

Nora Chahbazi: Good evening, everyone, and welcome. I'm so happy that you're here, and welcome to all of you who will be watching the recording. I'm Nora Shabazi. I'm the founder of Ebley which stands for evidence-based literacy instruction. It is a system of teacher training, and student lessons to teach anyone of any age or ability level to read, write, and spell to their highest potential. And it's taught in whole class small group one on one. And we have taught

Nora Chahbazi: people in Ebley from 49 states and 23 countries so far. And and that keeps growing. So we're happy to have you here. And I'm going to share my screen, and we will get going

Nora Chahbazi: again.

Nora Chahbazi: Let me see the right stuff here.

Nora Chahbazi: there we go, all right. This topic is one that's really been near and dear to my heart, for ever since I started teaching literacy back in the mid nineties the sky's the limit, and lifting every single learner, regardless again of age or ability, level or diagnosis to their very highest potential. And I'm very excited to share with you guys.

Nora Chahbazi: Oh, about that.

Nora Chahbazi: So what I'd like to ask of you if you will be sure and put your questions and comments in the chat as we go. I always love to see where you're joining us from. So if you would share that too, I would appreciate that I always go back afterwards and look at the chat. I don't pay attention to the chat at all. While I'm talking. We have Katie and Cricket here from Team Ebley, and they will be managing the chat and grabbing your questions

Nora Chahbazi: and making sure we have all of that, so that we can answer those at the end. So also, we have those guys on here. We also have 3 people who will be also speaking on this webinar, and we ask that you don't private message any of us, because those will really not be looked at or addressed. So be sure that you ask all of your questions in the general chat, please. All right, and we'll answer those at the end.

Nora Chahbazi: So this is what we're going to be talking about tonight. What does it look like to raise the bar high and help everybody get there? All of your students. And then how do your high expectations, as far as the teacher, the parent, the carer, whoever it is that's dealing with with the learner? How does this influence your student outcomes? How do you maximize every student's performance?

Nora Chahbazi: How much struggle is too much struggle? That's an important one. And then, at the end. I'm going to save the best for last. We are going to hear from some educators who have taken the students in their schools, and the teachers raise the bar high, help the students, and the teachers reach it in a really massive way. So

Nora Chahbazi: and then they will also be answering questions. So when you have questions. If you have a question for either Angie or Gary, who are administrators, or Jen, who's gonna also be sharing here or me, if you'll put our name at the beginning, so Katie will know who to ask the question to at the end. That would be helpful, and if I remember, I'll remind you again, as as we keep going

Nora Chahbazi: all right. So this quote, I think, was a good one to start off with. It's only through raising expectations and striving for excellence, that our children can reach their full potential. And we always want all of our children to reach their full potential. And we are the ones that can really help them boost them up to get there. So I'm going to start out tonight by sharing a very non education story.

Nora Chahbazi: I'm going to share Randy's story. Molly is my niece, and some of you may be familiar with Molly. She was Molly Woodworth. She was in the documentary. The truth about reading, and her daughter Claire was also, and she was also in Emily Hanford's at a loss for words. One of her radio documentaries that she did before she did sold a story, so that whole radio documentary really was all based around Molly and her story.

Nora Chahbazi: So she's my niece, and Randy is her husband, and they have 4 beautiful children, 2 younger ones, and 2 older ones, and they were going off in March this past march to the Caribbean for Spring break, and Randy was having some pain in his side. He thought he was having gallbladder problems.

Nora Chahbazi: and Molly convinced him to go to urgent care. And he ended up in the hospital with a pet scan, with stage 4 fast growing cancer throughout his body. That really.

Nora Chahbazi: if don't Google, it was what my sister would say if I, when we talked about it very, very, very poor prognosis. And they went through all the things Molly quit her work. She used to do our financial stuff here, and she quit here and became Randy's nurse and doctor and pharmacist and nutritionist and insurance person. And I mean, this is like a 4 times full-time job, as he tried to, you know.

Nora Chahbazi: deal with the chemo and all of the stuff of you know, trying to battle this. And so they searched literally the world over very quickly, and ended up finding everyone told them. No, doctor, no surgeon would touch. This would do surgery on this. It's not going to happen. And Randy.

Nora Chahbazi: from the very 1st moment, had his expectation expectations so high he's like, I'm going to beat this. We're going to do this. He was very public, you can see. On the left he has a podcast. He owns a

Nora Chahbazi: a commercial real estate company, and several other companies, and he was very open about it from the very beginning. And this is what's going on, and I'm going to beat it and help me fight, and I'm you know. I never once heard him say anything negative like ever. And Molly was trying to hold this all up, too. But she's, you know, they're getting their affairs in order, and

Nora Chahbazi: all of the things that

Nora Chahbazi: you do in this kind of situation, and he just never, ever

Nora Chahbazi: had any thought that it was going to be anything. But besides, I need to live, and I'm I'm going to live.

Nora Chahbazi: And so they found a doctor at Md. Anderson. They went down there who said, I'll consider it. You have to have at least 30% of your liver that is not cancerous for us to do surgery. And so

they went down, and all the tests, and then they came back home. They had to go down again, and the second time they were going to decide. And the doctor said, Okay, you have 32% of your liver, and I'll do it.

Nora Chahbazi: So you need to have so many more months of chemo, and with the goal of making it not grow more because it is so fast growing that it's not going to shrink. Or it was other places in his body, too. So they went down in November for this surgery, and with all of us

Nora Chahbazi: the the support of everybody

Nora Chahbazi: was, so you can see at the bottom, Claire, their daughter's softball team. They all all their teams and Max's team, had had shirts put on there with his initials with his name on the back. Everybody was pulling for them like not just in our little community and around this area, but all over the

Nora Chahbazi: the country, and it was such it was something to behold like, Wow! How can you, I mean, are you really thinking that way? And how in the positivity of her, of him, of all of it was just. You couldn't help but think, wow! You know.

Nora Chahbazi: you never know right? So he does the surgery. They get the 32% of his liver out. And the doctor says it's right up close to these blood vessels, so there might be a little bit of cancer left. But when they came out he said, You know what? You're not going to die of liver cancer. This is this is gone. There's another spot on his, up in his chest, that they're going to do some laparoscopic surgery on. But he is. You can see the picture up in the right.

Nora Chahbazi: He is healthy, he is vibrant. He's back at work. He's doing some chemo before they do the, you know, laparoscopic surgery and all, and he might have to do some. I forget what it's called immunotherapy stuff.

Nora Chahbazi: but it's I. And I told him, Man, you are going to be in a lot of medical journals, because the oncologist said that surgeon was nuts to even attempt surgery, but you know 6 and one half and other the other. So the whole thing is, I truly think

Nora Chahbazi: Randy's mindset and his perception that I am. I'm not going to be beaten. I need to live. This is what I'm going to do, and he never would think otherwise. And I think this is such a perfect example of how you raise that bar. And you. Just this is what's going to happen?

Nora Chahbazi: And then it did. It's a great story, and it's a great way to start off, you know. I think this webinar. So what I'm going to do here is go through some of the books on my journey. I am not an educator by education. I have 2 degrees in nursing, and I came to this literacy world by way of a child of my own, who was a struggling reader back in the nineties. So I it's very atypical how I got here. But there's a lot of

Nora Chahbazi: books and resources and people who help me along the way. So I'm going to talk about the ones that help me with my mindset that I am so just like Randy. I have the randy effect of so firm about that. No, don't tell me that somebody can't become a highly proficient reader, because no, my mindset is that they can. And so our expectation.

Nora Chahbazi: expectation and the outcome has been that. Okay, let's put this bar here. Let's help them get there. So if you followed any of our webinars or heard me talk before, you know that you've probably heard me talk about why our children can't read, and what you can do about it by Diane McGinnis. This was the book that I

Nora Chahbazi: was brought to my attention after I talked a lot about my daughter, who had been taught whole language and phonics, and was very smart, and neither of them worked for her. But in this book Diane McGinnis is basically every child can learn to read. So that's that. And so she started me out on my mindset of having that bar high, and really not being willing to let anybody

Nora Chahbazi: forced me to bring it down.

Nora Chahbazi: And these are a couple of quotes that were from her book. So if a child has a reading problem, and this is, I think it's such an important quote, and I've read her book so many times, and I don't remember even this part quite honestly. But you must do something about it fast

Nora Chahbazi: if anybody tells you. If your child's a struggling reader, they're starting off kind of slow like, don't worry, you know it'll self correct. It's not true. And and she put that out very bluntly. But this one I really it really resonated. And I've held it close ever since that we need to hold the firm belief that all children can be taught to read.

Nora Chahbazi: This happens a lot in lip service from what I see in here, but oftentimes, you know, in theory more than in practice, and and for us, and for many and those of you are going to hear from later here on this webinar. They have that same expectation that they're going to be taught to read, and if they're not reading, we're going to do something different, and they will be reading

Nora Chahbazi: the other book. I don't talk a lot about this one, but this one really had a very profound effect on me. It's called, What is it about me? You can't teach now this book. It's kind of a jarring title, isn't it? This book is based on the work of Ruben Furstien. I may have butchered his name, but he was a psychologist in Israel that opened schools for children who were survivors of concentration camps, and he scoured the world for the best teachers to come and teach these very traumatized children.

Nora Chahbazi: And they, these teachers came to the conclusion that these kids were too scarred to be able to learn. And so Dr. Fuerstein

Nora Chahbazi: created the mediated learning process. And many of you know it. Really, Anita, Nita Archer is who I think of. It's the I do. We do. You do like I'm going to do something and show you we're going to do it. So I walk you through, and then you're going to do it while I watch, and then you're going to be off on your own. And I read this very soon after. I taught my daughter to read, and she was doing math problems, and she was in maybe 4th grade at that time.

Nora Chahbazi: and it was like long division, and she's just like, I'm not really quite getting this. And so I sat down with her. I walked her through 1,396, divided by 3, 3 goes into 3, 1 time, you know the whole thing, and I and then she did one, and and I kind of talked to her as she did it, and then she did the whole entire sheet, and never had a problem with, you know, long division now may take more repetitions or less. But this book

Nora Chahbazi: is based on his work, and also inner city kids who really, actually one of them asked this question, what is it about me that you can't teach? Why can't you teach me.

Nora Chahbazi: you know, so that I can learn because we can always teach things. But the whole point is, we want the kids to learn them. And so this book is very it has it. Actually even had. I don't know if it still does. This is a newer version. Mine's a much older version, but it had a CD.

