Mar 7th, 8:30 AM - 9:45 AM

Leading Students and Teachers Away from Adversity and Towards Success

Joshua Covey
Franklin Covey Education, joshua.covey@franklincovey.com

Amanda Pascale
University of North Florida, amanda.pascale@unf.edu

Eve Miller
Franklin Covey Education, eve.miller@franklincovey.com

Matthew Ohlson
University of North Florida, matthew.ohlson@unf.edu

Leading Students and Teachers Away from Adversity and Towards Success: An Examination of a School-Wide Leadership Process

By
Jennifer Wright, University of North Florida
Matthew Ohlson, University of North Florida
Amanda Pascale, University of North Florida
Joshua Covey, Franklin Covey Education
Eve Miller, Franklin Covey Education

Introduction

- Current school context:
  - High stakes accountability
  - Increasing student achievement
  - Formative assessment strategies
  - Overall school improvement

Whole-School Leadership

- One strategy is a strong and committed focus on student and staff leadership development (Ohlson & Pascale, in review).

- Research suggests that integrating whole-school leadership development can lead to improved individual and community outcomes and greater training impact (Dufour & Dufour, 2010; Fishman, Marx, Best, & Tal, 2003).

Covey's 7 Habits of Highly Effective People

Manage Yourself	**Habit 1** Be Proactive© The Habit of choice	• See alternatives, not roadblocks • Focus on what you can influence • I am free to choose and am responsible for my choices
	Habit 2 Begin with the End in Mind© The Habit of Vision	• Mental creation precedes physical creation • Define practical outcomes
	Habit 3 Put First Things First© The Habit of Integrity and Execution	• Focus on the important, not just the urgent • Effectiveness requires the integrity to act on your priorities • Plan weekly, act daily
Lead Others	**Habit 4** Think Win/Win© The Habit of Mutual Benefit	• Effective long-term relationships require mutual respect and mutual benefit • Build trust with co-workers
	Habit 5 Seek First to Understand, then to be Understood© The Habit of Mutual Understanding	• To communicate effectively, we must first understand each other • Practice empathic listening • Give honest, accurate feedback
	Habit 6 Synergize© The Habit of Creative Cooperation	• The whole is greater than the sum of its parts • Synergize to arrive at new and better alternatives
Unleash Potential	**Habit 7** Sharpen the Saw© The Habit of Renewal	• To maintain and increase effectiveness, we must renew ourselves in body, heart, mind and soul

https://www.pinterest.com/explore/covey-habits/

A. B. Combs Elementary

- Magnet school in Raleigh, NC
- In 1999, the principal, Muriel Summers, was tasked with re-theming the school to attract students to the program.
- Ms. Summers had attended a seminar on The 7 Habits of Highly Effective People.
- The school applied these principles to the school's new theme

Their Story

- http://www.theleaderinme.org/what-is-the-leader-in-me/

What is The Leader in Me?

- Whole school transformation process developed by Franklin Covey
- Seeks to develop the whole person-mind, body, heart, and spirit (Covey, Covey, Summers, & Hatch, 2008)
- Draws upon the talents of the whole school
- A. B. Combs Elementary utilized The Leader in Me to teach 21st century *leadership* and life skills (Ohlson & Pascale, in review)

21st Century Leadership and Life Skills

- Leadership
- Responsibility
- Accountability
- Problem Solving
- Adaptability
- Communication
- Initiative and Self-Direction
- Creativity
- Cross-Cultural Skills
- Teamwork

Outcomes

- TLIM Schools are experiencing improvements in:
  - Student attendance
  - Discipline referrals
  - Student achievement in math and language arts (Dow & Ohlson, 2011; Hatch & Anderson, 2012)

Current Research

- Researchers at the University of North Florida were interested the impact of leadership development programs, like TLIM, on student performance in science, a content area utilizing many of the same 21st century skills

Exploratory Study

- Impact of TLIM on science performance
- More than 50 TLIM schools through FL
- Compares science performance prior to implementation of TLIM to science performance during:
  - First year
  - Second year
  - Third year

Exploratory Study

- Compares leadership development strategies infused throughout TLIM process to the Practices for Science Classrooms within the Next Generation Science Standards (Quinn, Schweingruber, & Keller, 2012).

Best Practices for Science Classrooms

- Authentic understanding across a variety of content areas (cross-curricular)
- Asking meaningful questions to analyze/solve problems
- Defining problems
- Thinking critically to design/develop solutions to relevant challenges
- Using hands on activities to carry out investigations
- Planning based on established goals
- Analyzing evidence/data
- Evaluating evidence/data
- Using critical, computational and creative thinking
- Constructing explanations
- Effectively communicating information
- Utilizing a variety of resources (human, data, etc.)

21st Century Skills again

- Leadership
- Responsibility
- Accountability
- Problem Solving
- Adaptability
- Communication
- Initiative and Self-Direction
- Creativity
- Cross-Cultural Skills
- Teamwork

The Connection with TLIM

- TLIM is a comprehensive, school-wide process of leadership development dedicated to transforming the leadership culture and performance of students and staff.

