

ILIMA's WEEKLY CLIPS

Monday's Top Headlines



Upcoming Events:

- 8th Gd. Career Day - 11/29
- Fire Inspection - 12/4
- Winter Concert - 12/15
- Winter Fair - 12/21

Visible Learning

We Learn...

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see & hear
- 70% of what we discuss
- 80% of what we experience
- 95% of what we teach others

Innovative teaching happens in a culture that allows teachers the freedom to fail; a culture of trust.

"We Inform All About the Language of Learning."

Be the Person Who Makes Others Want to Join the Profession

With all the great things happening at our school, we will be hosting the East West Center of the University of Hawaii at Manoa on November 30 from 10:00am to 10:45am. Director Namji Steineman will be walking through some classrooms to learn about Ilima's instructional practices and student engagement. These learning walks are intended to study how we effectively engage students with their learning (i.e. learning intentions, success criteria, feedback for students). Ms. Steineman will

1

WHERE AM I GOING

- Learning Walk Throughs
- Feedback

2

HOW AM I DOING

- Learning Intentions
- Success Criteria

3

WHERE TO NEXT

- Learning Progressions
- Immediate Next Steps



Admin. Updates

- ▶ **Mariko** to VP Mtng - 11/28/17
- ▶ **Mariko** to DBW PD - 11/30/17
- ▶ **Oscar** to Security Summit - 12/8 - 12/11
- ▶ **CISL Bryan Rankie** - 12/11 to 12/21
 - ▶ Bryan will be assisting admin w/Learning Walks

Student Activities

- ▶ Ilima Bucks Reminder: Beginning Nov. 27, Ilima Bucks **need to be dated** in order to be redeemed

Curriculum & Instruction Updates

1. Learn more about the Impact Learning Walks has on your practice & student learning

also be visiting James Campbell High School and Ka`imiloa Elementary School. Take a look at CAS Armstrong's email info:

“We had a meeting last night regarding follow up from eICON conference and Namji shared that she has a group of teachers coming in Papua at the end of the month and was wondering if I had schools doing innovative things, practice best teaching practices, using inquiry, collaboration etc....I shared that I did. Namji would like to expose her teachers from Papua to more engaged learning practices as they are very used to textbook paper pencil rote activities. The classes the teachers participate in while at East West Center are designed to expose teachers to practices (such as VL practices) and more 21st century ‘soft skill’ type approaches. She shared that the tours usually occur at Punahou and Iolani as they always volunteer to host. This time, she wanted to work with our CK public schools.”

The following is an article written by Corwin Consultants, Paul Bloomberg and Barb Pitchford:

Power from Within

Collective teacher efficacy (CTE), the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students (Bandura, 1977, 1986, & 1997), has a 1.57 effect size (Eells, 2011, Hattie, 2014). It has been identified as one of the greatest impacts on student learning. In fact, it is so powerful it can mitigate for the effects of poverty (Hoy, Sweetland & Smith, 2002). With that kind of influence, it behooves educators to understand exactly what underlies collective teacher efficacy and how to realize it in our schools.

CTE is often interpreted as collaboration, but it is so much more. Efficacy is a *belief*, and, in this case, it is the teachers' belief and confidence that they have the ability to positively impact students' learning no matter what the student brings to the table. The *belief* in each other and their collective capacity has the power to make an enormous difference to each and every student.

When teachers believe they can make a difference, they do!

PCNC Updates

- ▶ None

Construction Updates

- ▶ Media Center projected to be ready some time mid-January

Security Updates

- ▶ None

Custodial Updates

- ▶ Be sure to address all safety and fire violations before 12/4

Safety Corner

1. Shelter in Place - 12/05 - To be held in Admin Bldg.
2. Students are still not wearing their IDs and/or uniforms - speak with your homeroom and class periods of the importance identification & uniforms have on their safety.
3. Monitor Ss who leave the classroom. If you are requiring them to return during recess/lunch, you will need to provide them with a pass.

Learn from Within

We believe, no, we KNOW that the greatest resource for change exists under the roof of every school building. All highly effective schools recognize that, for schools to improve, the energy and expertise have to come from within the school itself. The question, of course, is how to leverage the vast knowledge and skills in the school so that teachers have access to one another's expertise.