Nora Chahbazi: Probably doesn't have that anymore in the back of it that actually showed the strategies and stuff used in it that you can use in your classroom and with your kids. But this page in it was really sobering to me, and this is something that I hear a lot, and I hear it from parents. I hear it from teachers. I hear it from you know anybody, because we all have these even unconscious or subconscious biases like, you know, they can't learn to read, because this

Nora Chahbazi: English is their second language. They can't learn to read because their parents are divorced or their parents aren't divorced, or whatever. But this whole list is, you know just actually, divorce isn't even on here, because I thought about that with my own daughter was because I am divorced. And in 7th grade there was a young man who did poorly in school and had poor behavior, and the

Nora Chahbazi: teacher yelled at him and said, I can tell that your parents are divorced, and you want to know whose parents are not this one, this one? And she called out, My daughter! And she's like, well, actually, my parents are divorced. But she had that mindset. Because your parents are divorced. You're going to go off on a bad, you know.

Nora Chahbazi: whatever path. But what are our biases? We all have them right. We don't like to admit that, or whatever. But what do we think when they, when you hear a label, what do you think that that child can or can't do. When you hear whatever situation that they're in, what do we think that that child can or can't do? And being aware of our thoughts, and I've done this a lot with my own thoughts that happen without me, even consciously thinking about it. And so I don't want to hear

Nora Chahbazi: about all the things you know the multitude of. They can't do this, because if they have this and this and this and this and this double thing and triple that. And

Nora Chahbazi: what they have is they're experiencing sub literacy, and they need instruction to help them become literate right? So what are our personal biases that we may be aware of, and that we may not be aware of, because those are blocking our expectation and having us lower the bar for our kids. I'll never forget.

Nora Chahbazi: One of our clients many years ago was a high schooler, and he would go to school every day, and he'd go around the school and wash all the lockers, and it basically took him the whole day to wash all the lockers, and the next day he would come back and start at the beginning again, and I thought they must have some clean lockers. But I'm like thinking.

Nora Chahbazi: what are they doing? Why is it so? I called the State of Michigan the Department of Special Ed. And I said, What is this like? They're not teaching. I mean anything besides, how to wash lockers, and I'll never, ever forget this. And this was at least 20 years ago, and the man very sternly said to me, Miss Shabazi, you don't understand.

Nora Chahbazi: Special Ed is not to teach the kids. It's to modify the environment, to deal with the disability. It's like the handicap rails in a bathroom. And I was like, Wow!

Nora Chahbazi: Of course you don't think that he can. He could read because we taught him how to read. So there's this expectation. He's labeled Special Ed, or learning, disabled or dyslexic, or Adhd or autistic, whatever it may be. That's a label that there's a mindset that automatically can lower that bar. So we really have to be aware of that.

Nora Chahbazi: This is a newer book that I just read. Thank you. To Lindsey journal that works with us. And this is from a mom who had an autistic, a nonverbal autistic son who was going to Special Ed from 3 years old off on the bus to Special Ed school for autistic children, and they

Nora Chahbazi: he loved alphabet cards. She said he would sleep with them. He just, you know, loved them. And she said to the school. He needs to bring those because he loves to have them with him everywhere, and they said, You need to get rid of the alphabet cards, because you know.

Nora Chahbazi: what does he need him for? Basically he's never going to learn to read. And she had this big Aha! That I keep in my head.

Nora Chahbazi: and she said in her book, so I realized when I then took him out of this out of school and decided to create her own preschool for many autistic kids, so that they could go to regular Ed school, which they did her son at 10 years old. Well, 9, he started college. He became like a

Nora Chahbazi: physicist, something or other. By the time he was like 12 world renowned, verbal, very verbal type of thing. But, she said, Why is it that everyone's talking about what they can't do, instead of what they can do, what they can't do yet Angie Hanlon and I both have that like the yet thing they can't do it yet doesn't mean they can't do it.

Nora Chahbazi: It just means they can't do it yet. And so she proved that he what he could do. And it's pretty a pretty remarkable story, and interestingly, that those telepathy tapes. I don't think I told you guys about that. But the telepathy tapes is something Shannon, who's from our team.

Nora Chahbazi: told me about this week, she said. Have you listened to those? Well, now, anytime I'm anywhere. I'm getting ready in the morning or I'm driving. I'm listening to these. They're fascinating about nonverbal autistic kids highly recommend that you check them out. And then everybody's been bringing them up all week. It's pretty interesting. But you know about autistic kids and what they are capable of.

Nora Chahbazi: But but most people have the perception that they're not okay. So we've got to be really mindful of that. And this quote is from Christine Barnett, his mom that says, basically they looked at their baby boy who start, you know, started out and was talking, stopped talking, and basically disappeared into his own self, and was told, you know.

Nora Chahbazi: a success would be if he could tie his shoes at the age of 16, and and they proved, of course, that that was very much. He could do much more than that

Nora Chahbazi: another book that I very much love, and it came out in 2015. Make it stick. It's about the science of learning really is what this is about, and what I really loved is as I read it. I'm like we do that Neble, and we do that neble, and we do that neble

Nora Chahbazi: all these things that

Nora Chahbazi: kind of our counterintuitive to what we've known and learned before, but about learning, but also about what our expectations are and what I like about this one is talking about the need for struggle.

Nora Chahbazi: It's very important for learning that you struggle, and then you get feedback so that you can readjust, and then you can move forward with the accurate information. But the struggle is important so often, especially with all kids, really, actually, but especially with kids who are having difficulties with literacy, or whatever we lower that bar and try to make it easy. So there isn't any struggle, and the struggle is critical. And I just read actually, in the next book I'm going to

Nora Chahbazi: Talk about about how struggle is actually the very beginning of any time, as you're getting into the flow, and I think about a present. Well, this presentation, too, but a really significant presentation that I have to do next week that I'm like, Oh, my gosh! I have to put this together, and it's all in my head, but it's all over the place, and it was just

Nora Chahbazi: anxiety producing quite honestly, and yesterday I found out I had to have it today to the State of Florida, so I totally got in the flow, but it completely started with struggle. So we need to start looking at struggle as long as we don't just let kids struggle and struggle and not get any feedback corrective feedback, so they can then be successful that that struggle is really important.

Nora Chahbazi: So there's many, many things. And I recommend all of these books to learn more about this about how do we change what we're thinking? So we change what we're expecting.

Nora Chahbazi: Okay? Because I see, too, so often with kids like, if we think that they can get here. We're right if we think they can get here, we're right or here, because if we if we're expecting them to get here. We're going to only teach them to here. We're not going to teach them to here, right? But if we only teach them, you know, down to here. That's where they're going to get. So we've got to be so mindful that we who are teaching these children we have the keys to their kingdom

Nora Chahbazi: to decide how, where they're going to go, how far or how not far they're going to go. So that's really critical and important for us to be aware of.

Nora Chahbazi: This book is exceptional, limitless by Jim Quick, which I like the last name. This guy had a brain injury as a kindergartner, and was thought of by himself and his teachers, and pretty much everyone to be stupid, and to be in apt and unable to learn, and all of that. And that changed when he was

Nora Chahbazi: graduated from high school and a friend's father. Actually, I believe it was that told him. No, you can do anything. Well, now, he is an expert on learning and expanding anyone expanding their brain us? And you're going to hear about that in a minute, or the kids that we teach or anybody how we can grow. Our brain is what I like to say from my Nicu days, you know, we saw these babies with brain

bleeds and all kinds of things. And how

Nora Chahbazi: you know this cognitive processing and all those neural connections that how we can grow the brain. I just saw a video on social media the other day that showed 2 neurons where you know, you're going to connect those neurons. And that's what we want to do is connect our neural pathways, and they were like buzz, buzz, buzzing. And then they and they connect so we can make those

Nora Chahbazi: connections and put them into superhighways, so that you know we're growing their brain and getting the information in and coming out easily and smoothly for us and for our kids.

Nora Chahbazi: So Jim quick has all kinds of exceptional

Nora Chahbazi: quotes in his book. But basically, this 1st one is so critical, all behavior is driven by belief. So before we address how to learn. We must 1st address the underlying beliefs that we hold about what is possible. If we don't think it's possible, it's not possible. If Randy didn't think it was possible that he could live.

Nora Chahbazi: He he! Probably he had a year, I mean, it's we're coming up on a year. He most likely would not be alive right now. Right? So we have to believe it's possible. And it's so critical. So being limitless is not about being perfect. It's about progressing beyond what you currently believe.

Nora Chahbazi: And this is really important because we think that our beliefs are the truth, and they're the truth to us at the moment. But they're not static, you know. This is not static because we believe this. That's how it is. Always we believe it. We learn more. We get more information, and that expands us as far as everything right. So so much about

Nora Chahbazi: limitlessness is so important, you know, having parents or educators, or anyone which I hear often, and I'm constantly fighting this fight for the limits of their child. They're limited, they can't, they can't, because of this. And

Nora Chahbazi: if there's somebody who thinks they can, and someone who thinks they can, especially if they're with them. More most likely the one who thinks they can't is going to win right. So we really have to be careful about those

Nora Chahbazi: those perceptions and mindsets. And I want to share. Jen Newman is on here, and she's going to be sharing here. And I know she's been having some Internet issues. So she's going to have her camera off. But she read limitless. And she texted me a while back and said, You know what I did the things in his book, and she's going to tell you what those things are. And I went from 1 89 words a minute, and fluency to 200 or No. 469. So 1, 89 words to 469. Now, Jen may possibly be the smartest person I've ever known.

Nora Chahbazi: She sends me, if she sends me a webinar, a podcast something to listen to.

Nora Chahbazi: It's next on my list. Everything else goes below, and I'm going to listen. If Jen says, listen to it, I'm going to listen to it. She's an exceptional Ebley teacher. She's an exceptional learner, and she really synthesizes information and can explain it really, really well, too. So when she says she went 189

words a minute to 469. I'm like what

Nora Chahbazi: you have got to share that. So, Jen, I'm going to turn it over to you and let you share a little bit about how you

Nora Chahbazi: did that amazing feat of tripling your reading speed.

Nora Chahbazi: I will, so you can see we can see.

Jennifer Newman: Thank you, Laura, for those kind words.

Jennifer Newman: Yeah, I mean, when Nora recommended this book limitless, really highly, I thought I have to check this out because anything that Nora recommends I check out, and it's a fascinating book. I would recommend it to everybody. You won't be able to put it down, and one part in particular about increasing reading speed really caught my attention, and while I've always thought of myself as a fairly proficient reader, I was curious to try it out.

