



MIExcel

Working together for student success.

Superintendents Institute for Priority Schools

Kellogg Hotel and Conference Center
East Lansing, MI | July 30–August 1, 2014

SUPERINTENDENTS INSTITUTE

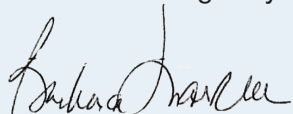
Welcome



Welcome to the 2014 Superintendents Institute for Priority Schools.

On behalf of all the partners involved in MI Excel, as well as the students and families of your district, I want to thank you for your efforts, and for taking the time to be an active participant in these sessions. The work we are doing together could not be more important. We have the opportunity—and the moral obligation—to increase our knowledge base, sharpen our existing skills, learn new ones, and make changes to our practices and mindsets in order to improve the academic achievement of each student in our care. Nothing about this work is easy, but nothing is more worthy of our combined commitment.

Our MI Excel logo says it all: “Working together for student success.”

A handwritten signature in black ink, reading "Barbara Markle".

Dr. Barbara Markle,
Assistant Dean
Office of K–12 Outreach
College of Education
Michigan State University



MICHIGAN STATE
UNIVERSITY

College of Education
Office of K-12 Outreach

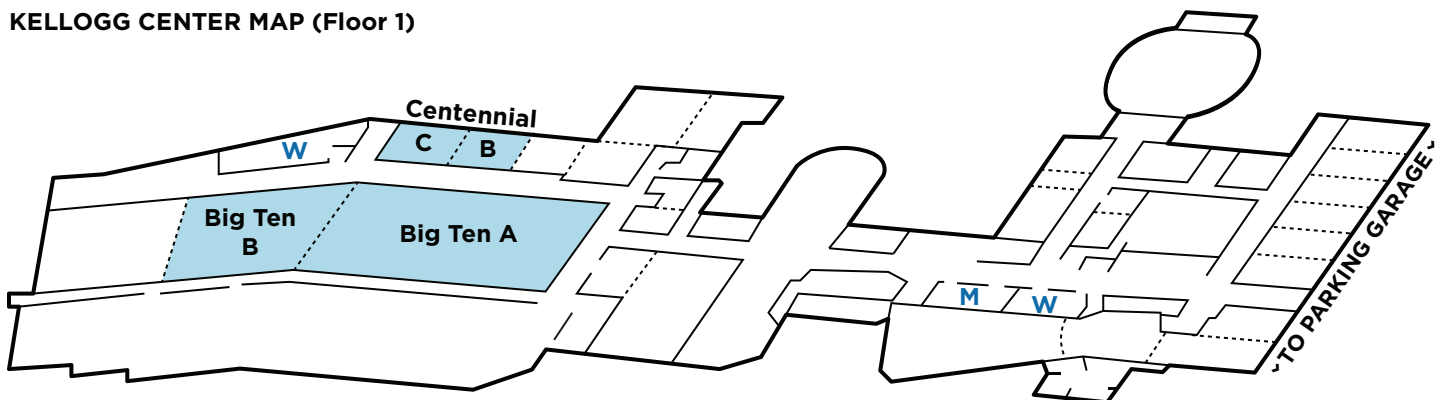
When it comes to making the vital connection between educational theory and practice, MSU's Office of K–12 Outreach delivers solid results. In keeping with its land-grant mission, MSU puts an active network of top education experts into the field every single day. The resulting exchange of ideas promotes lasting performance at all levels and fosters rich, diverse learning communities.

Institute Outcomes

- Understand how districts can support the implementation of Parrett and Budge's Framework for Action for turning high poverty schools into high performing schools;
- Understand ERS's Mission Critical interventions for districts and schools to support and sustain rapid turnaround;
- Understand the Institute for Strategic Leadership and Learning's Framework for District Capacity Building and how school districts play a crucial role in implementing, monitoring, and sustaining school turnaround efforts;
- Articulate the coherent turnaround message as presented by the work of Parrett and Budge, Education Resource Strategies (ERS) and the Institute for Strategic Leadership and Learning (INSTLL);
- Identify their own specific core issues and challenges, clarify school-level conditions and authorities that need to be in place to accelerate improvement, and identify district-level conditions, strategies, structures, and policies to be implemented in the fall as a means of building district capacity to accelerate school-level turnaround efforts;
- Receive books and materials to help them in this process, including: *How High Poverty Schools Become High Performing Schools* by Dr. William Parrett and Dr. Kathleen Budge, and *Turnaround Schools: District Strategies for Success and Sustainability* by Education Resource Strategies (ERS).

