

# Adam Urbanski

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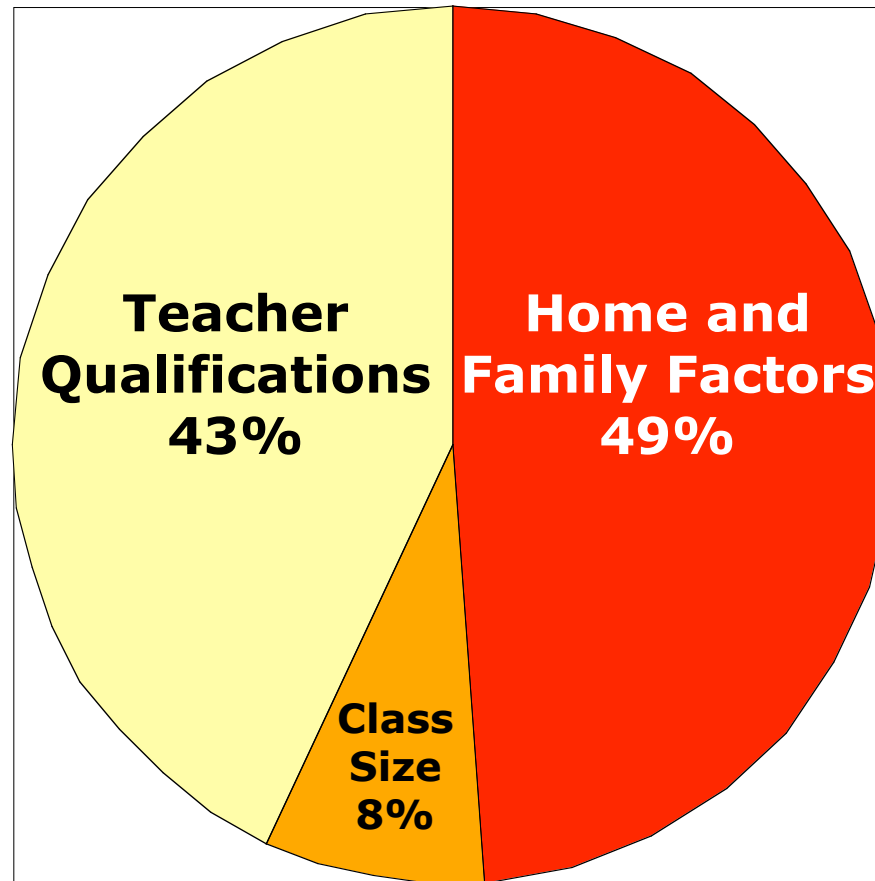
President, Rochester Teachers Assn.

# General Principles

- ❑ Systems and Relationships
  - ❑ Depolarization and Contextualization
  - ❑ Collaboration vs. Collusion
  - ❑ Change as Improvement
  - ❑ Excellence and Equity
  - ❑ Leadership as Management
  - ❑ Exceptions into Norm
-