Jennifer Newman: And basically he, he has a little routine for you to walk through. That's very straightforward, easy to follow where you start off by timing yourself reading

Jennifer Newman: a text that you're reading for 4 min, and as you're reading you use your finger to track the words, and after those 4 min you write down

Jennifer Newman: how far you kind of do an average word count by counting 3 different lines of text, and figuring out roughly how many words there are per line, multiplying that by the number of lines, and you have your beginning reading speed, and then you reread the same section. But you set your timer for 3 min, and you do that, and you record what you do ideas to try to get to the same point that you were in 4 min, but do it in 3. And

Jennifer Newman: can you guys still hear me?

Nora Chahbazi: That makes sense turn my.

Jennifer Newman: Camera off because I'm getting.

Nora Chahbazi: Yeah, you can.

Jennifer Newman: That was bad.

Nora Chahbazi: Hmm.

Jennifer Newman: Messages, so you can you do it again for 2 min? You do it again for 1 min that one's really challenging, and then you pick up where you left off, and you continue reading, and you time yourself for a minute, and you see, and lo and behold your reading speed for that new section of text is much higher than when you started.

Jennifer Newman: And so I think there's a lot going on there in terms of what's happening. I will say admittedly that it's probably you know that really fast speed is not a comfortable, normal speed, and obviously that it's higher because you've already read the text a few times, but it does transfer to reading a new section of text, and it's still much higher than my original

Jennifer Newman: reading speed. So it was very interesting. It does require some regular practice initially. Daily, he recommends, and then I kind of dropped off to doing it just a couple times a week, when I sit and read.

Nora Chahbazi: How many days did you do it in a row, Jen?

Nora Chahbazi: You think.

Jennifer Newman: I did 4 days in a row.

Jennifer Newman: initially, and and then since then I've kind of fallen off the wagon a little bit, but I know I can pick it back up

Jennifer Newman: at any point, and I have noticed that my initial reading speeds are consistently higher

Jennifer Newman: when I do go back to it another time. So it's very interesting.

Nora Chahbazi: And what an easy practice to do with students, too, and to, you know, and of course, with ourselves. So I love that. And he's got all kinds of tips and tricks and grow your brain things type of things. But that's pretty fascinating to, you know.

Nora Chahbazi: to be able to do that anything else you want to share about that, Jen.

Jennifer Newman: I was very interested in the the finger tracking

Jennifer Newman: recommendation, because I know that's something that we recommend to our students a lot, and many of them resist it. But I think there's a lot of research to support. Why, it really helps not only focusing your eyes, but

Jennifer Newman: sort of stretching the amount of text that your eyes are processing, and that helps increase your speed too.

Nora Chahbazi: Yeah. And of course you can't tap like the whole robotic tapping thing. You know, you have to.

Jennifer Newman: Smooth, right.

Nora Chahbazi: Yeah, yes.

Nora Chahbazi: yep, yep. So that is awesome. Thank you so much for for sharing that. And so I think that's a good

Nora Chahbazi: teaser to get people to be like, I think I want that, plus. His story is truly fascinating, and the book is just a great book. So before I go back. I'm going to introduce Angie in just a second. But I want to remind everybody. Please put your questions in the chat. If you have a specific question for Jen or Angie, or me or Gary. Please put the name at the at the beginning, so it helps with Katie to ask that. And just a reminder to to not

Nora Chahbazi: private message, cricket or Katie, or any anybody else on here. To be sure that you put your your questions and your comments in the general chat. Okay, so that everybody can see those. All right, let me share again. Thanks so much, Jen.

Nora Chahbazi: that was really fascinating.

Nora Chahbazi: Okay.

Nora Chahbazi: so let's see. Come on, there we go. So next I'm gonna talk about Angie Hanlon. I met Angie at the what was it? The what's the name of that conference we minute it's in New Orleans. Why am I blanking.

Angie Hanlin: So plain, talk.

Nora Chahbazi: Train talk. Thank you, Angie. And she just like she was. You know how you meet those people, and you're like, she's my people. We just really connected right away, and this sweet Southern accent. But don't let her fool you. Angie is a force. She has been a principal superintendent. Now she is launching her own business today, as a matter of fact, called Aha for Angie Hanlon, which is perfect because she is a wizard of

Nora Chahbazi: High expectations and reaching them like, no.

Nora Chahbazi: but no holds barred. You're going to get there. So she, the 1st thing that she did, and when I 1st knew her was took a school where 3rd graders were 13% proficient. And I love, I put in my blog. If you haven't read the blog on this, the sky's the limit. You should read about that. But anyway, how she found out what her teachers thought were possible, and then what she thought was possible. But anyway, she took her kids in 3 years on the state test from 13% proficient for the 3rd graders to 95%.

Nora Chahbazi: Then she went and did it in a district in Wisconsin, and she has the

Nora Chahbazi: administrator. What do I want to say? Recipe?

Nora Chahbazi: To what do you do to help lead a school, a district to get these really phenomenal people say a lot. Oh, 95% of kids or 95 to 100% of kids can become proficient at reading. But again, in theory, but then in practice, we're like, Oh, we went from 14% to 20. That's exciting. I mean, that's good right? We like gains, but we need huge jumps and huge jumps in a short amount of time. We also did a

Nora Chahbazi: way back. I don't know how many years ago it was now, but probably 5. I would say we had a panel of 5 people from the State level down, you know, to the county district, school and classroom 5 different people from around the country. Angie was one of them, and we did a webinar. It was our

most popular back, then in the day roadmap from 95 to

Nora Chahbazi: 295, not from 295 to 100 literacy, and all of these 5 people shared what they did and how they got there, and they're in the resources. If you sign up for that webinar which we'll put the link in the

Nora Chahbazi: all the links, for the books also will be in the

Nora Chahbazi: chat, and we'll also send it tomorrow with the recording. But they shared pages of all the things that they did, you know, and resources that they use these 5 people to make significant gains very, very quickly. So I highly recommend that you check that out in her book

Nora Chahbazi: sold out. So now you have to be on the waiting. Mine's on the waiting list, because I didn't get in in the 1st round, but it's called. It's possible that she wrote along with Patty Montgomery and all kinds of stuff again, with the recipe and more specifics of what she did. And, Angie, you'll have to tell us what your website is, but I'll let you do that. There's Gary. We're not ready for you yet, Gary

Nora Chahbazi: Oopsie.

Nora Chahbazi: Okay, there we go. So I am going to turn it over to Angie so she can share some of you know the tips and tricks and strategies and things that she has done really lots of hard work to to help move these schools from very low to very high, and what she is doing now. So I'm going to stop sharing. And, Angie, you're up.

Angie Hanlin: Thank you. Thanks, Nora. You know you're just one of my favorite people ever so. Thank you. First, st Nora, just thanks for the amazing work that you do. I am constantly in awe and inspired by you, but also for the opportunity to be on here tonight. There is one correction I want to make it actually took us. It was your 5 before we were. It was your 5 of the work before we hit that 95% for everybody.

Nora Chahbazi: Okay? Bye.

Angie Hanlin: Yeah. But still huge group.

Nora Chahbazi: Yeah, that's pretty quick.

Angie Hanlin: Yeah. And in 2 and a half years we were out of our focus school status from the bottom 15 of the State to the upper 20, so I did not know everything that Nora was going to say tonight. So the 1st thing I wanted to say you're going to hear a quick repeat of a couple of things. The 1st thing that we have to do as educators is I'm passionately speaking about this now is, we have to embrace all means all.

Angie Hanlin: It's a wonderful phrase, and it is catchy. I mean my gosh, I have a sweatshirt that says, you know, Literacy for all. But we have to actually believe it. Every single student. It sounds great, but so often as educators. What we do is, we say, all means all. And instead of putting an exclamation mark, there we put a comma.

Angie Hanlin: All means all but a G. They're an eo learner, but they have an iep.

Angie Hanlin: but they have dyslexia, but they come from a home of severe trauma.

Angie Hanlin: and all these buts, and all these excuses, and my story literally proves, and so does research all means they can. They might not be there yet, but they can. And it's not only that they can, it's that they will, and we are the change agents. We are the people who can take them there. We just have to have that mindset, and it truly is a mindset that we have to adopt, and we have to believe in.

Angie Hanlin: So we can reach every learner. So how is it? How? How is it that we do that? The very 1st thing that we did at Matthews. Elementary was throughout the word impossible.

Angie Hanlin: and I said, It is possible, and we're going to do it here. And as a team. We came together, and we embraced that, and we literally threw out the idea that a child was going to walk in our building, that we would not be able to reach. That's impossible, because we're going to reach every single child.

Angie Hanlin: And so by doing that, we had to develop a growth mindset.

Angie Hanlin: This is where we are right now. This is not where we're staying. This is where we are. We just aren't where we need to be. Yet we did not lower the expectations. I think so. Often we see where a student is. We either lower the rigor or we lower the expectations. I think it comes from a good place, from educators. It's oh, I don't want to see them struggle, so we go to where they are. Instead of keeping the expectations high. I was with a school today.

Angie Hanlin: the instructional coach. I saw her name Christina. She's with us tonight. We had this discussion today just because the students aren't there, yet we do not go down to where they are.

Angie Hanlin: We do not lower the rigor, we do not lower the expectations we literally scaffold, and with our instruction. We build that bridge to get them from where they are right now to where we need them to be.

Angie Hanlin: We have to know where we are, and we also have to know where we're going. John? Hattie gives us those 3 questions for an assessment. Capable learner, where? Where are we? Where am I, where am I going, and how close am I to reaching that goal? We don't know any of that without data. So to do this journey we have to embrace the data, and we have to have what I call radical acceptance of the data. Because, let me tell you, it's not always easy to accept.

Angie Hanlin: It's not easy to sit in a data team meeting that 13% felt awful.

Angie Hanlin: 21% doesn't feel good. We had a grade that at one time in our 3 year prior state assessment scores there was a grade level with a 0. Not one child had been proficient. But we've got to own where you are and say, you know what this is, where we are. And it's okay, because we are not staying here. We just aren't where we need to be yet.

Angie Hanlin: and I feel like if we don't own the tens, the thirteens, the 20 ones. We can't own the ninety-fives, and we can't own the one hundreds, and we're the change agents to get them there. So we've got to embrace it. And we've got to look at that data to see where we are.