Institute Map

KELLOGG CENTER MAP (Floor 1)



- | | |
|--------------------------|---------------|
| • Meeting Room | Big Ten A |
| • Registration | Centennial BC |
| • Lunches and Breakfasts | Big Ten B |

AGENDA | JULY 30

8:30 a.m. **Registration**

9:30 a.m. **Opening Plenary Session**

- **Dr. Barbara Markle**, Assistant Dean
Office of K–12 Outreach, College of Education, Michigan State University

Multi-Level Action: Building District Capacity to Support Leading High Poverty Schools to High Performance

Teams are provided with an overview of Parrett and Budge's Framework for Action and will explore the connection between this work at the building level with the ERS research focused on building the district capacity needed for the success and sustainability of rapid turnaround.

- **Dr. William Parrett**, Director, Center for School Improvement and Policy Studies
College of Education, Boise State University
- **Dr. Kathleen Budge**, Coordinator, Leadership Development Program
College of Education, Boise State University
- **Dr. Grant Chandler**, Director of Professional Learning, MI Excel
Office of K–12 Outreach, College of Education, Michigan State University

12:30 p.m. **Working Lunch**

Participants will discuss a set of questions framed from the morning work, including a bridging question to link morning and afternoon work.

1:30 p.m. **Key Findings related to Successful Turnaround**

Participants will further examine the crucial role that districts play in supporting priority/turnaround schools. Mr. Lane will share key turnaround practices used by schools engaged in successful turnaround and will explore the relationship between school-level practices and district supports.

- **Brett Lane**, President and Founder
Institute for Strategic Leadership and Learning (INSTLL)

Team Activity: Alignment of Core Issues with Successful Turnaround Practices

Teams will examine, reflect upon, and refine their core issues. Given what we have learned about successful turnaround practices and the role of the district in supporting turnaround, have we identified the right core issues? How might we add to or refine our core issues?

3:00 p.m. **Afternoon Break**

3:15 p.m. **Turnaround Levers**

Participants will explore the authorities used by districts and schools to create the conditions necessary to accelerate turnaround efforts and how districts and school leaders can play an active and strategic role in using available authorities.

Cross-District Team Activity: Initial Sharing of Core Issues across Districts

Districts will meet in cross-district teams to share their identified core issues and garner the appropriate feedback from representatives from other districts.

4:45 p.m. **Closing Plenary Session**

- **Cindy Ruble**, Director of Priority Schools, MI Excel
Office of K–12 Outreach, College of Education, Michigan State University

5:00 p.m. **Networking Reception Sponsored by Corwin Press, Inc**



6:00 p.m. **Hotel Check-In and Dinner on Your Own**

AGENDA | JULY 31

8:00 a.m. **Working Breakfast**

Participants engage in discussion around a set of questions, including summarizing questions from the previous day, bridging questions that link Day 1 and Day 2, and activating questions for Day 2.

9:00 a.m. **Opening Plenary Session**

Teams are provided with an overview of the day.

District Systems—Building District Capacity for Improvement and Turnaround

Participants will explore key features of the district capacity building framework in the context of developing system capacity to accelerate and sustain school-level turnaround efforts. The experience of districts in the Commonwealth of Massachusetts and other states will be used to illustrate how districts have gone about changing systems, structures, and practices.

10:15 a.m. **Morning Break**

10:30 a.m. **Team Activity: Case Study Discussions**

Guided by MSU Intervention Specialists, participants will focus on building greater understanding of the district capacity building framework and what resonates for each district.

12:00 p.m. **Working Lunch**

Participants will discuss a set of questions framed from the morning work, including a bridging question to link morning and afternoon work.

1:00 p.m. **Dean's Welcome**

- **Dr. Donald Heller**, Dean
College of Education, Michigan State University

Team Activity: Case Study Discussions

Guided by MSU Intervention Specialists, district teams will use the cases and the district framework to begin to identify district-specific strategies that they can use in the coming year to build district capacity and to drive improvements in priority schools.