- The process has shown gains in areas of building collaborative school culture, improving academic achievement, and increasing the development of 21st century skills.

(Ohlson & Pascale, in review)

The Connection with TLIM cont.

- TLIM focuses on infusing leadership throughout the school policies and practices and creating a culture where leadership for all is encouraged and supported.

- This curriculum prompts students to solve and analyze relevant problems, collaborate with peers, and engage in projects that offer students authentic, hands-on experiences.

(Ohlson & Pascale, in review)

Research Questions

Research Question 1: Does TLIM process have an impact on student achievement in science (as measured on the Florida Statewide Science Assessment) in year one, two, or three of implementation?

Research Question 2: Does TLIM process have common elements of the best practices described in the Next Generation Science standards?

Findings: Research Question 1

Does TLIM process have an impact on student achievement in science (as measured on the Florida Statewide Science Assessment) in year one, two, or three of implementation?

- 7% increase in science performance in year three

Findings: Research Question 1

Table 1

Percentage of Students Receiving a Passing Individual Score on the Florida Statewide Science Assessment

Time	Percentage of Students	Percent Increase from Baseline
Pre-Intervention	42.97	baseline
Year 1	44.68	1.71
Year 2	46.79	3.82
Year 3	49.65	6.68

Adapted from Ohlson & Pascale, in review

Findings: Research Question 2

Does TLIM process have common elements of the best practices described in the Next Generation Science standards?

- 92% alignment between the Best Practices for Science Classrooms within the Next Generation Science Standards and the 21st Century Leadership and Life Skills integrated throughout TLIM process.

Findings: Research Question 2

Table 2

Sampling of the Alignment between the Best Practices for Science Classrooms and the 21st Century Leadership and Life Skills Infused Throughout The Leader in Me

Best Practices for Science Classrooms within the Next Generation Science Standards	TLIM Process: 21st Century Leadership and Life Skills
Using critical, computational and creative thinking	Creativity, Problem Solving, Adaptability, Accountability
Effectively communicating information	Communication
Planning based on established goals	Responsibility, Accountability, Problem Solving
Asking meaningful questions to analyze/ solve problems	Creativity, Initiative and Self Directions, Teamwork, Problem Solving

Adapted from Ohlson & Pascale, in review

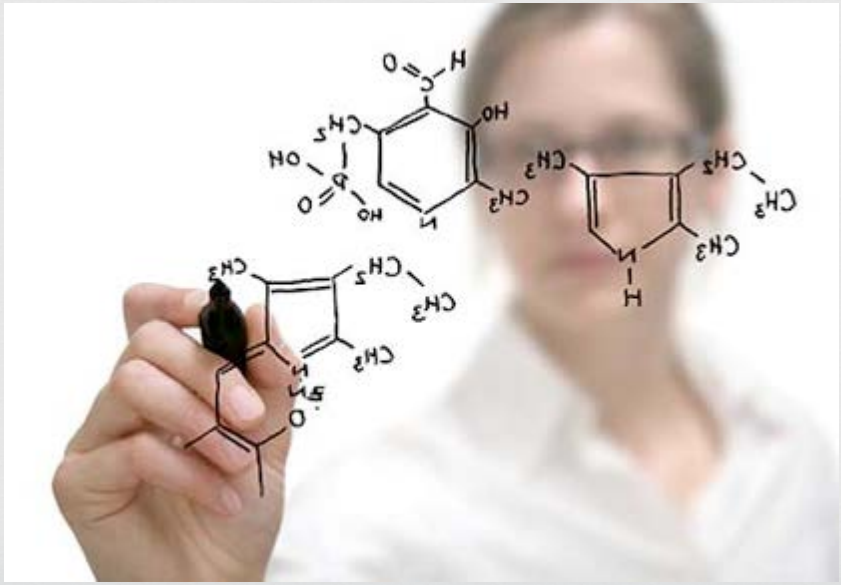
Why are These Results Important?

- Urgent need to improve student achievement in science

- U.S. economy is growing STEM-related jobs at 1.7 times faster than any other industry (Carnevale, Smith, & Strohl, 2013; Langdon, McKittrick, Beede, Khan, & Doms, 2011)

Important cont.

- 93% of parents indicate the necessity to make science education a priority BUT only one in five college students believe their K-12 education prepared them well for college science courses (Microsoft, 2011)



Important cont.

- 44% of school districts across the country have cut the amount of instructional time for science in elementary schools
- Schools are challenged to implement scientific teaching and learning practices that are cross-curricular, incorporated across multiple content areas (Ohlson & Pascale, in review)
- TLIM does this very thing

TLIM: Integrated, Cross-Curricular Transformation Process

- It is not just one more thing to do
- It is not just one more thing to teach
- It is not just one more thing to test

Education's New Reality

- Three rapidly evolving challenges for today's schools:
  - ACADEMICS
  - SCHOOL CULTURE
  - LIFE SKILLS

(Covey et al., 2008)

Challenge of ACADEMICS

- Students must learn to apply acquired skills to authentic situations
- Students must have stronger analytical, critical-thinking, problem-solving, and creativity skills
- Educators must reexamine and adjust their teaching styles and curriculums to accommodate this way of learning and applying

(Covey et al., 2008)

Challenge of SCHOOL CULTURE

- Today's schools cannot afford to make culture building a passive endeavor; a more proactive approach is required.