Angie Hanlin: Where we were was a tier one problem, I think so. Often we look at, we say we have a literacy problem. You know we've got a 3rd of our country right now. 3rd of our 4th graders on that several last years of naep scores are reading proficiently when you look at that, though. It's bigger than that. We have a tier one instruction problem because we're not meeting the needs of all of our learners. That's the best catch all to then, not needing intervention

Angie Hanlin: down the road is meeting them and catching these readers with our tier. One instruction, and that's where our journey began. Our teachers simply did not know what they did not know.

Angie Hanlin: and we set up what I call and what I've heard Laura Stewart, the lovely Laura Stewart say no blaming, no shaming zone.

Angie Hanlin: It's we're not going to blame ourselves for not what we don't know. We're simply going to give the teachers the information that they need to know to make an impact and be effective in that classroom and leaders. If you're on here.

Angie Hanlin: it is our job to bring that to our teachers we have to own that responsibility, own that accountability. And we have to. We have to give our teachers what they need, the knowledge base that they need to be effective so that they can go in their classrooms and make an impact on every single learner. So we have to teach them the what and the how.

Angie Hanlin: If I was training you in person, I'd be making you do that with your hands right now. The what and the how the what is the science of reading? What are the foundational literacy scores that the students need? We had teachers teaching in our school when I was a principal, a superintendent when I'm coaching schools right now. And this is going on in schools across our country right now, today, we have teachers. I'm going to say it slowly. So we get it

Angie Hanlin: that are teaching children to read that do not know how children learn to read. And that is a problem. It's fixable, and we have to fix it immediately. We have to teach teachers the what and that's the science of reading.

Angie Hanlin: And from the science of reading we learn the how

Angie Hanlin: how teachers need to teach science of reading journey. This journey is not a 1 and done because we've got to continue to bring the learning to our teachers, but we also have to teach them how to do the instruction, and that is systematic and explicit instruction. And we do that. And we transform tier. One instruction. The other thing that I learned along the journey is that it's more than just that. And this there's this huge piece that so often schools don't know, and especially leaders don't know.

Angie Hanlin: Highly. Effective schools have very strong systems and structures. And these strategies that they use. I learned that work I was very honored and blessed to partner with Patty Montgomery and our company schools cubed, and we began the work.

Angie Hanlin: the diligent work. It's hard work, but it is so incredibly rewarding of setting up the systems and structures that truly make a difference in schools. One of those is intervention system

Angie Hanlin: meeting the students. The second, we see that they're struggling, not waiting till the next benchmark, but getting interventions in place. As soon as we see that a student needs them. Another one's database decision making. That's the one I want to talk about. Just for a minute.

Angie Hanlin: The data literally drove our work. It told us everything that we needed to know. I've said we. We embraced it, but we did more than that. I feel like so often as schools we collect it. I worked with instructional coach one time that said we admire it. We wallow on it. We talk about it. We collected. And then it's kind of like, okay, I've done this. Now, what like a compliance check.

Angie Hanlin: we use that data. And we came together, data meetings became problem solving sessions. And we use the data, to set goals, to plan instruction, to plan intervention, to choose the resources that we needed. We did not have the correct resources. We had a 1 size fits all

Angie Hanlin: you were in tier 3. You got this intervention, whether it's what the child needed or not. Tier 2. This is the intervention that they got. We changed all of that. And we used our data to truly make decisions. We call it database decision making for a reason so often, though, we're collecting the data. But we aren't really doing data based decision making. Vicki Gibson taught me to read that backwards.

Angie Hanlin: making decisions based on data and as educators and leaders. If we aren't doing that.

Angie Hanlin: then we're saying we're doing something. But we're not truly doing it.

Angie Hanlin: Jan Hasbrook. Last night I listened to a data presentation that she did. And she was talking about

Angie Hanlin: as schools. Right now, we're collecting so much data. And she said, if we collect it.

Angie Hanlin: we need to use it? And are we using it correctly? The question we need to ask ourselves because what data tells us is is the work that we're doing working.

Angie Hanlin: So we owned that data.

Angie Hanlin: And then we said, if the students aren't where they need to be, it's our, it's our responsibility. It is because we have not taken them to where they need to be yet.

Angie Hanlin: And so we then just continued to set goals, and we we celebrated every single

Angie Hanlin: goal and every single success that a student and a teacher and a classroom made. Every child in the school when I was a principal and a superintendent had a goal with a goal card and a goal sheet. They could tell you all the time where they were. My favorite moments of leadership in school districts

Angie Hanlin: or the times when students would stop me and say, Miss Halen, I met my goal. I just did my progress monitoring, and I'm at my goal, and it's keeping a weekly laser like focus on that data to see if.

Angie Hanlin: as Jan has puts, it, is the work we are doing. Is it working? This becomes then a continuous cycle of improvement. And that's what those systems and structures help us set up.

Angie Hanlin: The other thing is this, where it gets really hard.

Angie Hanlin: it's hard for it can be hard for the students. It can be hard for the teachers, and it can be hard for the leaders. We have to have that mindset to never give up.

Angie Hanlin: We have to have grit. We have to have resilience, and we have to keep coming back and supporting each other and coaching people and lifting them all up to the peak

Angie Hanlin: that Nora put on that summit there at the beginning, that we all can reach the greatest heights. But we've got to go there together.

Angie Hanlin: and one of the places that as leaders we have to be is in the classroom, coaching those teachers and supporting those teachers and lifting them up. So then they can take their students to where they need to be. One of the things that we did. As a team. As we said, no matter what challenge comes our way, we will solve it as a team.

Angie Hanlin: and by doing that, as Nora said, I am so humbled and proud at the same time to say, we not only reached 95% proficiency, but 100%, and our students not only could all read, they could read well.

Angie Hanlin: and that 95 when we had that as a building average on those state assessment, scores.

Angie Hanlin: 76% of them were advanced

Angie Hanlin: because we had gotten them when they could read.

Angie Hanlin: Then we were able to do that deep work in vocabulary and comprehension. If you are with struggling readers right now there is a trend that happens, and as I wrap up as we go to our next presenter, I'll say a trend emerges in the beginning. Those struggling readers. They need the lower level of those foundational literacy skills. They need phonological awareness, phonemic awareness and phonics. And then it starts

Angie Hanlin: emerging. Then there becomes a fluency issue. And it's normally a decoding issue. It's an accuracy problem. They're reading, but they aren't reading accurately.

Angie Hanlin: Then they need a decoding intervention. And then they progress. And then, as a school, you're spending a lot of time working on the rate the fluency which we've talked about tonight and helping a student read at a quicker pace or a quicker rate, but then it emerges. And this is where you really start seeing those blues in the advance come out. This is where they need vocabulary interventions and comprehension interventions.

Angie Hanlin: But it's never giving up. And it's really embracing all means, all. And as a principal is 95%. But then I wanted to do more work. And I wanted the challenge of, can we do this, then can I do this and lead this work at a school district, and it was in the superintendent work. It was a K. 12. System. Systems

and structures had not been done at middle school and high school.

Angie Hanlin: Then, when we did our 1st benchmark assessment for our middle school and high school, we had 66% of 7th through 12th graders. 66% were tier 3,

Angie Hanlin: 66% of them were tier 3.

Angie Hanlin: We immediately changed everything, set up.

melissaknighton: See so.

melissaknighton: But I'm doing.

Angie Hanlin: Started.

Nora Chahbazi: Oh, is that you? Okay, go ahead.

Angie Hanlin: Started doing interventions, started closing the gap, meeting those students where they were, and in 3 semesters a year and a half from that beginning of your benchmark to the next year. Middle of benchmark that was down to 5%. I'm no longer there. The recent benchmarks. They still only have 5% tier, 3

Angie Hanlin: at at those upper grades. So I said, all of that. You guys don't know me well enough to know I I have a hard time, often sharing the number. So I always throw this out. I say all of this, not to brag on me or to brag on what

Angie Hanlin: I've been able to do with teams, or that what we've been able to do as a team. But I say all of this because this can all be replicated. This can be done in every single school, and I say it to show what's possible when we embrace every single child that walks through our school, every single child that walks in. And we look at that child and say, you will learn, and you will read, and we are the people

Angie Hanlin: who will help you get there. And we are the people that will make that transformation happen in your life. So it's possible

Angie Hanlin: it's possible.

Nora Chahbazi: Oh, Angie, you always inspire me so much. Always. I just woo and cheer also your new website, can you? I'd like you to put it in the chat if you could. But can you just say what it is? What is your new website.

Angie Hanlin: Well, so the new website is it? It goes live right now. This is the 1st time I've said it.

Angie Hanlin: It is Www. Angela hanlon.com. The new company is Angela Hanlon, and Associates. That is a HA. Or Aha!

Angie Hanlin: And it is going to be our goal to create Aha! Moments in educators and in schools. And it

is to get busy working with schools. We're already doing it right now

Angie Hanlin: and to literally work with them, to transform literacy in their school, transform their data, transform tier. One instruction. I'm on a mission to do that in schools across our country, transform tier. One instruction, teach teachers how to teach explicitly and systematically and then help those leaders strengthen their instructional leadership

Angie Hanlin: skills so that they can have the instructional conversations. That's what makes the difference with our teachers, so that they can then go in their buildings and empower every teacher to then go in and change the lives of their students.

Angie Hanlin: and we'll be offering a wealth of services, professional development sessions, training webinars on site visits and schools, and then creating 2 types of plans for schools. One of them is an instructional focus. Where? Where is the instruction? What's the day to say? Where? Where are the students? Where are the teachers? What's the next steps that the teachers need to take

Angie Hanlin: to really change the data creating year long instructional plans, strategic plans for schools to follow and also comprehensive school improvement plans based upon where they are, and set goals on where they need to be, and then coach them and support them, and lift all of them up to get there and then also training School Board members. That's some of the work I've been doing. And I want to continue. They're the ones that are making the decisions, and a quick shout out to one of my former School Board members, Miss Kay Redstocks on here.

Angie Hanlin: and she was part of the work, and still is at New Madrid County, and believes in the work strongly. And we need more board members like that. So that's what I'm about as the work I'm doing right now, and thrilled to death to be out working with schools, making this possible everywhere. So.

Nora Chahbazi: Thanks, Angie, and 2 things I want to say. 1st of all, if anybody can do it, you can do it, and so I see great help for schools around the country. Thanks to that. And second of all, I just wanted to point out, too, with your all means, all in 100% that that included special Ed kids

Nora Chahbazi: in that number. I just wanted to.

Angie Hanlin: Yes, it did. So. We started when we were identified as a focus school is because of our subcategories. One was free lunch, the other was special education.

Angie Hanlin: The State of Missouri wanted it between 10 and 12% special. Ed, we were at 20, over 26%.