# Influence of Teacher Qualifications on Student Achievement

## Proportions of Explained Variance of Factors Affecting Math Test Score Gains (Grade 3 to 5)



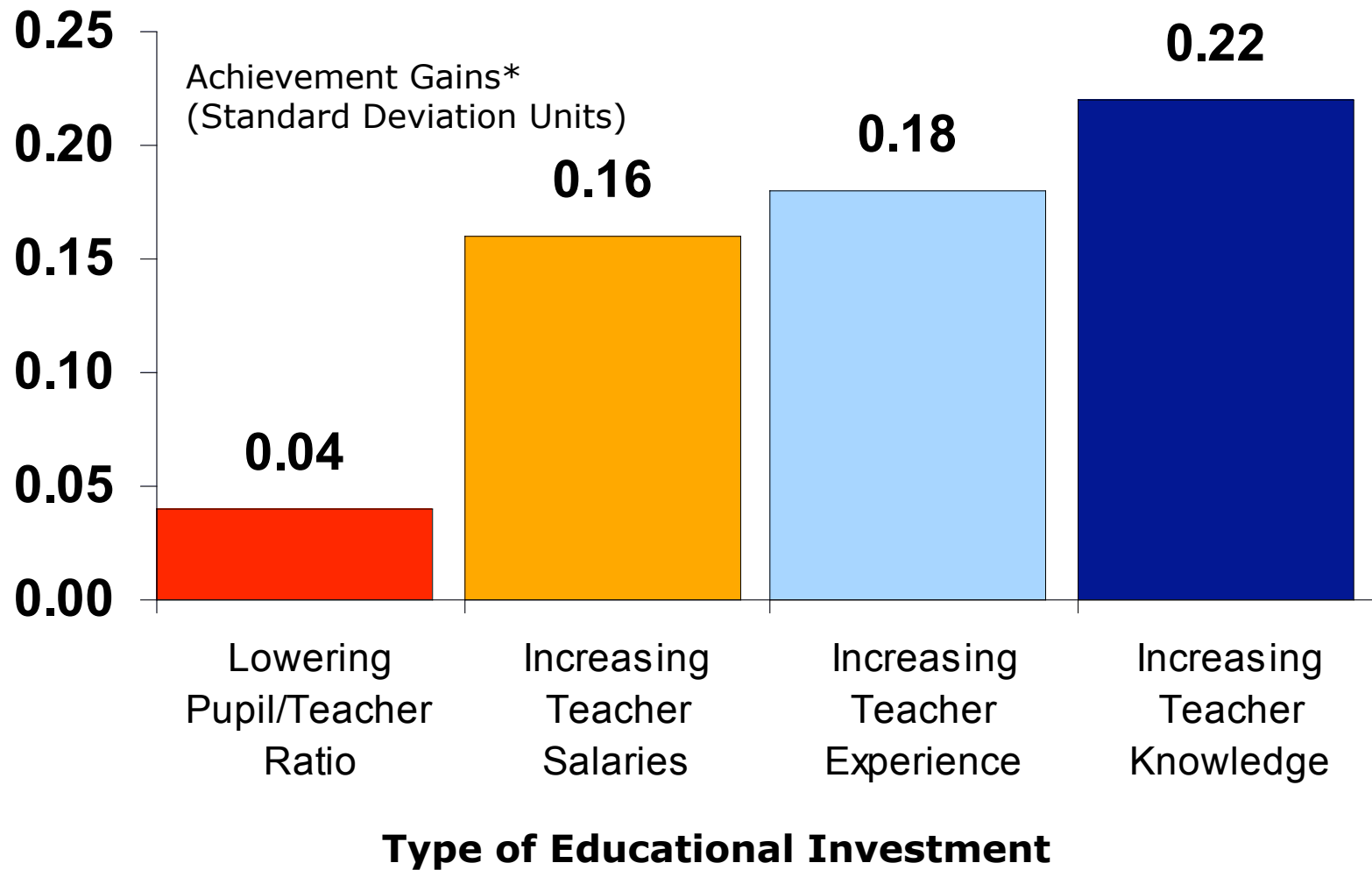
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Ferguson, R.F. (1991). Paying for public education: New evidence of how money matters. *Harvard Journal on Legislation*, 28, 465-498.  
National Commission on Teaching & America's Future, *Doing What Matters Most*. 1997

