

Dr. Avis Glaze – January 2007

Dr. Avis Glaze, Chief Student Achievement Officer of Ontario and CEO, The Literacy and Numeracy Secretariat

In this address, Dr. Avis Glaze outlines the positive signs of progress, but also points out that there is still much to be done in terms of improved achievement in literacy and numeracy. She notes that equity of outcome will be a major focus in coming years, emphasizing that we must not leave behind those children who do not have the wherewithal of those more fortunate. She then highlights the steps involved in transforming an organization and reviews the key characteristics of a professional learning community.

Dr. Glaze calls on participants to share with her their feedback on how the Leading Student Achievement project has had an impact on them and their learning environment. She concludes her address by acknowledging the appreciation that has been expressed for the project, and she urges participants to use their political voice to promote an appropriate and effective educational agenda.

Contact:

For biographical information on Dr. Avis Glaze, visit www.ice-cie.ca/documents/AvisGlazebio.pdf

For information on the work of the Literacy and Numeracy Secretariat, visit www.edu.gov.on.ca/eng/literacynumeracy/moreinfo.html

Segments:

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- 7...Conclusion

1...Introduction

(Length: 3.5 minutes)

Synopsis:

In this opening segment, Dr. Glaze expresses gratitude to the supervisory officers, principals, vice-principals, and workers at the Literacy and Numeracy Secretariat. She also commends the contributions of the three principals' associations and Curriculum Services Canada to the Leading Student Achievement initiative. She concludes this segment by outlining the topics she intends to cover in her presentation.

2...Improvements in Student Achievement Throughout the Province

(Length: 6 minutes)

Synopsis:

Dr. Glaze explains that the gaps are shrinking between students who are achieving success and those who are having difficulty achieving the standard in literacy and numeracy. She lists the signs of progress and provides a series of positive statistics on student achievement.

Look for the following:

- The signs that progress is being made
- The statistical evidence of improvement in student achievement

After viewing Segment 2:

After viewing this segment for the first time, replay the segment and complete the following tasks:

- Dr. Glaze notes that the gap is shrinking between those students achieving success and those who are not. Furthermore, she identifies numerous signs of this progress, which she attributes to the work taking place in the field. Make a list of these positive changes Dr. Glaze outlines. Then, as a small group, determine which change is most evident in your school and which is the least evident. Discuss whether there would be a benefit in addressing this least evident indicator of progress, and if so, the manner in which you could do so.
- As a small group, record on chart paper the statistical evidence presented by Dr. Glaze. Together, discuss the significance of these statistics. To what degree do these figures reflect what is occurring in your school?

3...Equity of Outcome

(Length: 16 minutes)

Synopsis:

Dr. Glaze points out that equity of outcome will be a major focus in coming years. For example, we must implement strategies to meet the needs of special education students in the areas of mathematics, reading, and writing, in order to narrow the gap between their achievement level and that of students in the regular stream. To assist in this task, the Literacy and Numeracy Secretariat is targeting specific interventions. Dr. Glaze also refers to the new divide being caused by technology and proposes one possible method of addressing the inequity it causes. She concludes the segment by describing the critical role of educational leaders in pursuing equity for all students.

Look for the following:

- The specific gaps that exist between the achievement levels of special education students and those of students in the regular stream
- The specific assistance that the Literacy and Numeracy Secretariat can provide teachers to support them in working with students who are not doing well
- The impact on Canada of neglecting or ignoring equity issues
- The new divide caused by technology
- The manner in which educational leaders will be judged

After viewing Segment 3:

- The Literacy and Numeracy Secretariat offers the following supports to teachers so that they can provide effective assistance to students who are having difficulty achieving success:
 1. “What Works” (first edition now available)
 2. “Schools on the Move”
 3. Webcasts (also available on DVD)
 4. The “Capacity Building Team” (led by Judith Taylor)
 5. “Teacher Moderation” (an excellent professional development activity)
 6. Mathematics Resources (e.g., Mary Lou Kestell and Katherine Kubota-Zarivnij).

Which of these supports would help teachers in your school to address the needs of their students and lead them to improved achievement?

- In this part of her presentation, Dr. Glaze refers to Robert Greenleaf’s work in order to propose a concept of leadership that addresses the equity issue. Greenleaf’s theory is that leaders are judged on how they make a difference, especially for those who are disadvantaged. Which criteria do you wish to be the basis on which you are judged as a leader?

Digging Deeper:

For more biographical information on Robert Greenleaf and his theory of ‘servant leadership’, visit <http://www.donfrick.com/servlead.htm>

4...“New Age” Learners

(Length: 2 minutes)

Synopsis:

Dr. Glaze points out that there are now many students who have grown up using the Internet and that we must determine what instructional strategies work most effectively with these children.

5...Transforming Your Organization

(Length: 5 minutes)

Synopsis:

In this segment, Dr. Glaze lists the eight actions that transform an organization (as developed by John P. Kotter), and then she reviews the characteristics of professional learning communities (as summarized by Louise Stoll).

Look for the following:

- The actions that transform an organization
- The characteristics of professional learning communities

After viewing Segment 5:

- Examine each action below that moves an organization towards a transformation, and determine the extent to which your school has accomplished a change.

Action	Degree of Implementation
Establishing a sense of urgency	
Forming a guiding coalition	
Creating a vision	
Communicating that vision	
Empowering others to act	
Planning for and creating short-term wins and long-term gains	
Consolidating improvement and producing more change	
Institutionalizing new approaches	

Digging Deeper:

Kotter, J. (1996). *Leading Change*. Boston: Harvard Business School.

Kotter, J. et al. (2002). *The Heart of Change: Real-Life Stories of How People Change Their Organizations*. Boston: Harvard Business School.

6...What's Happening in the System

(Length: 11 minutes)

Synopsis:

Participants at the January 2007 Symposium share with Dr. Glaze the positive impact of the Leading Student Achievement initiative.

Look for the following:

- The development of professional learning communities in schools
- An increase in the use of data
- A common language
- Professional development tailored to principals' needs
- System alignment
- Strong vision
- Clear and precise interventions
- Excellent dialogue

After viewing Segment 6:

- Describe the positive effects you have experienced and observed as a result of the implementation of the Leading Student Achievement initiative.

7...Conclusion

(Length: 9 minutes)

Synopsis:

Dr. Glaze notes that appreciation for the project is clearly evident and that much of the credit for the project's success is due to the efforts of the three principals' associations. She urges principals to use their political voice to inform the public as to what the educational agenda should be and to advocate for teachers, schools, and children. She promotes Stephen Covey's advice on achieving everyday greatness. Using the film *Lessons from Geese* to illustrate her point, she concludes by stressing the importance of working as a team.

Look for the following:

- Using a political voice and positive politics
- Stephen Covey's advice on achieving greatness

After viewing Segment 7:

- Dr. Glaze urges principals to use their political voice to present and promote an appropriate and effective educational agenda. What components would your educational agenda contain? In what ways do these components align with Dr. Glaze's views?
- According to Stephen Covey, how do individuals achieve everyday greatness?

Digging Deeper:

Covey, S. et al. (2006). *Everyday Greatness: Inspiration for a Meaningful Life*. Nashville, TN: Rutledge Hill.

Lessons from Geese (DVD/Video) from International Tele-Film Website: www.itf.ca;

Email: sales@itf.ca