Angie Hanlin: It rounded up to 27, but I cling to the 26%. But we found out that those students were not learning disabled. They were teaching disabled, and they had not had the instruction. They were instructionally disabled, and they had gaps that needed to be filled, and we started filling them. And then we began to start exiting students out of special education. We had a lot of students under Ohi, other health impaired.

Angie Hanlin: And again, it wasn't a specific learning disability. We got that down to less than 9%. But

my final years there at that school we eliminated Tier 3. We eliminated on our state test the below basic category. None of them were in there, including special education students. They weren't in there.

Angie Hanlin: We eliminated them, and those students began scoring proficient on the State exam. So with the interventions and the accommodations and the supports they needed, no excuse was ever made. Ever.

Angie Hanlin: And those students, too, they became. We started doing. Student led Iep conferences, and we put them in charge, saying, This is where I am on my present level. This is not where I'm staying. This is where I am. And we empowered those students. And and it was literally

Angie Hanlin: life changing this work that we're talking about. It's it's life changing. And you know, we just need.

Angie Hanlin: That's the how they're up.

Nora Chahbazi: Bravo! And it is possible. That's the other thing, too.

Angie Hanlin: So possible. So I said to the school I was at today. I looked at Christine. I'm like this is doable. It's fixable, it's doable. And it starts today, we're going to do it. So.

Nora Chahbazi: 18. Thanks, Angie. That's awesome.

Angie Hanlin: Thank you.

Nora Chahbazi: Yeah, okay, so next I want to introduce you guys, I think. Come on. Oopsie went too far. Gary.

Nora Chahbazi: Gary, Jensen, Gary, I met back in 2010. I guess he he met me. He called me and I I'll never forget it. We were doing a training. Cricket was with me, and we're doing an in-person training at a country club of all things. And it was lunchtime, and he called, and he told me he used to be a principal in the oh, see! What am I doing here in the

Nora Chahbazi: elementary like K. 2. And they, their high school was in the lowest 5% of the State and he they were taken over, and he became the new principal, and he'd heard about Ebley, and he wanted to know, you know what we could do and

Nora Chahbazi: talk about. He's he's just like Angie, but at the high school level of anything is possible. I don't think he knows what the word no means. He was just like, Okay, this is where we are. This is what we're going to do. And he attacked

Nora Chahbazi: education of all of those children, and also the expectations of those teachers, like

Nora Chahbazi: like everything, was possible. And this is what we're going to do. And he celebrated them. And he it was so fun we got to go in, and of course, train. We ended up training all their teachers, including the math teachers in high school actually in Ebley, and watching them completely transform

from the lowest act scores in the school in the whole county, which is, was the state test in Michigan was the act scores

Nora Chahbazi: to the highest, and he had 5 years to get out of the lowest 5% by year. 3. They were 67% highest whatever in the State of Michigan, and of course, the highest act scores

Nora Chahbazi: in their in their county. And he had, like trophy cases about these kids have these higher scores and and pep rallies about this. And we were talking before we came on the call about cricket and I were actually coaching in the schools because we ended up teaching in their middle school, too, and then their elementary training teachers. But

Nora Chahbazi: because to celebrate these kids and their great gains and their academics, and all. They had a tractor parade, and so we were there when they had the tractor parade, and the whole town is out and lining the streets. And it was just such an amazing celebration. And he said, This is like the sports teams we're celebrating. If these kids win football games or whatever. What about their you know, academics and all. So Gary is a huge inspiration. He had many things after he

Nora Chahbazi: was done at at Lakeview, where he taught that he's done around the State of Michigan, and continues to do, and I'll let him tell tell you about that. But I will stop sharing and let let Gary share some of his tips, and all about how he

Nora Chahbazi: did this amazing feat at his high school.

Nora Chahbazi: You're up, Gary.

Nora Chahbazi: Oh, thank you. Just probably, like Angie, my stomach gets a couple of butterflies and gets a little tingly when I get to start talking about the things that we accomplish. So

Gary Jensen, #GoFor2!: Definitely agree with many of the things that Angie has stated, and probably, you know, administrators across the country that just have that deep passion in them to make a difference and really change the lives of the kids that are with you on a daily basis. So hopefully, I'm not repeating too many things, but Nora did say the the piece that we were in a high school where we made this change.

Gary Jensen, #GoFor2!: I had been an assistant principal in that building prior to becoming the principal, the elementary building. And so I had an idea. But take this as well. I graduated from that building. So when I became the high school principal

Gary Jensen, #GoFor2!: there were probably 70, 75% of the staff that were still teachers, that Gary Jensen was a student in their classroom at 1 point or another, and I wasn't always the greatest student. So.

Nora Chahbazi: Perfect.

Gary Jensen, #GoFor2!: To now become back to the building and be the leader of that group, was really a great opportunity in a great way to kind of show them all my staff. You did a good job. I'm molded, you know, as well as my parents, but what we did here in my time at Lakeview was worthwhile. So Nora Ebley and the Ebley team. Thanks for having me this evening. I always enjoy getting an opportunity to

see you all. I was pumped.

Gary Jensen, #GoFor2!: As soon as I was asked to be a part of this webinar. Nora had told me I had 7 to 10 min. By the way I should hit my timer, so I know I can.

Nora Chahbazi: Yeah, or if sure.

Gary Jensen, #GoFor2!: And so cause I could talk all day about school turnarounds. And I need people like Nora. I need people like cricket. I needed people like Angie to come in and

Gary Jensen, #GoFor2!: and show me the the technicalities. What needed to happen with our kids, and how we can make these moves. And so, with that being said, I would tell all of you. Don't be afraid to bring people into your buildings. Use the expertise that is around you and suck it up. I would try to have the Ebley team in my building every day that I could get them in.

Gary Jensen, #GoFor2!: and you know, I think Nora continued to push off where I wanted her to come back every August for our opening Pd.

Gary Jensen, #GoFor2!: And pay her whatever she wanted to be paid, so that my people would see her in front of them, and as well as we would have some kids that were actually getting in that piece to be just small trainers to be able to help others around them. So you know, they are probably so busy now the way they travel and do things that

Gary Jensen, #GoFor2!: you might not be able to get those pieces, but, man, we we ate it up, and then, as as they alluded to.

Gary Jensen, #GoFor2!: I was the elementary principal. By the time I had left Lakeview every every building in the district

Gary Jensen, #GoFor2!: was trained in Evelyn, and that was a big focus for us to continue on and to make sure that we were making a difference in kids lives. So hello to all of you all here in Zoom Land, I added my email. And I think Katie or Cricket threw it in there as well feel free to shoot me an email if you just have questions or want to talk more. I love to do it. I love to answer questions and really try to help people problem solve. As Angie said, we got to be solution oriented to what we're doing versus just kind of sitting back in accepting what's been the norm.

Gary Jensen, #GoFor2!: And you might be in the 1st year of being an administrator or 1st year being a teacher, or whatever it is. But I think one of the key pieces, and Angie, pointed out as well, is is really having a passion not to lose in my background most days was being a coach.

Gary Jensen, #GoFor2!: and when I was given the opportunity to be the high school principal and attack what we were going to do. I used the phrase a lot as a football coach.

Gary Jensen, #GoFor2!: you know I get done on Friday night with a game, win, lose or draw, and we're going right back to the drawing board on Saturday morning to figure out how we're going to beat this opponent the next Friday night. So we've got Monday through Thursday to put our kids in the best

position possible to be successful on that next opportunity. Right in schools. It's a lot of assessments. It's a lot of benchmarks. But taking that athletic piece in it, what are we doing from Monday to Thursday? To make sure these kids have the greatest opportunity to be successful.

Gary Jensen, #GoFor2!: So really passionate about what it is you're doing. And I want to eat it up. I want to beat people. I want everybody on my team to be proud of what we're doing. And when I say my team, I'm talking about my kids. I'm talking about the families that come to our school, and they're bragging about what the fact is happening, and I'll show you just some artifacts here that I brought up for this meeting as well, because in the world that we live in, and I think still today, it is very evident

Gary Jensen, #GoFor2!: that maybe a superintendent right? Angie, doesn't want to brag too much about the neighboring district that you're kicking their tail in all of the State assessment scores. But, hey! When our school was labeled A Failing school. There weren't a lot of people knocking on the door trying to help us become a top notch school. We had kids that left right, because that designation came out. Those things happened, and when we started knocking on the door and being the top dog, I wanted people to know who the top dog was in the county. So as we talk about

Gary Jensen, #GoFor2!: celebrating those things, we did it all the time. So

Gary Jensen, #GoFor2!: I think what we talk about. Really, I used to say, and I don't say it as much anymore, because people kind of cringe like my past superintendent used to is what is the common enemy. I want to know who the enemy is, and I want to know how to beat them. Now I talk about it, maybe being a little more of what's the noble cause? What are we trying to do here? And some somebody else had pointed out. You know, we got to know where it is we're trying to go. Otherwise, when we get off the tracks we don't know how to get back on the track and get to the end of them. So

Gary Jensen, #GoFor2!: you know, do you firmly believe in what it is you're trying to implement with your staff and your kids and your families? Do you believe that what you want to implement is a solid solid enough to fight for, because it's not always easy being a soup being a building principal, you know. Maybe the Union Rep is coming into the to the office to talk about what you're trying to mandate here, and

Gary Jensen, #GoFor2!: you know that kind of takes away from my classroom what I've been doing. And really my, my piece was to go right back to what is the cause we're trying to win, and you're not sick and tired of being known as the failing school district in our county, in our State, etc. Okay, well, we've got people like Nora. We've got people like cricket. We've got coaches coming in to coach us up.

Gary Jensen, #GoFor2!: We got to accept it. We got to move on. Did everybody stay with us. They did not, you know, some teachers in some of those larger districts they might transfer to another building, etc. But it's not always going to be the roses. But if you believe in it, and you're solid enough to fight for it, I think it's always doable and not impossible. Right?

Gary Jensen, #GoFor2!: So defining that cause and defining it with your team. Nora had talked to me quickly about some of the things to talk about and really

Gary Jensen, #GoFor2!: getting people to buy in getting people to want to be a part of that. Really, I

would tell you that it it kind of organically happened for us. But I did go to 4 or 5

Gary Jensen, #GoFor2!: people that I knew were key players in the building, and had a hard, hard conversation with them. One person that Cricket and Nora would remember is Mike Schreiber, who's name him by name because he was a teacher for me. Back in the day he was always the English teacher, and he would have the 12th graders, and he would do all the fancy big papers before they graduated, and I went to his room and closed the door and said, Mike, if we're really going to make this a turnaround.