# Effects of Educational Investments

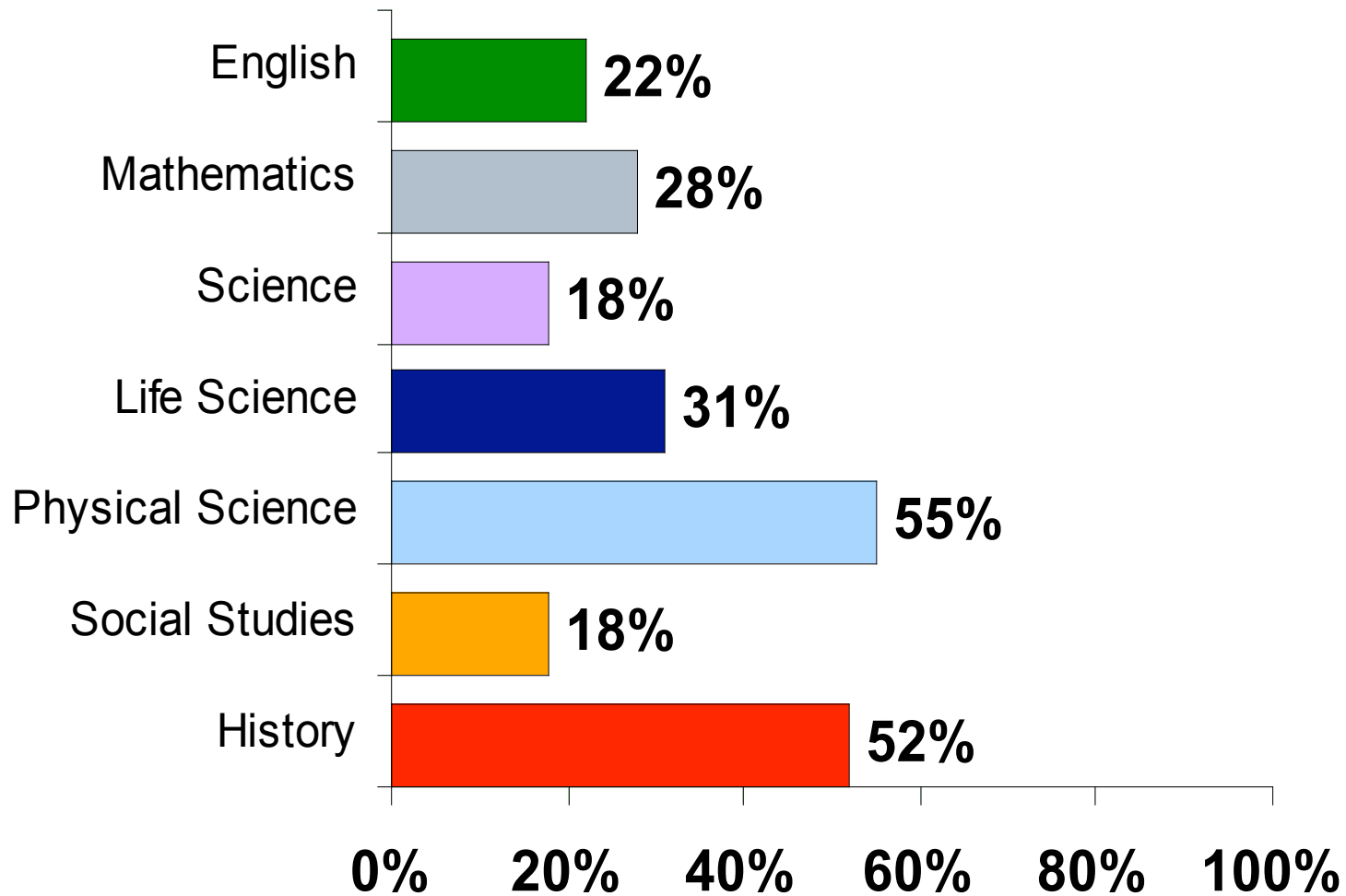
## Size of Increase in Student Achievement