2:30 p.m. **Afternoon Break**

2:45 p.m. **Cross-District Team Activity: Warm/Cool Feedback**

Districts will be matched with similar districts in pairs or triads to share potential strategies for building district capacity, developing and using Turnaround Levers to create conditions for successful turnaround, and actively supporting Turnaround Practices in local schools.

4:00 p.m. **District Team Activity: Responding to Feedback**

Guided by MSU Intervention Specialists, district teams will use the feedback from the afternoon session to begin to prioritize 2 to 4 key district strategies that could be employed in the coming year that would lead to dramatic improvements.

Closing Plenary Session

6:00 p.m. **Adjourn and Dinner on Your Own**

AGENDA | AUGUST 1

- 7:30 a.m. **Working Breakfast**
Participants engage in discussion around a set of questions, including summarizing questions from the previous day, bridging questions that link Day 1, Day 2, and Day 3, and activating questions for Day 3.
- 8:30 a.m. **Opening Plenary Session**
Teams are provided with an overview of the day.
- Feedback and Setting Up the Day**
- 9:15 a.m. **District Team Activity: Concrete Action Steps and Benchmarks**
District teams will articulate and note key strategies they feel the district can use in the coming year. Districts will identify the core issue(s), anticipated outcome(s), external supports, conditions, and policies needed to support implementation of the strategies, and one or two action steps needed to initiate the work.
- 10:45 a.m. **Morning Break**
- 11:00 a.m. **Gallery Walk**
District teams will have the opportunity to review the summative action plans developed during the Institute and will be able to provide appropriate feedback.
- 11:30 a.m. **District Teams**
District teams are provided the opportunity to debrief based on the feedback they received during the Gallery Walk.
- 12:00 p.m. **Closing Plenary Session**
- 12:30 p.m. **Adjourn**

SPEAKER BIOGRAPHIES



Donald Heller is Dean of the College of Education and a professor in the Department of Educational Administration at Michigan State University. Prior to his appointment in January, 2012, he was Director of the Center for the Study of Higher Education and professor of education and senior scientist at The Pennsylvania State University. He also has held a faculty appointment at the University of Michigan. His teaching and research is in the areas of educational economics, public policy, and finance, with a primary focus on issues of college access and choice for low-income and minority students. He has consulted on higher education policy issues with university systems and policymaking organizations in California, Colorado, Kansas, Massachusetts, Michigan, New Hampshire, Tennessee, Washington, Washington DC, and West Virginia, and has testified in front of Congressional committees, state legislatures, and in federal court cases as an expert witness. Before his academic career, he spent a decade as an information technology manager at the Massachusetts Institute of Technology.



Brett Lane, President and Founding Member of the Institute for Strategic Leadership and Learning (INSTLL) an education research and policy consulting firm, has close to 20 years of experience working with state education agencies and districts on a wide range of research, consultative, and policy oriented educational initiatives. Prior to founding INSTLL, Mr. Lane worked for the Northwest Regional Educational Laboratory in Portland, Oregon and The Education Alliance at Brown University, as well as serving as an independent consultant for a number of state education agencies and with Learner-Centered Initiatives, located in New York City. Mr. Lane's areas of expertise include district and school improvement, state accountability systems, state and district turnaround strategies, strategic planning, teacher effectiveness, high school reform, and charter schools. He is a board member for Communities for Learning and is a Technical Advisor for the National Center on Innovation & Improvement.

Mr. Lane's current work involves researching the policy conditions necessary for states and districts to effectively implement local district and school improvement efforts. He is currently working with multiple organizations (e.g., Mass Insight Education, Schoolworks) and state departments of education to develop sustainable approaches to district and school improvement. Since, 2009, Mr. Lane has served as the external lead partner for Massachusetts' school improvement grant (SIG) program and supported Massachusetts in developing and refining the state's Turnaround Initiative for underperforming/priority districts and schools.