Gary Jensen, #GoFor2!: you being the solid master teacher that you are, I need you to start teaching our 8th graders, and we're going to start that there. I'm going to read. I'm going to shuffle this stuff up. We're going to move people to do this 12th grade stuff. He also was the Union President. Keep in mind, and he took some time to think about it, and came into my office, closed the door and said, You know what you're right, and it wasn't just me, but it was all of the stuff we were doing

Gary Jensen, #GoFor2!: to get to the point to beat our common enemy. So having a person jump on board, others see that happen. They're like, Okay, if the big dog in the building is ready to jump in. Then I got to also do that. So really trying to find those those key players to have these conversations. What do you all think about when we talk about hearing our school being a failing school. How do we win this thing? How do we go? So what I feel organically is getting those players on.

Gary Jensen, #GoFor2!: even if they're not full go getters yet, but they're willing to listen. They're willing to be a part of the conversation and not be in the back of the staff meeting room, you know, with their legs crossed and their arms crossed, and reading a book.

Gary Jensen, #GoFor2!: but being able to be full players and at least pretending until they become one. So you know, I'm a big, big team person. I also think, you know, I'm constantly feeding my staff. I'm constantly feeding my kids simple things that maybe other administrators aren't doing, so that all of a sudden

Gary Jensen, #GoFor2!: I felt like people from our district now wanted to become a part of our team, and we were able to pick and choose people that wanted to be on our team and be a part of it. So I think about changing minds of people. We agreed on that our common enemy became that failing school label as well as Michigan Department of Ed. When Michigan Department of Ed came into our building 2 to 3 times a year to do their progress monitoring on them.

Gary Jensen, #GoFor2!: I gave them a free key. Here's a key. You go into any classroom that you want. If the door's shut.

Gary Jensen, #GoFor2!: go, sit, see the lessons, do what you see. Let me know what you see and move on. And we did that for any time that they came in, because I also wanted my staff to be aware that hey? Anybody could walk in at any time. We don't have a lot of wasted time here. We've got things to do. Oh, there's my timer.

Gary Jensen, #GoFor2!: So so we made.

Gary Jensen, #GoFor2!: knowing that we were going to win, and we set the goals right, and that was our

common common piece. Talk about leadership, not only myself, but the team as a whole, everybody's got to be accountable to everybody, and that just doesn't happen overnight. And what I found was, I really had some staff members that were really good at holding others accountable in the correct way, and maybe they never really spoke up at a staff meeting before, but they understood how to do Ebley, and they could go into a classroom, and they could teach kids and staff members to continue to get better

Gary Jensen, #GoFor2!: principle.

Gary Jensen, #GoFor2!: You got to know and understand what it is. You're trying to force down people's throats if you don't, and you can't speak it and walk it and talk it. You become a fraud really quick. So you know, for me to be able. I sat in and used

Gary Jensen, #GoFor2!: talking about Ebley. I mean, we did all kinds of pieces, but Ebley in particular, I had my whiteboard. I was screwing up. I was doing all the things that everybody else was doing when they were trying to learn, you know, Nora Cricket, you might remember we had one or 2 staff members that were actually

Gary Jensen, #GoFor2!: in tears about halfway through the 1st morning, because they started to realize how much maybe they didn't know and what they were learning about themselves. So you got to be able to walk the walk and live it. It goes back to that passion piece. How do we motivate students and families food rewards? Eventually it came a bit to money. But one thing I did as a high school principal. Anytime we had a home basketball game.

Gary Jensen, #GoFor2!: I had my own Dj equipment. I hooked it up. I would charge kids 5 bucks. We would be there till 1130 at night, after a game, I'd make 3 400 bucks a night. I would put it in my principal's account, and I would purchase whatever it was that I wanted to have for kids and staff, etc. So again, money comes into an issue. How am I going to beat this? I got to go and create these accounts that have this money on my own, and I can spend it. How I want. I don't have to fill out a report. I can. Do you know all of these things so just ways to come up

Gary Jensen, #GoFor2!: also, I think when it comes to students, and Angie talks about the the elementary level. But so

Gary Jensen, #GoFor2!: when we were trying to convince some of my more academia parents that it was valuable for us to continue to have Practice Act tests throughout the year to benchmark.

Gary Jensen, #GoFor2!: We started having conversations, and I would call parents into my office and have a just a sit down to why they were mad at me because their kid had to take an act practice test again this spring.

Gary Jensen, #GoFor2!: So I started putting in money

Gary Jensen, #GoFor2!: and thinking about it in money ways. So any of us that have kids and have sent kids off to a 4 year, school or community college whatever. I just took the number of 20 grand, 20 grand a year for your kid to go to Ferris State University in the State of Michigan times 4

Gary Jensen, #GoFor2!: generally now, maybe even times 5. Right? So we talk about this 20 grand. I'm talking 80 to \$100,000, if you allow me to do what I know is going to help your child be successful, because if you think about in Michigan, anyways, I don't know about the rest of you out there. Our 11th graders take the state assessment at that point. That's the big. That's the big Kahuna. And I would say to people. Our students are going to take the biggest assessment of their life in the 1st 23 years, roughly of their life in their junior year of high school

Gary Jensen, #GoFor2!: if they can knock this thing out.

Gary Jensen, #GoFor2!: and we would know all of the the local universities, and what you would need to score on an act to get the full ride. If that's what you wanted to do.

Gary Jensen, #GoFor2!: we I would lay those out, and when I started talking 80 to \$100,000 to to high school parents. A lot of those arguments disappeared and money talks. It still talks today. So again, I always reminded people this is the biggest assessment our kids are going to take

Gary Jensen, #GoFor2!: one example, English teachers, maybe I'm picking on them. But I took

Gary Jensen, #GoFor2!: all of the Shakespeare all of the stuff that people just love to teach from 9, th 10, th and 11th grade that went to 12th grade

Gary Jensen, #GoFor2!: because I needed to make sure that our kids were in the best position possible to do what they needed to do in the spring of their junior year. So those things type of you know, curriculum. Nora mentioned the assemblies. We did all kinds of assemblies, and if you're in a smaller school district you might be able to do this tomorrow. I rated

Gary Jensen, #GoFor2!: any closet area in my building, or even the other buildings that had the old trophies in it. You know the 3rd place, trophy from the invitational volleyball for the Jv. That's just been sitting in a closet for 5 years.

Gary Jensen, #GoFor2!: took them all off, dusted them all off, cleaned them, took them to a little trophy shop, and the guy would put new plates on them for me, and it would say, Nora Shabazi, highest act score, you know, in the in the 11th grade team, and I would make 10 of them, and we would have a huge assembly. It would cost me \$30 in the the reactions that we would get from parents, you know, if anybody's played, maybe like a slow pitch softball, and they have those trophies that are 4 feet tall, and they're just gaudy.

Gary Jensen, #GoFor2!: I would leave everything on them, and I'd just put a new nameplate and to see kids come into the cafeteria after that assembly and slam those trophies down on the the cafeteria table

Gary Jensen, #GoFor2!: priceless. And you can bet, because we created enough areas

Gary Jensen, #GoFor2!: where other many more kids were going to earn those trophies, and we had. I had hundreds of trophies just sitting around the district, and it cost me 2, 3 bucks to get a new name played on them so fun, fun stuff, academic scores. And Nora mentioned this. I talked about our academic scores as if they were the Friday night football game scores or the basketball game scores. I wanted people to know

Gary Jensen, #GoFor2!: if we won. If we didn't win. What were we going to do to win? And it became you walk down the hallways of Lakeview High School. You can see the past 5 years act scores, and your psat or your explore plan, whatever it is, all the way up.

Gary Jensen, #GoFor2!: because the class of 2016 might be leaving with a 19 average. Well, the class of 2017 wants to beat them right? So we're going to continue to hold these records in place.

Gary Jensen, #GoFor2!: talking about how we handle daysayers.

Gary Jensen, #GoFor2!: I always wanted to give them a chance because everybody's got skills. Everybody's got something that we can use.

Gary Jensen, #GoFor2!: But then, like I said eventually, either they left retired, because maybe they just were like, I, Gary, I can't. I can't do this. You know I'm a PE teacher. You're making me sit down and and do Ebley for 15 min before we get going. Yeah, I am, because you know what they can go, and they can do all that physical activity on their own.

Gary Jensen, #GoFor2!: But we need to make sure that they can read, because if we can't read, it makes it really difficult to do anything else. So all subject areas were responsible in our school, and I checked it like it was my job right. It was my job. I was on it. I was

Gary Jensen, #GoFor2!: all over the place, and just to leave you with it.

Gary Jensen, #GoFor2!: Our band band teacher. So we we put him in the State of Michigan, for instance, you your test scores are used as part of your evaluation. So our band teacher.

Gary Jensen, #GoFor2!: He was part of the English team, our science teachers they were part of, you know, the math and science teachers. But PE teacher, we put him in science, because.

Gary Jensen, #GoFor2!: hey, you can talk about respiratory. All those types of things, all the things that body doing those types art teachers were tied in with English. One of my toughest ones was a great dude. He was my woodshop teacher, Dave Albert, and he's a master woodshop teacher. He's the guy that you see in Youtube, etc. He became huge, but the same thing right? So we tied him into math. So all of these teammates where, when I 1st started, I thought, Man.

Gary Jensen, #GoFor2!: I gotta. I gotta. I need to have some teeth for why people are doing what it is they're doing. So I think a lot of it happened organically. But

Gary Jensen, #GoFor2!: the key is the leader

Gary Jensen, #GoFor2!: in developing that team to kind of take on the persona of some of it. You do. But I'll

Gary Jensen, #GoFor2!: as Nora said, we were labeled The worst county in the school, and we earned that designation. But I would tell you we also earned the designation of a reward school for 3 years back to back after we went to work. I hope you can see this. This is a I bought T-shirts for my staff, probably

Gary Jensen, #GoFor2!: out of that nice principal's account. Shoot! Where'd it go?

Nora Chahbazi: He went away. There you go. Whoops, maybe hold it right. Yeah, there you go.

Gary Jensen, #GoFor2!: So this bright yellow T-shirt. I wanted to make it so. Everybody in the world would see it when somebody wore it, just like somebody working on the side of the road. I had a lot of teachers that I shouldn't say a lot. We had a number of teachers that didn't live in the district, and so maybe their kid were in another school district. I would always ask them to wear it to conferences, etc.