- Schools must contend with:
  - Disengaged students
  - Bullying
  - Discipline issues
  - Low attendance
  - Poor staff collaboration
  - Low teacher engagement
  - Lack of common vision
  - Resistance to change

(Covey et al., 2008)

Challenge of LIFE SKILLS

- Urgent call for schools to teach more personal and interpersonal skills
- These skills cannot be assumed to be taught at home
- These life skills are needed to prepare our students for the workforce, future careers, and college

Secondary Goals of TLIM

- TLIM has secondary ends:
  - Enabling staff members to be more effective personally and professionally
  - Strengthening the home-school relationship, mostly by students taking the leadership skills home with them
  - Improving communities, by providing a future workforce and citizen base that makes the community a more attractive and safe environment in which to live and do business

Recommendations

- Based on the findings of the UNF study (Ohlson & Pascale, in review), the researchers recommend the following policies and practices:

Recommendations

- When implementing TLIM process, or other whole-school transformation initiatives, allow 3-5 years of implementation before drawing conclusions about the impact on teaching and learning outcomes.
  - Establish a small number of ambitious goals (increase in student achievement in a certain content area, decrease in discipline referrals, increase in student engagement, etc.).
  - Monitor associated outcomes as well as fidelity of implementation.

Recommendations

- Evaluate students' ability to demonstrate the 21st Century Leadership and Life Skills integrated throughout TLIM process including creativity, adaptability, and problem solving as these show direct alignment to the Best Practices for Science Classrooms within the Next Generation Science Standards.

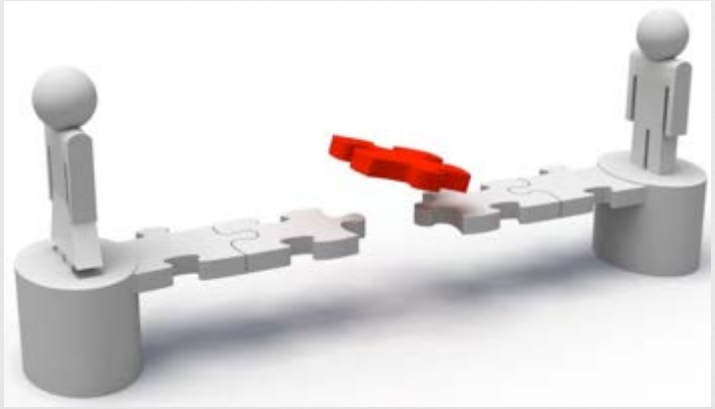
  - Collect data through classroom walkthroughs, lesson plans, and student work analysis to determine if instructional practices/artifacts allow students to show creativity, communicate their ideas, and collaborate with their peers to solve problems.

Recommendations

- Create and support a teaching and learning environment where students have the opportunity to demonstrate 21st Century Leadership and Life Skills integrated throughout TLIM process.
  - Professional development
    - Train school community members (faculty, support staff, community stakeholders) in the essential 21st Century Leadership and Life Skills and support their implementation of these skills.

Recommendations

- Instructional resources
  - Invest in resources such as texts, technology, and tools to allow students to practice and demonstrate the 21st Century Leadership and Life Skills to meet the demands of the NGSS and college and career pathways in the science fields.



Recommendations

- School-wide events
  - Schedule Leadership Days and encourage students to give speeches, showcase their talents, present data notebooks, and share their experiences as leaders. One example of how Leadership Days help to support student leadership development can be found at A. B. Combs in Raleigh, NC http://www.wcpss.net/Page/11110
  - Host and encourage students to participate in science fairs https://www.whitehouse.gov/science-fair and “Hands On” science with NGSS aligned activities http://www.siemensscienceday.com/activities/hands-on-scienceactivities.cfm

References

Carnevale, A.P., Smith, N., & Strohl, J. (2013). Recovery: Job growth and education requirements through 2020. Georgetown Public Policy Institute.

Covey, S. R., Covey, S., Summers, M., & Hatch, D. K. (2008). The Leader in Me (2nd ed.). New York, NY: Simon & Schuster Paperbacks.

Dufour, R., & Dufour, R. (2010). The role of professional learning communities in advancing 21st century skills. *21st century skills: Rethinking how students learn*, 77-95.

References

Fishman, B. J., Marx, R. W., Best, S., & Tal, R. T. (2003). Linking teacher and student learning to improve professional development in systemic reform. *Teaching and Teacher Education, 19(6*), 643-658.

Langdon, D., McKittrick, G., Beede, D., Khan, B., & Doms, M. (2011). STEM: Good jobs now and for the future. ESA Issue Brief# 03-11. US Department of Commerce.

Quinn, H., Schweingruber, H., & Keller, T. (Eds.). (2012). *A framework for K-12 science education: Practices, crosscutting concepts, and core ideas.* National Academies Press.