Mr. Lane has authored articles and briefs on a variety of education issues, including charter schools, comprehensive school reform, state systems of support, and district improvement. His most recent publications include:

Lane, B., Unger, C., & Rhim, L. M. (2013). *Emerging and Sustaining Practices for School Turnaround: An analysis of school and district practices, systems, policies, and use of resources contributing to successful turnaround efforts in Level 4 schools*. Baltimore, MD: INSTLL, LLC.

Lane, B. & Souvanna, P. (2013). *Achieving College Success: Examining the impact of the Mass Math + Science Initiative on students' matriculation to and persistence in college*. Boston, MA: Mass Insight Education

Lane, B. (2009). *Exploring the Pathway to Rapid District Improvement*. Center for Innovation and Improvement, Lincoln, IL

Lane, B. (2007). Policy to reinforce changing state role. In S. Redding & H. J. Walberg (Eds.), *Handbook of statewide systems of support* (p. 9 – 113). Lincoln, IL: Center on Innovation & Improvement.

SPEAKER BIOGRAPHIES



Kathleen Budge is the coordinator of the Leadership Development Program at Boise State University. This innovative, non-traditional preparation program develops leaders who have the commitment and capabilities to lead schools where all students succeed. She also serves as co-director of the Idaho Leads Project that helps to shape an environment in which all Idaho students succeed in the 21st Century by strengthening leadership capacity in Idaho K–12 schools and districts and enhancing the advancement of educational improvement in Idaho's communities.

Kathleen is an associate professor in the Curriculum, Instruction, and Foundational Studies Department. Her research and scholarly activity focuses on educational leadership, leadership development, rural education, school improvement, and poverty. She has presented at national and state conferences; her articles have appeared in *The Journal of Research in Rural Education*, *Education Policy Analysis Archive*, *American Journal of Education*, and *Educational Leadership*. She is co-author of *Turning High Poverty Schools Into High Performing Schools* (ASCD, 2012).

Kathleen earned her doctorate from the University of Washington in Educational Leadership and Policy Studies in 2005. She was selected to participate in Leadership for Learning, an innovative, cohort-based program that emphasized the link between leadership and learning, as well as the development of leaders willing and able to address and redress issues of equity and social justice.

Prior to joining the faculty at Boise State, Kathleen served as the Assistant Superintendent for Teaching and Learning at Educational Service District 113 in Olympia, Washington. She provided leadership to forty-five predominately rural school districts serving approximately 77, 000 students. She led the development of a highly successful regional job-embedded professional development model and facilitated data-based improvement planning with more than 150 schools. She was awarded the Washington Association of School Administrator's (WASA) Regional President's Award, the WASA Award of Merit, and the Washington Association of Educational Service Districts President's Award for significant contribution to the state's educational service agencies.

Additionally, she served as a Washington State Distinguished Educator/School Improvement Specialist, providing training and consultation to superintendents, central office administrators, building principals and teacher-leaders in schools of all grades and varying in size, demographics, and geographical location. She was a member of the Statewide School Improvement Technical Assistance Council and the Office of Superintendent of Public Instruction's Curriculum Advisory and Review Committee.

During her twenty-six years in P-12 education, she has also served as a district curriculum director, an elementary principal, and an elementary and special education teacher. Her most important and significant work has been teaching first graders to read.



William H. Parrett is the Director of the Center for School Improvement & Policy Studies and Professor of Education at Boise State University. He has received international recognition for his work in school improvement, high-poverty schools, and alternative education, and for his efforts to help under-achieving students. His professional experiences include public school and university teaching, curriculum design, principalships, college leadership, media production, research and publication.

Parrett holds a Ph.D. in Secondary Education from Indiana University and has served on the faculties of Indiana University, the University of Alaska and Boise State University. As Director of the Boise State University Center for School Improvement & Policy Studies (1996 to present), Parrett coordinates funded projects and school improvement initiatives which currently exceed \$10 million annually. His research on reducing achievement gaps, effective schooling practices for under-achieving students, and turning high-poverty schools into high-performing schools has gained widespread national recognition.