Gary Jensen, #GoFor2!: My superintendent used to get pretty nervous. I know you can't see this too close, but I took all the act scores across the county.

Gary Jensen, #GoFor2!: We listed them, and guess who was first.st Right. So anytime this happened.

Gary Jensen, #GoFor2!: because you know, you see this for football shirts. Right? You see the the end result. You see the scores. Well, you know what this is, what my teachers would wear, and we had all kinds of Jean days and T-shirt days because

Gary Jensen, #GoFor2!: I bought them for them. So I wanted them to wear them. I wanted them to be proud. And you can guess what happened. Kids now started ordering these shirts on our little order forms because they wanted them as well. So simple stuff

Gary Jensen, #GoFor2!: I think it has to become from a passion. It has to burn in your gut that you don't want to lose. You got to win, and you know.

Gary Jensen, #GoFor2!: I hate to say, get out of your office from that 8 to 3. You don't even belong in there unless you know principal stuff happens. But

Gary Jensen, #GoFor2!: people have to see you and have to see you engaging

Gary Jensen, #GoFor2!: in the things that you're trying to push. So

Gary Jensen, #GoFor2!: I would love to talk to anybody that's interested in talking more. You have my email, and I think, cricket you might have thrown. I think the Abley team

Gary Jensen, #GoFor2!: does it much better and tells a story about Lakeview community schools than I do, even, I think. But on their blog still, you can see what they had written about us. So by the time.

Nora Chahbazi: Video in about a story about these guys, yeah.

Gary Jensen, #GoFor2!: The K. 12 was all into Ebley, and

Gary Jensen, #GoFor2!: you just couldn't get away from it because we were winning, and it continued to do that with that piece, but I appreciate the opportunity. I love to talk about our school. I love to talk about what we did, and sometimes I talk too fast, but when

Gary Jensen, #GoFor2!: 7, and go.

Nora Chahbazi: Me too well in both of these, both of you guys. Gary, you're so inspirational. And you and Angie both are definitely that instructional leader that's out. And they know all their kids names and they're in. They, you know what's going on with your school, and you're passionate about it. And you. You know you're going to make it happen. No matter, and Gary went on to do all kinds of things like in Detroit schools, and for the whole State of Michigan and all. You know, everybody

Nora Chahbazi: took notice because the didn't. The state. I think the State, if tell me if I'm wrong. But they thought you cheated. Wasn't that true? When you made such gains? They they thought they they blamed you, or they accused you of cheating. I think.

Gary Jensen, #GoFor2!: They? They they definitely double checked us.

Gary Jensen, #GoFor2!: But you know the the Mde. Team would would come in and they would do their their progress, monitoring on what we were doing. And like I said, I just give them a key. You go wherever you want to go and check it out. My team would know that they were there that day. Clearly, you know, somebody's in the building, but

Gary Jensen, #GoFor2!: you know it's

Gary Jensen, #GoFor2!: it's fun. It's fun to win, and when you like. Angie made it. When kids are coming up to you in the hallway and telling you that they kick butt on this assessment that they did not do. Well, Prior, it's that's the high 5. That's the hug. That's the.

Nora Chahbazi: Okay.

Gary Jensen, #GoFor2!: All right. You know what I know. You did that. Now I'm looking for you to go 2 points higher next time, and you know what it is that you need to do when we did our Ebley piece, we're talking about a high school here.

Gary Jensen, #GoFor2!: and I took some of our title funds which generally most High School didn't get title funds, but we fought for that in our district, and we got it was so fortunate that I had awesome one of my teachers that jumped on board.

Gary Jensen, #GoFor2!: and she was the librarian at the time. And guess what? This is. Kind of contradictive to everything. Gary Jensen shut the library down as you would know it, and we turned it into a media center. So I had to have a spot for this great teacher that I had, and she ended up becoming my Ebley instructor. And so we put her in a room, and I built

Gary Jensen, #GoFor2!: a schedule based on 6 HA day, 9 weeks. So if you were performing under right, Angie said, Let's get it going now. Let's not wait until the next benchmark. I would pull kids out of band, I would pull them out of PE. I would pull them out of anything that was not one of the 4 cores which you can imagine that wasn't always a great thing. And that's when I had a lot of parent conversations.

Gary Jensen, #GoFor2!: And I would put that kid. I shouldn't even say I put them in there, because once

they were there they

Gary Jensen, #GoFor2!: they loved the one-on-one attention, even as a high schooler. Once they were there they would have 9 weeks, so they would get 9 h of one-on-one instructional time with Ebley, and the gains that those kids made day in and day out was phenomenal. And next thing you know, there's a waiting list for kids that want to get that same piece. And

Gary Jensen, #GoFor2!: you know, Verna, you guys remember Verna.

Nora Chahbazi: Oh, yeah.

Gary Jensen, #GoFor2!: And so it just fit it just fit. But

Gary Jensen, #GoFor2!: you know, to shut down a library in a high school was not the most popular decision that I've ever made. But what I did to counteract it is. I made sure that every kid had a library card from our local library, which was a mile down the road, and I provided a bus twice a week during lunch for kids to get on that bus and go check out the library, and if that's what they want to do, they could do that freely. So, you know, offer alternatives and get away from the same old, same old, because

Gary Jensen, #GoFor2!: clearly the same old, same old is not always working. And yeah, you know, again, I'd love to talk about it more with you.

Nora Chahbazi: And what was fun for us, too, is like Angie was in Missouri. Of course we didn't get to see that up close and personal, but with yours, Gary, we got to see that in in the unfolding of it, which was just

Nora Chahbazi: truly unbelievable and and very exciting. So thank you very much. So now what we're going to do, Katie. I know we've going over, but I always go over. But that's okay. We are going to take some time and do some questions. Do we have any questions, Katie?

Katie Curtis: We do, and I just wanted to say that you'll have to check out all the feedback in the chat. Just a lot of

Katie Curtis: a lot of chatter about your positive and uplifting energy from the both of you. So don't forget to read all of the the kind comments in there when you're done.

Katie Curtis: Angie, I know you answered some questions in the chat, but I was hoping that you would say this one out loud just for anyone who who missed it. This one came from Kristen, she said. We're also identifying a tier one problem. But we're not sure where to start with improving the problem. So could you answer that and just share what would you do to start when you've identified the problem.

Angie Hanlin: Your tier one instruction so often teachers are just teaching the next page in the curriculum.

Angie Hanlin: And so it begins with making sure that every single teacher in the building has a clear learning intention

Angie Hanlin: on the board. It's posted, it's posted. It's shared with the students. If it's not abundantly clear with the students. They're not going to learn it. And it's based upon a state standard

Angie Hanlin: and a learning intention. I love that. It's called that because it's what we intend for the students to learn by the end of that lesson

Angie Hanlin: accompanied with that is success criteria. How are we going to know if they've learned it. We have to in our schools. We've got to take the focus off of teaching and place it on the learning. And that's where we start. It doesn't matter if we've taught it. I've had so many people say I taught that, and I said, I'm sure you did, but they didn't learn it.

Angie Hanlin: so. I'm not doubting that it wasn't taught. It's did they learn it? So it begins.

Angie Hanlin: It's called in John Hattie's, work, teacher clarity, but step one. If this is not going on in schools, and there's not one school I was working with right now where it was. It was happening when I got there every teacher clear learning, intention begins that lesson. This is what you're going to learn today, not what I'm going to teach. Tell the kids they're learning today you're getting ready to learn right now. This is the learning. It's based upon a state standard. So we know that it's critically important. A lot of times. It's an I Can statement.

Angie Hanlin: or its students will be able to, or learners will be able to, what they'll be able to do at the end. The success criteria always put them in. I can statements, because then, at the end of the lesson, when we go back, explicit instruction at the end of that lesson, go back, check in and then say, can you? Can you do that? Then, as a teacher.

Angie Hanlin: take that upon you? It's not the students fault if they can't, then that tells us what we need to do the next day.

Angie Hanlin: Do we need to reteach? I mean, it's just that. And then it's the idea we do, you do but begin every single person in the building clear learner, clear learning, intention, with success. Criteria. Tell the students what you're going to tell them what they're going to learn today. Teach them, and then see if they learned it. That's where you begin, everybody. It's where you begin.

Angie Hanlin: and then I can't. I cannot stress enough. You've got to have leaders in those rooms. You cannot transform this work from an office. I never was in the office 8 to 3. My office hours were before school and after school I was in the rooms and making sure that this was happening. But and when I talked about systematic instruction. That's that. If it isn't systematic across the school, then we get what's called pockets of success. And that's not all means all.

Angie Hanlin: Then we have a few kids making some great gains because they're in a room where a teacher who's doing some of the things that we're talking about.

Katie Curtis: Right. Gary, there's a question for you. They're just asking if you were an elementary principal before you became a high school principal.

Gary Jensen, #GoFor2!: Yeah, I was a system principal. I literally. I've done probably, like Angie, I've

done everything in a

Gary Jensen, #GoFor2!: K 12 district other than the bus driver. I did not have to drive buses, so I didn't do that. But yeah, I was an elementary principal for 3 years. I was also the head football coach. At the time I was the elementary principal had the best job in the world, really. And then, all of a sudden, our school

Gary Jensen, #GoFor2!: was placed on that list earned our way on that list. And literally, if you remember, back in the day when those lists 1st started coming out, at least in Michigan, you had to replace a principal in that building if they were there for more than 2 years. So on a Wednesday night I cleaned out my elementary office and moved over to the High School office, and that principal ended up he had. He still was under contract. So he was down

Gary Jensen, #GoFor2!: in a little room, and I ran the building. If so, if you can imagine trying to

Gary Jensen, #GoFor2!: change a bunch of things with the past administrator still in the building. It was. It was interesting. But yeah, I was there for 3 years. I had the best job in the world, and my wife always said that she loved her elementary principal much better than she ever did her high school principal husband. But yeah, definitely had that time. And I actually think that that helped me because I had a phenomenal staff of elementary teachers. I really had no idea what I was doing as an elementary principal about a really good

Gary Jensen, #GoFor2!: team builder leader and would take care of the junk for them so that they could take care of business in the classroom.

Gary Jensen, #GoFor2!: Yeah, I imagine you would have been an amazing bus driver, too, and the kids would love

Gary Jensen, #GoFor2!: would be like.

Katie Curtis: Oh, sure!

Nora Chahbazi: That's cool.

Nora Chahbazi: You still do it, Gary.

