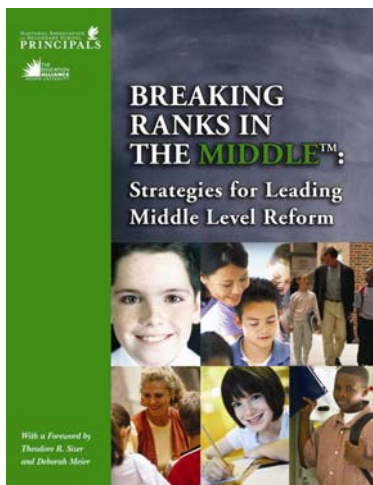


Breaking Ranks in the Middle™


Leadership Module



NATIONAL ASSOCIATION
OF SECONDARY SCHOOL
PRINCIPALS



*Celebrating 90 years of excellence
in middle and high school leadership*

 Please refer to Participant
Materials Module 1 #1 (Lower
Right Hand Corner)

Goal

To help ensure your success as a middle level leader as you engage in systemic reform to improve student performance through the recommendations in *Breaking Ranks in the Middle™: Strategies for Leading Middle Level Reform.*

Objectives

- 🔥 Deepen your knowledge of the *Breaking Ranks in the Middle™* core areas, the recommendations within them, and the cornerstone strategies.
- 🔥 Increase your leadership capacity to collaborate and support the implementation of *Breaking Ranks in the Middle™*.
- 🔥 Explore *Breaking Ranks in the Middle™* tools and methods for collecting data to promote conversation and inform decision-making.
- 🔥 Increase your knowledge of professional development resources and technical support services for implementing *Breaking Ranks in the Middle™* initiatives.
- 🔥 Build relationships for networking and support.