Dr. Parrett is the co-author of the recently released *Turning High-Poverty Schools Into High-Performing Schools* (ASCD, 2012). He is also the co-author of *Saving Our Students*, *Saving Our Schools, 2nd edition* (Corwin Press, 2008, Honorable Mention, National Education Book of the Year 2009) and *The Kids Left Behind: Catching Up the Underachieving Children of Poverty* (Solution Tree, 2007, Best Seller). Other books include: *Saving Our Students*, *Saving Our Schools* (2003), *Hope Fulfilled for At-Risk & Violent Youth* (2001), *How to Create Alternative, Magnet, and Charter Schools that Work* (1997), *Hope at Last for At-Risk Youth* (1995), *Inventive Teaching: Heart of the Small School* (1993) and *The Inventive Mind: Portraits of Effective Teaching* (1991). He has also authored numerous contributions to national journals and international and national conferences over the past three decades.

His media production, *Heart of the Country* (1998), is a documentary of the extraordinary principal of a village elementary school in Hokkaido, Japan, and the collective passion of the community to educate the heart as well as the mind. This award-winning work has received critical acclaim for its cinematography and insight into the universal correlates of effective teaching and learning and the power of community participation in public schools.

William has also served as visiting faculty at Indiana University, the University of Manitoba, Oregon State University, Hokkaido University of Education (Japan), Nagoya Gakuen (Japan), Gifu University (Japan) and Heilongjiang University (People's Republic of China). His consultancies include state departments, boards of education, state and regional service providers and school districts in 43 states and 10 nations.

Throughout his career, William has worked to improve the educational achievement of ALL children and youth, particularly those less advantaged. Toward this goal, as director of the CSI&PS, he has overseen the acquisition of over \$30 million in external funding to create programs and interventions designed to help educators, schools, communities, and universities benefit from research and best practice. These efforts have positively impacted the lives of thousands of young people.

SPEAKER BIOGRAPHIES



Barbara Markle is Assistant Dean of K–12 Outreach Programs in the College of Education at Michigan State University. She is also Executive Director for central components of Michigan's Statewide System of Support for Priority and Focus Title I schools based at MSU. In these roles she draws upon her extensive experience in school reform to develop and deliver evidence-based support for school and district leaders. Dr. Markle's public school experience includes service as a high school teacher, counselor, secondary school principal, and central office administrator. She also served as Deputy Superintendent of Public Instruction in the Michigan Department of Education, where she was responsible for Michigan's education reform initiatives. At MSU, she directs several state and federal grants, and has a deep interest in school reform issues and the challenge of preparing Michigan students to live and work in an increasingly global economy and community. She works closely with the United Kingdom's Specialist Schools and Academies Trust (SSAT) and serves as a national advisor for the Detroit based Skillman Foundation.



Grant Chandler is Director of Professional Learning in the MI Excel program in the Office of K–12 Outreach at Michigan State University. For over twenty-six years, Dr. Chandler has championed the cause of quality education for all students in public education. In the classroom, he taught French, English, Speech, Theatre Arts, Communications, Forensics, and Debate and was a national diamond award-winning speech and communications coach with the National Forensic League. He has served as a building administrator in a mid-sized urban district as well as a central office administrator and a dean of liberal arts, business, computer science, and new media technology at the community college level. His pioneering work in professional development has been featured in *Educational Leadership* and he was tapped by the U.S. Department of Education and the Northwest Regional Educational Laboratory as a national practitioner leader in school reform and redesign. His commitment remains steadfast: to improve the lives of all children through high quality education. In his spare time, he is writing his first children's novel and trains therapy dogs for animal-assisted activities.



Cindy Ruble is the MI Excel Program Director for Priority Schools. In this role, Ms. Ruble provides conceptual development and operational management to Michigan's Statewide System of Support. Prior to coming to MSU, Ms. Ruble spent over 35 years in Michigan as a teacher, principal, assistant superintendent, and superintendent. Ms. Ruble designed and implemented several grant-funded programs including one of 14 Race to the Top grants in the State of Michigan. As a result of Ms. Ruble's many leadership roles, she is recognized throughout the state for her technical expertise in the area of educational reform. Ms. Ruble retired as Superintendent of Lakeview Public Schools in July of 2010 and subsequently served as Executive Director for the Educators' Task Force (ETF)—an organization that represents all Battle Creek area public and private school leaders. In that role, Ms. Ruble developed a program to bring a systemic early childhood plan to support all Battle Creek area families from birth through age eight.