### For Every \$500 Spent on Four Teacher Variables



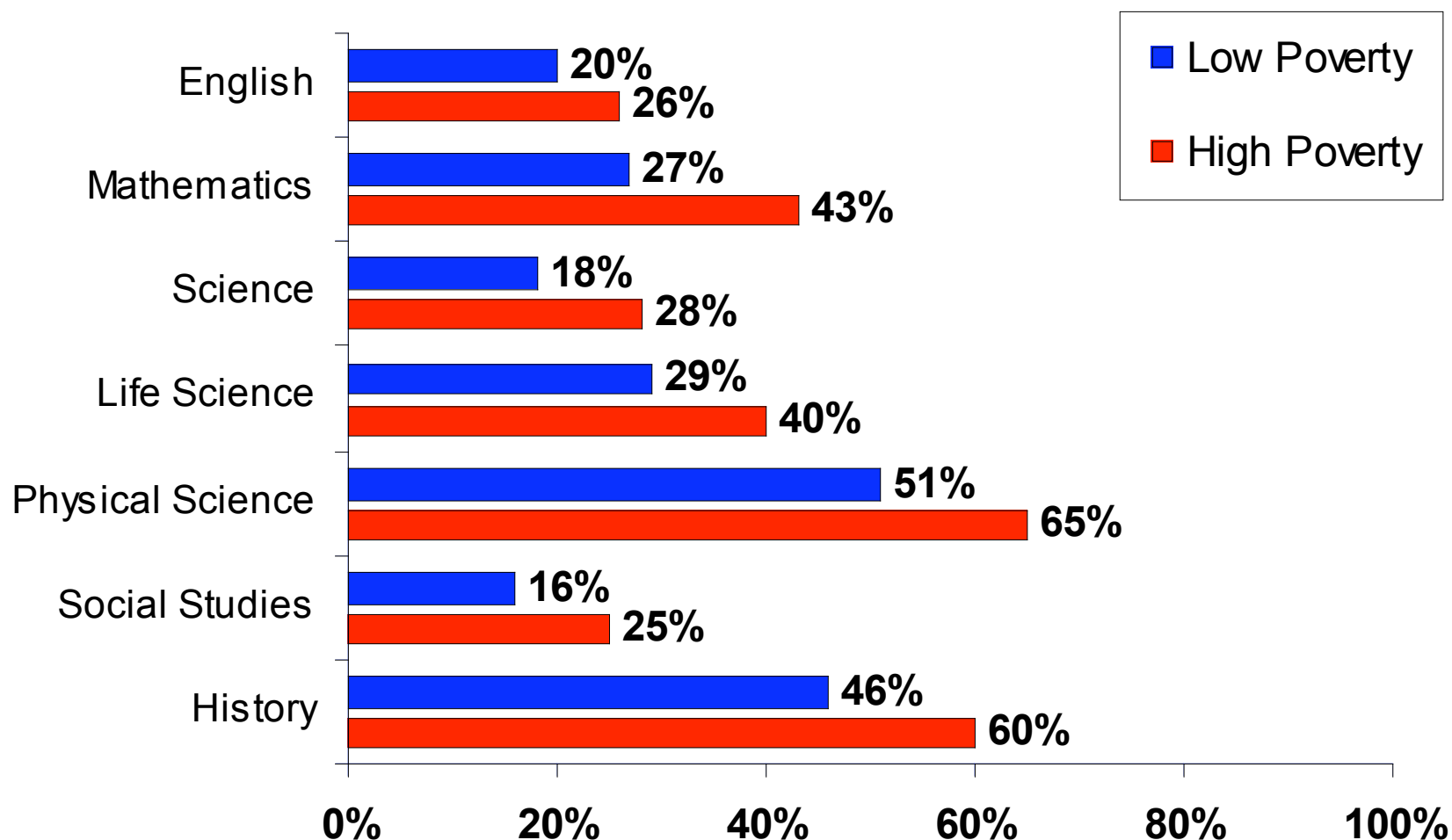
\*Achievement gains were calculated as standard deviation units on a range of achievement tests in the 60 studies reviewed.  
Source: Greewald, R; Hedges, L.V.; & Laine, R.D. (1996) Review of Educational Research, 66(3), 361-393.

Percentage of public high school (grades 9-12) teachers in each field without a major or minor in that field



Source: 1993-94 Schools and Staffing Survey; analyses by Richard Ingersoll

## Percentage of public secondary school (grades 7-12) teachers in each field without a major or minor in that field, by school poverty level



Source: 1993-94 Schools and Staffing Survey; analyses by Richard Ingersoll

# **Hallmarks of a Genuine Profession**

1. Shared Knowledge Base
  2. High and Rigorous Standards
  3. Professional Preparation
  4. Induction
  5. Continuous Learning
  6. Nurturing Students' Readiness to Learn
  7. Professional Discretion & Collegiality
  8. Promotion Within the Profession
  9. Accountability
  10. Professional Conditions & Environment
-

# Principles for Learner-Centered Schools

1. Knowledge-Based Teaching
  2. Student Learning Standards
  3. Safe and Disciplined Environment
  4. Active Learning and Student Effort
  5. Authentic Assessments
  6. Small Schools
  7. Leadership and Management
  8. Coordination of Health/Social Services
  9. Home and Family Involvement
  10. Shared Accountability
-

# Leadership as the Optimum Form of Management

## Mere Management

- ❑ Concerned with now; sees the bottom line
- ❑ Seeks to maintain and to protect the status quo; prefers safe and orderly dynamics

## Real Leadership

- ❑ Concerned with the long term; sees also the horizon
  - ❑ Seeks change and innovation; fosters risk-taking and creative tension
-

# Leadership as the Optimum Form of Management

## Mere Management

- ❑ Judges itself by how many affected; feels responsible
- ❑ Emphasizes skills and tasks

## Real Leadership

- ❑ Judges itself by how many involved; tries also to be responsive
  - ❑ Emphasizes also ideas, habits and the "big picture"
-

# Leadership as the Optimum Form of Management

## Mere Management

- Could be casual
- Projects strength and relies on rewards and punishment

## Real Leadership

- Must be passionate
  - Makes others strong and relies mostly on intrinsic motivation and on logical consequences
-

# Leadership as the Optimum Form of Management

## Mere Management

- ❑ Speaks to the task; is realistic and practical
- ❑ Figures it out at the top and “calls the shots” through directives, orders, and mandates