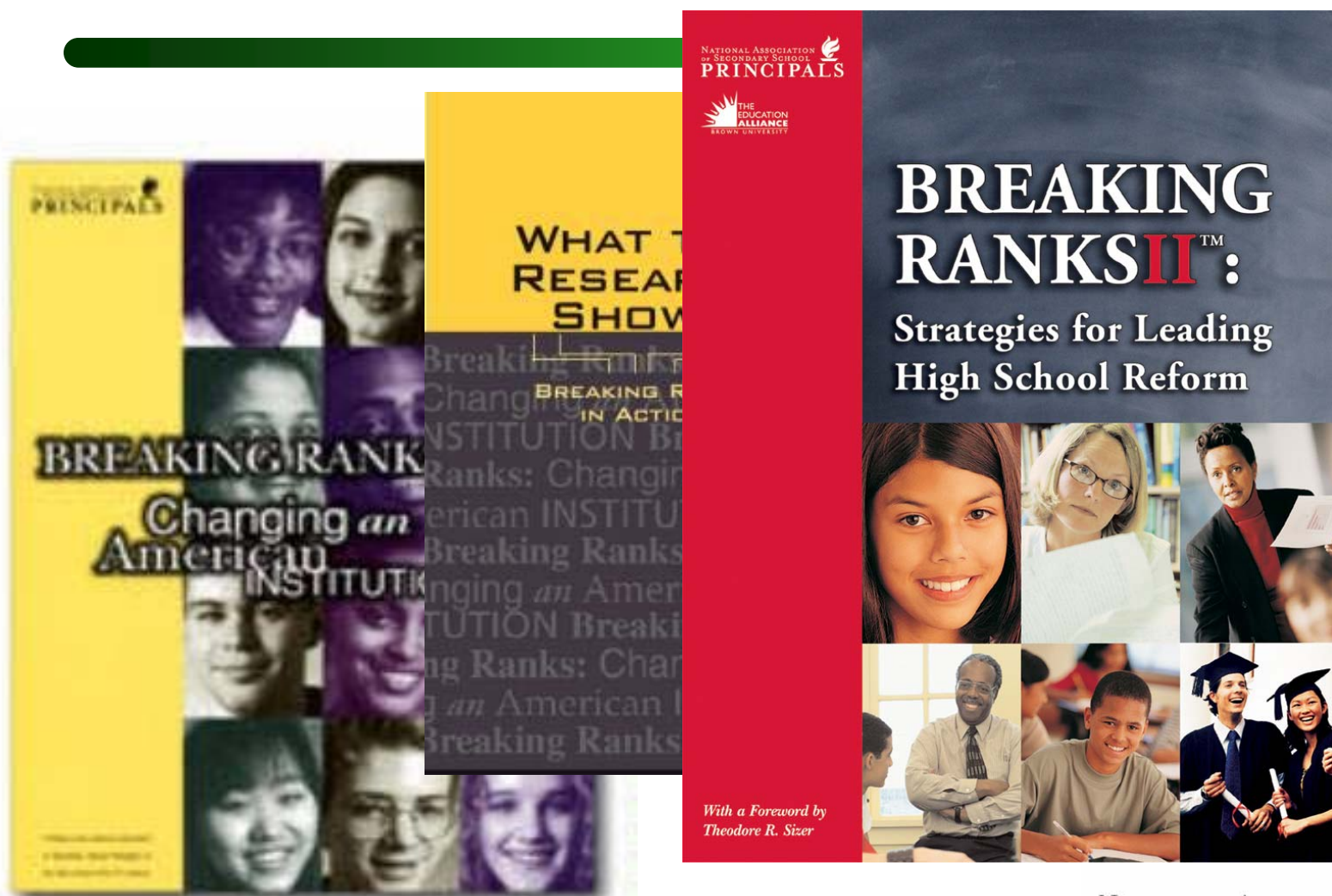


 Please refer to Participant
Materials Module 1 #2 – the
Training Agenda

Training Expectations

- 🔥 Turn off or set to vibrate all cell phones and pagers
- 🔥 Honor one another's time commitments. We will begin and end all sessions on time.
- 🔥 Breaks are a part of our agenda, but adults sometimes need breaks that have not been scheduled. Take care of comfort needs as necessary.
- 🔥 From time to time adults in sessions such as these need time to converse about something unrelated to the topic at hand. If you have that need, please take your conversation to the hallway.
- 🔥 Last and most important – actively participate in all aspects of the training.

Breaking Ranks Progression



M1:7 Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform

Turning Points and Breaking Ranks



M1:8 Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform






Turning Points and Turning Points 2000

 Gave credibility to the middle school movement





 Recommended middle schools, not junior highs

 Accelerated reform of middle schools


Middle School Years


-  Rapid physical and intellectual growth
-  Emotional turbulence
-  Exposure to alcohol, drugs, sex
-  Tend to lose self-esteem
-  Lose the motivation to learn

What is Breaking Ranks II?




-  It is a theory about what high schools should be.
-  It is a compilation of reform ideas from practitioners.
-  It is a statement of principles and a template for action.
-  It is a complex set of recommendations for changing American high schools.

Breaking Ranks in the Middle (BRIM) follows the BRII approach






 BRIM is not just another report about how to improve middle schools. It is a working document and a guidebook ...one that is designed by practitioners for practitioners. It is a collection of strategies that have worked in various locations.

3 Step Progression of BRIM

-  Realize the need (your own awareness)
-  Help others see the need to change (use values and data to make the case)
-  Promote improved student performance by providing opportunities for students to build relationships within the school and between themselves and what they learn (implement the strategies)

Breaking Ranks In the Middle Structure and Organization

-  3 Core Areas
 - Collaborative Leadership (page 55)
 - Personalization (page 127)
 - Curriculum, Instruction and Assessment (page 175)
-  30 recommendations based on proven practices (pages 23-24)
-  9 Cornerstone Strategies (pages 8-21)

Cornerstone Strategies

Key concepts:

1. essential learnings, rigor, real world relevance, mastery, aligned curriculum, effective teaching
2. dynamic teacher teams, common planning time, frequent high quality interactions between teachers and students.

Cornerstone Strategies

Key concepts:

3. structured planning time, curriculum aligned across grades/schools, students' academic, developmental, social, and personal needs, focus on transition
4. advisory in which students plan and assess academic, personal & social development with an adult

Cornerstone Strategies

Key concepts:

5. teachers assess individual learning needs of students, teachers tailor instructional strategies and multiple assessments accordingly
6. teachers implement schedules to
 - ✓ teach in the ways students learn best
 - ✓ facilitate teaming
 - ✓ facilitate planning

Cornerstone Strategies

Key concepts:

7. leadership systems for involvement in decision-making by students, teachers, family members, and the community, effective communication among these groups.
8. all social, economic, and racial/ethnic groups have open and equal access to challenging activities and learning.

Cornerstone Strategies

Key concepts:

9. professional development program that:
 - ✓ is school-wide
 - ✓ is comprehensive
 - ✓ Is ongoing
 - ✓ aligns staff personal learning plans with the requisite capacity in content, instructional strategies, and student developmental factors.

Types of Attendees

 Vacationer


 Draftee

 Learner

Introductions – Pair/Share

 Name

 Your current job and location

 Tell one fact about your middle level-self that has contributed to your success.