That's where collaboration moves to collective efficacy. It's about "operationalizing" the high impact influences and practices that have the greatest effect on student learning. In fact, the meta-analytic research on high impact influences highlights the critical importance of creating conditions for *both teachers and students* to learn from and with one another, to create opportunities to build on strengths, to provide a risk-free environment that values learning above all, and to build efficacy through successful experiences in learning.

One of the gifts of being an educator in 2016 is having a plethora of research to inform and improve our practices. We don't have to reinvent the wheel. We know what makes teams effective. We know what accelerates learning for students. We know what makes teams productive in service to our students.

Gallimore and Ermeling *et al* (2009) cite five components:

1. Job-alike teams (common relevant focus)
2. Clear goals
3. Trained peer facilitator
4. Inquiry-based protocols
5. Stable settings (protected time, principal commits to the process over time)

Recently a paper out of Harvard Graduate School of Education by Johnson, Reinhorn, and Simon (2016) examines how collaboration works best, listing five factors that contribute to a team's success:

1. Clear worthwhile purpose
2. Sufficient regular time
3. Administrative support and attention
4. Trained teacher facilitators
5. Integrated approach to teacher support

Beginning to see some consistencies?

5 Critical Components

Over the years, we have worked with hundreds of school teams, and both the research and our experiences with clients supports our claims on what makes teacher teams effective. The following are what we have identified as the 5 critical components of “Rock Star Teams” that ensure engagement, analysis, debate, and action—hallmarks of effective teaming.

1. **Purpose** – common purpose and goals (authentic relevant commitment)
 2. **Support** – administrators actively promoting and participating in team learning (walk the talk)
 3. **Trained facilitator** – promoting inquiry-based protocols (focus and efficiency)
 4. **Safety** – team members feel safe to share, feel free to talk about the tough stuff, and to have hard conversations to stimulate reflection, analysis, and deeper thinking (it’s about relational trust)
 5. **Collective action** – it’s not just talk; collaboration results in thoughtful action
- At the core of the work, these teams are *learners*. They are constantly and relentlessly reflecting on their practice, their strategies, and their actions and asking, “What is our impact on student learning?” These teams make a difference. They are constantly learning in service

Former Ilima & JCHS Alum, Mrs. Minnie Souza, from Freedom Church blessing Ilima Staff with Spanish Rolls.



to their students. Because the number one source for building efficacy is mastery experiences, these teams are in the process of building efficacy, that is, the *belief* that they can and will make a difference in student learning.

As longtime educators who believe in *the power* of good teaching and, even more, good teachers, our belief was validated when John Hattie (2014) identified collective teacher efficacy (CTE) as the highest educational influence found in the research literature to date—1.57 effect size! This translates to more than *quadrupling* the rate of learning (.40 effect equals about a year’s growth in one year’s time).

The ”collective,” that is, teachers working together to make a difference, have the potential to change kids’ lives. That’s what we all want out of our precious team time—collaboration so relentlessly effective that we can guarantee positive impact on ALL students.

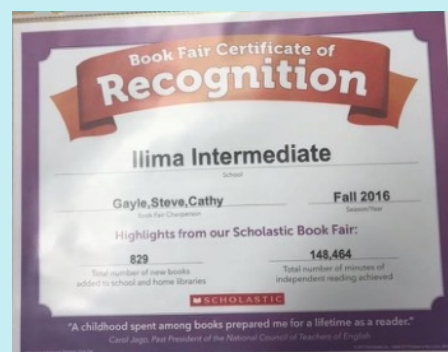
Growing From Within

Schools don’t get better from the top down. They get better from learning and growing from within. And the core of the ”within” is teachers learning from one another to improve practice, to continuously learn from one another to be the best they can be in service to all students.

We know how outrageously complicated teaching and learning is in today’s world. It’s simply not possible to teach consistently well *alone*. We must work together purposefully, efficiently, and effectively to have a positive impact on all students and to build a culture of efficacy. Collective teacher efficacy is a collective confidence in the power of the faculty and/or team to make a difference. It’s so powerful, in fact, that it can quadruple the rate of student learning!

BREAKING DOWN THE #BRIGHTSPOTS:

“Hip Hop Hooray, hey, ho” for our Media Center Crew - Gayle, Steve, Cathy, Cherise, Erin, Gladys, and Dione for nurturing the love of literacy in our students! With their hard work and commitment, Ilima students achieved 148,464 minutes of independent reading. Way to go Royales! Reading is the way to gain knowledge; and knowledge is power!



“Lawe i ka ma’alea a ku’ono’ono.”

- Acquire skill and make it deep