## Real Leadership

- ❑ Speaks to the heart; is optimistic and hopeful
  - ❑ Multiplies informed choices for others and seeks out their collective wisdom
-

# Leadership as the Optimum Form of Management

## Mere Management

- ❑ Identifies the right strategy and does things right
- ❑ Claims authority by position; can be imposed

## Real Leadership

- ❑ Promotes strategic thinking and does the right things
  - ❑ Earns authority by expertise and modeling; must be accepted, selected, elected
-

# Leadership as the Optimum Form of Management

## Mere Management

- ❑ Expects compliance and requires loyalty to an individual or to an organization
- ❑ Relies on incremental thinking and adaptive learning

## Real Leadership

- ❑ Expects commitment and seeks loyalty to principles and shared ideals
  - ❑ Recognizes the value of lateral thinking and generative learning
-

# Lessons Learned

- ❑ Change is inevitable—and only growth is optional.
  - ❑ The honest answer to the question, When will all this reform be done with? is, Never.
  - ❑ Schools of the future by definition will always be in the future.
  - ❑ Real change is real hard, and it takes real time.
  - ❑ It can be done—it's just that it can't be done easily.
  - ❑ Reform is often painful. Pain is evidence of real change.
-

# Lessons Learned

- ❑ As long as everything goes smoothly, nothing is changing.
  - ❑ If we're all in the same boat, it doesn't matter which end leaks
  - ❑ Reform is a search—an inductive process.
  - ❑ False starts, wrong turns, and negative findings are part of any change effort.
  - ❑ Everyone is for reform, as long as nothing is different.
  - ❑ Reform is doing things differently, not just longer or harder than what we already do.
  - ❑ Letting go is more difficult than adding on.
-

# Lessons Learned

- ❑ The problem with today's schools is not that they are no longer as good as they once were; the problem with today's schools is that they are precisely as they always were.
  - ❑ We often confuse that which is familiar with that which is natural.
  - ❑ The general public holds suspect any school that does not resemble the school that they remember.
  - ❑ Educators are often resistant to change because they are precisely the ones who were most successful in the kind of schools that must change.
  - ❑ Ultimately, teachers will do well only if students do well
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# Lessons Learned

- ❑ If teachers do not become agents of reform, they will surely remain targets of reform.
  - ❑ We can be a force for change or we will be forced to change
  - ❑ Unexamined tradition does not yield easily to reflective practice.
  - ❑ Tradition and inertia are more real hurdles to change than mandates.
  - ❑ Nothing is less productive than making more efficient that which should not be done at all
  - ❑ Radical problems require radical solutions.
  - ❑ The risks of not trying are even greater.
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*Teacher Union Reform Network  
of AFT and NEA Locals*

## **Mission Statement**

**T**eacher unions must provide leadership for the collective voice of their members. Teacher unions have a responsibility to students, their families, and to the broader society. Teacher unions are committed to public education as a vital element of our democracy. What unites these responsibilities is our commitment to help all children learn.

**W**e affirm the unions' responsibility to collaborate with other stakeholders in public education and to seek consistently higher levels of student achievement by:

- Improving continuously the quality of teaching
- Promoting in public education and in the union democratic dynamics, fairness, and due process for all
- Seeking to expand the scope of collective bargaining to include instructional and professional issues
- Improving on an ongoing basis the terms and conditions under which both adults and children work and learn



*Teacher Union Reform Network  
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### **Standards for Responsible and Responsive Teacher Unions**

Responsible and responsive teacher unions are committed to:

- \* consider students' learning as our primary goal and assume professional accountability for students' progress
- \* take responsibility for teaching quality, support teachers' professional learning and ensure that teachers are empowered at the school and classroom level
- \* improve the terms and conditions under which both adults and students work and learn
- \* expand the scope of collective bargaining to include instructional and professional issues and teacher involvement in educational decisions
- \* organize members by promoting quality and create ways for excellent practitioners to become leaders in our schools and in our unions
- \* collaborate with other stakeholders as equal partners and involve families and communities in students' learning
- \* protect the right of collective action and collective bargaining
- \* engage in democratic and transparent practices that are equitable and ethically and fiscally responsible
- \* honor dissent and promote social justice, self determination, fairness and due process
- \* preserve and improve public education and maintain an open mind to new and promising ideas and changes

# Parent Input Form

**NOTE 1** - Please indicate the ways in which communication between you and your child's teacher has occurred during this school year by checking all the following boxes that apply:

- I contacted the teacher 10-20
- Teacher phoned me
- I wrote to the teacher
- Teacher wrote to me
- I came to the school
- Teacher made a home visit
- I visited or helped in the classroom
- I attended a parent-teacher conference
- I attended open house
- I attended other school activities
- I contacted the school when my child was absent
- I signed and returned all report cards
- I gave the school my home phone number
- I gave the school an emergency phone number
- Other (please specify): \_\_\_\_\_

**PART 2** - For each of the following statements, check the box of the response that best reflects your knowledge. Feel free to add comments in the spaces provided:

**PARENT-TEACHER COMMUNICATION**

1. My child's teacher is accessible and responsive to me when I call or want to meet. 35
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

2. The teacher makes clear what my child is expected to learn in this class. 35
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

3. The teacher makes clear how my child is expected to behave in class. 37
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

4. The teacher contacts me promptly with concerns about my child's academic or behavioral performance. 38
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

5. The teacher responds clearly when I have questions about application of classroom rules to my child. 39
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

6. At parent-teacher conferences, and when I ask, my child's teacher explains the meaning of grades and how they were achieved. 30
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

7. The teacher informs me when my child's attendance or punctuality becomes a concern. 31
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

8. The teacher deals with me in a fair and respectful manner. 32
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

- HOME INVOLVEMENT**
9. When I ask, the teacher suggests ways I can help my child learn at home. 33
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

10. My child's teacher encourages contribution of learning at home and in the community. 34
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

11. My child's teacher welcomes me to visit the classroom at mutually convenient times. 35
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

12. The teacher welcomes and considers information which I provide in order to help my child. 36
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

13. As needed, the teacher and I develop a cooperative strategy to help my child. 37
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Parent/Guardian's Name: (PLEASE PRINT) \_\_\_\_\_

Sigature of Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

Please return the completed form directly to your child's teacher no later than **February 27, 2009**. Thank you.

**ASPECTS OF MY CHILD'S PROGRESS**

14. My child's teacher assigns clear and meaningful homework. 38
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

15. My child's teacher provides feedback on homework and tests. 35
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

16. The teacher supports my child in developing good study habits. 40
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

17. The teacher recognizes and builds upon my child's interests and abilities. 41
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

18. The teacher encourages my child to seek and succeed. 42
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

19. The teacher shares my high expectations for my child's learning and behavior. 43
- 1 Usually
  - 2 Sometimes
  - 3 Rarely
  - 4 Don't Know
  - 5 Doesn't Apply
- Comment: \_\_\_\_\_

20. Any additional relevant comments: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## RTA Survey for Teachers to Evaluate Administrator's Performance

Administrator's Name: \_\_\_\_\_

School: \_\_\_\_\_

Position:  Principal  Vice principal  House Administrator  CASE  Other:

Central Office Administrator (list position): \_\_\_\_\_

**For each of the following statements, check the box of the response that best reflects your assessment.**

**Feel free to add comments for any item on the back of this sheet:**

- |   |   |   |
|---|---|---|
| 1. Exercises authority in a fair and consistent manner.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply                      | 9. Fosters high faculty/school morale.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply                             | 17. Assigns tasks fairly and equitably.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply                    |
| 2. Helps maintain an orderly school environment.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply                             | 10. Treats teachers with dignity and as professionals.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply             | 18. Ensures that faculty/citywide meetings are meaningful.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply |
| 3. Provides for meaningful faculty involvement in school/district decisions.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply | 11. Supports faculty against unwarranted attacks and criticism<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply     | 19. Respects and adheres to negotiated contracts.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply          |
| 4. Provides support to faculty/schools in student discipline cases.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply          | 12. Recognizes achievements of individual faculty members.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply         | 20. Any additional relevant comments may be written on the other side of this sheet.  |
| 5. Maintains high standards of conduct for students.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply                         | 13. Encourages initiative and creativity by faculty.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply               |   |
| 6. Genuinely supports faculty/schools in fostering pupil achievement.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply        | 14. Supervision and evaluation of faculty is fairly applied.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply       |   |
| 7. Welcomes constructive criticism and benefits from it.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply                     | 15. Attempts to reduce classroom interruptions.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply                    |   |
| 8. Utilizes available financial resources to improve instruction.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply            | 16. Does all possible to lessen paperwork and non-teaching duties.<br><input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely<br><input type="checkbox"/> Don't Know <input type="checkbox"/> Doesn't Apply |   |