaching practices and advanced curriculum materials.
- Collaborate, discuss and share with other k-8 and high schools.
- Write grants, explore ways for funding, advanced equipments for donations.
- Connect with the science departments of higher educations, and local organizations.
- Use best technology in classroom and communicate. (District, national, worldwide)
- Read publications from educational organizations: Center for American Progress , Education Trust Midwest,"Return to Learning" advisory council of Michigan, U.S. Department of Education and Center of Disease Control (CDC).
- Adhere to the District various Plans and support the teachers through the transition.
- Learn how to balance the pressing need for ongoing school improvement with heavy demands of non-instructions issues and emergencies.
- Support teachers with continuous opportunities for growth and development.
- Technology is a focus.
- Experiment and publish.
- Train teachers, students and staff to be socially productive and future leaders.
- Forming a partnership with ParentCamp.org, which is a free "un-conference".

Talent Management (Students)
(School Improvement, Leadership Standard 10)

The pandemic shows that there is a need:

1) for a workforce trained in STEM fields to conduct research, care for the sick, and develop a vaccine for COVID-19 and future diseases.

2) to train more of the entry-level workforce to take jobs in sectors that can sustain inevitable economic downturns.

1) for the development of new approaches in vocational education.

To achieve these aims, there is a need to build and sustain career pathways system of high-quality K-12 education with career training that leads to good jobs toward a resilient middle class.

Alignment of K-12 with higher education elements, coordination and non duplication of academic and career related coursework, opportunities for high school students to receive college credits, and for attainment of industry recognized credentials or college degrees.

DPSCD Career Pathways Education Plan (2019-2021). (link) (**Western/Health and myself**)

DPSCD Career Pathways Education Plan (2019-2021)

Strategies:

1. Continue implementation of the Living Plan (academy programs for high schools and career centers).
2. Enhance career-focused training and essential skill development.
3. Increase early college access aligned to career academies (Dual Enrollment and Early Middle College - High school diploma and an associate degree or up to 60 transferable credits at the same time)

Living Plan (three years , three phases):

- Phase I - Exploration of Current State (0-60 days).
- Phase II— Analyze and Engage (61-120 days).
- Phase III - Implementation/ Evaluation (120 + days - 2 years).

Learn from National and International Models:
(School Improvement, Leadership Standard 10)

National Models:

"Unexpected or Extraordinary Schools": "ExtraOrdinary Districts in Extraordinary Times"
School districts where <u>large population</u> of students of <u>color</u> and <u>low income families</u> achieves at the same or <u>higher levels</u> of white middle class students and <u>sometimes</u> at the <u>top level</u> of their <u>states</u>.
Apple Podcasts: Karnin Chenoweth (<u>link</u>)

International Models:

The <u>high-quality vocational education training</u> (VET) programs of <u>Germany</u>, <u>Singapore</u>, and <u>Switzerland</u>.

Successful in <u>preparing</u> young people for their future and <u>jobs</u> that will demand the <u>best</u> and <u>brightest</u>.
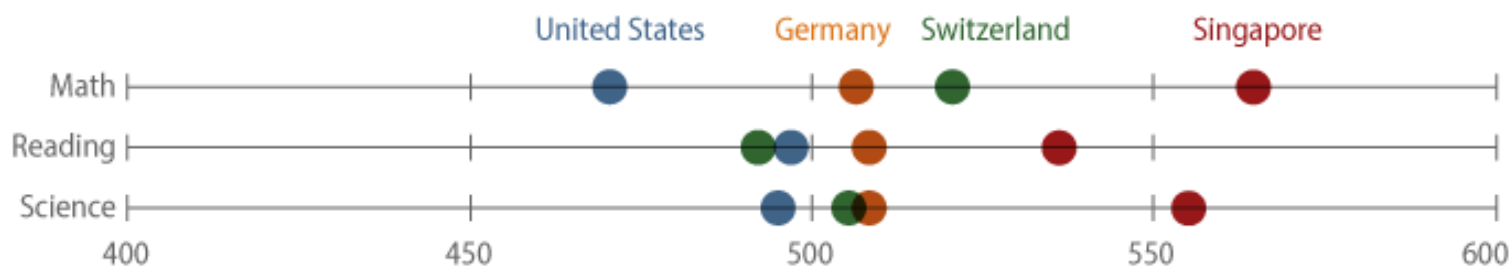
Germany's "dual education" system: places a priority on links to workplace experience, and <u>funnels 2 million students</u> into <u>three years</u> of apprenticeship <u>training</u> in <u>400 occupations.</u>
(<u>link</u>)

FIGURE 1

The United States lags behind Germany, Singapore and Switzerland on key education and economic metrics

Average PISA* scores by country, 2015

* Program for International Student Assessment

Note: All PISA scores except for that of Switzerland in reading are statistically significant compared with U.S. average scores.

Sources: National Center for Education Statistics, "Program for International Student Assessment," available at https://nces.ed.gov/surveys/pisa/pisa2015/pisa2015highlights_2.asp (last accessed February 2020); Trading Economics, "Youth Unemployment Rate," available at https://tradingeconomics.com/country-list/youth-unemployment-rate (last accessed February 2020).

(link)

The Organization for Economic Cooperation and Development (OECD):
(Leadership Standard 8: Meaningful Engagement of Families and Community)

OECD offers a framework to differentiate between high- and Low-quality jobs.

There are five critical components of a strong career education system:

1) Align student <u>learning</u> with local and national <u>workforce needs</u>.

2) Require mastery of <u>academics</u>, <u>lifelong learning</u>, and <u>technical skills</u> through <u>integrated learning</u>.

3) Use authentic assessments to evaluate student learning and mastery.

4) Offer paid apprenticeships.

5) <u>Lead students</u> to employer valued certifications that also allow for further training and <u>certifications</u> (degree, diploma, license).

<u>DPSCD</u> Career Pathways Education Plan (2019-2021). (<u>link</u>)

Thanks for:

your time

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DPSCD

nhsaab.weebly.com

Video