Katie Curtis: Energy is, you know, anywhere you go. I'm sure the kids would have loved it. So thank you for that, Angie. Another question for you. This one is from a tier, 3 reading interventionist, and you had talked about not lowering the rigor and not compromising that. But her question is, how would you suggest talking to an administrator or evaluator that's given feedback that the work you're doing with students is too rigorous. She's using heavily, and it's not aligned with the resource the district is providing.

Angie Hanlin: 1st thing is, have they? Have they been in to actually watch it and see it?

Angie Hanlin: Have they been in to actually see it? Because you've got to be in and watch it and see it, and then let the data do the talking. Let the data do the arguing. I

Angie Hanlin: kind of stopped arguing. I've had a lot of pushback. I was actually told one time as a teacher

Angie Hanlin: by district level person. We want you to go in your room and just teach, you know. Stop being out here talking about these things, and you know I finally like, let the day to do the talking, if it's making the impact in the students, just keep showing it

Angie Hanlin: and but have them in there if they've not been in to see it. That would be my 1st step. Get them in there to watch it, to see the difference, because when you see it, it's hard to say that it doesn't work. I had a discussion with some middle school teachers today, and it's like, but the kids are here. But the kids are here.

Angie Hanlin: Well, we can't. We can't go down to where they are. We've got to have this same standard, but we've got to bring them up. And so it was about reading and like, but they're not going to be able to do anything until they can read.

Angie Hanlin: you know, when we had the middle schooler and the high school students sitting in tier 3.

Angie Hanlin: They're like, well, they're going to feel bad about themselves if we pull them out and put them in the intervention, you know. Take them out of these electives and stuff and get them an intervention. Well, let me tell you, they don't feel good about themselves right now because they can't read, and then it's chronic absenteeism. And they're messing up, you know, it's behavior problems. And all these things. So

Angie Hanlin: my 1st thing would get them in there to see it, and then keep track of that data and show them the progress those students are making, because it's very hard to argue with the numbers. It's very, very hard. But then, again, it's that thing. If they can't read, they're not going to be able to do anything. So it's the 1st and foremost important step we've got to teach them to read.

Gary Jensen, #GoFor2!: Hey? Can I hope that answered that.

Gary Jensen, #GoFor2!: Yeah, that was, that's the same thing, right? If you can't read, you can't do anything. That's what I used to say. So I mean, think about the assessments in the high school level.

Gary Jensen, #GoFor2!: Yeah. Even taking a math assessment.

Angie Hanlin: A math assessment. You.

Gary Jensen, #GoFor2!: Got to read.

Angie Hanlin: Yeah. Good reader, to read. Yeah.

Gary Jensen, #GoFor2!: Gotta read.

Gary Jensen, #GoFor2!: I do want to say before everybody logs off, Levon. You sent me a message in the chat I've never been to la! Before. I'd love to go to La, maybe amongst the the fires that you guys are all

dealing with. But you made you just made my evening because you know what you said from a grandma.

Gary Jensen, #GoFor2!: My my grandmother's name name was Lavon, and.

Nora Chahbazi: What happened?

Gary Jensen, #GoFor2!: That's a message, or what, but very interesting.

Nora Chahbazi: Okay, Katie, how about 2 more questions?

Katie Curtis: Oh, okay, 2 more.

Katie Curtis: okay, Gary, I'm going to jump back to you. Then this was a question from Valerie. What was the effect of student reading. Success on student behavior.

Gary Jensen, #GoFor2!: Absolutely. I mean, probably what you think. But

Gary Jensen, #GoFor2!: it changed the just the overall behavior of kids. Just

Gary Jensen, #GoFor2!: Angie just said it right? So they become issues in the classroom. If they don't understand how to do. Ebley and teachers are already struggling, we're kind of moving around. We're doing these things organically again, trying to do that.

Gary Jensen, #GoFor2!: And then all of a sudden, it starts clicking for people. My own son was in the building at the time, and he hated to have to verbalize everything that Nora and curriculum would make them verbalize. And you know he's a junior sophomore trying to be cool in his classroom. But once kids start to see the effects of what's happening for them, based on what they were being taught versus kind of the old traditional world of high school.

Gary Jensen, #GoFor2!: They started leaning in, and then, during Ebley time, sorry to say we had Ebley time, but you know I wanted to make sure we had that chunk.

Gary Jensen, #GoFor2!: Now, kids don't want you screwing around in the classroom because I'm trying to get this figured out here. And you know, if you're fortunate enough to have a great leader in Ebley in your in your building. I mean it's it's masterful and magic to watch Cricket and Nora do it. But when you end up having other people in your district being able to do what they do, you know it's

Gary Jensen, #GoFor2!: it is

Gary Jensen, #GoFor2!: worth every penny you can't. You can't put a price on it. So the behavior switches when you can start to have conversations about kids, what are they struggling with? Right? Instead of.

Gary Jensen, #GoFor2!: you know, kicking somebody in the hallway like a jerk, and then you end up in my office. We got to talk about why, you're kicking somebody. I might have that 30 second conversation. But I'm moving into your academics. What's up? What's going on with you? So because, you know, hurt

people hurt people. And so when it comes to behavior, kids are just trying to escape from something they might feel stupid about. So yeah, definitely, behaviors, when kids can start to function

Gary Jensen, #GoFor2!: like their peers.

Gary Jensen, #GoFor2!: or at the level of their peers.

Nora Chahbazi: Oh!

Gary Jensen, #GoFor2!: Or they start beating some of those kids that were the smart kids right? And they start to. Now they're gonna they want to do this stuff every day, because now I figured out something, I'm good.

Katie Curtis: Thank you. We made it through all the questions except for one. And Nora, I'm gonna leave this one for you to answer. I did leave our abile community Facebook link in the chat. But for the people who are curious about Ebby, and just how you would apply that, what would you suggest they go and read or watch after this? If they want to learn more about Ebby.

Nora Chahbazi: Yeah, we have a lot of really excellent webinars, and I try to make them very valuable, so that everything in them is something that you can take away from and actually use. So I would check out our free webinars because there's a lot of them on our website. I would check out our blogs also.

Nora Chahbazi: A lot of people come to us from all over the world, and they come because they somehow learned about our webinars. So there's a lot that you can learn from that. You can learn. You know, we have some apps that you can get on the Apple store or Google, whatever Google's called Google play, the ones for lower

Nora Chahbazi: elementary kids are only on ipads. So you won't find them on your iphone. But that's another way that you can kind of see what Ebley looks like. And we have a lot of videos on our Youtube page. So you can check that out.

Nora Chahbazi: And you know there's a lot of

Nora Chahbazi: once you start going, as people say, down the rabbit hole, there's a lot that you can learn about and get an idea, because Ebley is very different than what most any educator is used to. As far as reading instruction. It's not traditional phonics, and it's not, you know balanced literacy or whole language.

Nora Chahbazi: It's a very integrated system that works from speech first, st instead of the letters leading the instruction, and it teaches a whole lot of the components of, you know, the 5 essential components of literacy as well as handwriting, spelling, and writing all in one activity. So it

Nora Chahbazi: greatly accelerates instruction, and it's hard to talk about it and get people to understand, because you're like, Well, I do that. But wait a minute. I do that, but it's coming from a completely different

Nora Chahbazi: perception, you know, instead of the letters leading the instruction, our speech, what kids come to school naturally with leads the instruction which gives them a head start to start out with. But it's very hard to try to understand. To be honest, when I've been doing this for 26 years, and to try to explain it to people verbally, and I think most people who know Ebley and do Ebley

Nora Chahbazi: could put would agree with that. So to see it in action. And you can see it through those different videos, you can see it in the apps. That type of things to see it like I'm doing. I'm leaving in them

Nora Chahbazi: as soon as we leave. I'm driving down to the airport, but to leave. I've got a presentation in Colorado Springs on Saturday and a presentation tomorrow, and it's presentation next week to in every time I do a presentation I show them it's not like I don't tell them about it. I show what this looks like, and a lot of our webinars will show you different pieces and parts of what this looks like if you go on our our community page, our Instagram, our Facebook stuff.

Nora Chahbazi: you know, you'll see different pieces and parts about, you know, to kind of get an idea, but I would I would do that. I would read. Why, our children can't read. To be honest, I would read that book

Nora Chahbazi: and then check out our our blogs, our webinars. There's a lot of really excellent information on there that I think will give you a good insight.

Nora Chahbazi: Of course we do. Trainings. We do trainings for classroom teachers. K, through 5, and we do trainings for intervention up through adults. That type of thing that are all online and available. But you, wanna, you know, do your due diligence and check into stuff? I think too often teachers jump into things without really knowing you know what it is, or that type of thing. So

Nora Chahbazi: that would be my recommendation.

Nora Chahbazi: Do you have anything else, Katie? Did I miss something.

Katie Curtis: No, we've got it all.

Nora Chahbazi: Okay.

Nora Chahbazi: Yes.

Angie Hanlin: Nora. If they haven't seen the documentary, I feel that

Angie Hanlin: documentary is not only a beautiful tribute to what's possible in literacy, and how life changing it can be, but also the amazing work

Angie Hanlin: that you and the staff at Ebley have done.

Nora Chahbazi: Yeah, well, and it's much bigger than that, too, in the documentary. Yeah, the truth about reading, I'm sure. Cricket put it in the in the chat, and we'll have it in our resources. But we have a page

on our website about really the whole history of how this documentary came to be. And all the way from that, all through all of the screenings, and you know, awards and south by Southwest, you know, festival and all those types of things. So I always like the story. So that's kind of cool, too. But yeah, the documentary. Listen to soda story. There's interesting stuff.

Nora Chahbazi: you know, in there. And yeah, educating yourself and understanding really what's going on out there. Because,

Nora Chahbazi: it's very easy to not know. It's a lot of people. It's been amazing to me of how much.

Nora Chahbazi: how few people know.

Nora Chahbazi: really, what the literacy situation is in our country, really and around the world. To be honest in English speaking countries. So yeah, knowing all those. Another thing that I would recommend. If you've got 97 bucks, it's a myself and a bunch of other people who teach structured linguistic literacy or linguistic products approach. Like Ebley. There was about 7 of us that we had this, you know, we collaborated and and we're all you know. I guess you would say people are like, Why are you working with competitors? And it's like, well, because our

Nora Chahbazi: you know, country can't read, and we need to get instruction that's good out there. So we we hosted a. It was called a Accelerate Literacy Summit, and I don't know cricket. If you can grab that, it's also on our. You can get to it on our webinar page. But there's 36 different presentations. We did it over 5 days. Anything from researchers and administrators and teachers and parents and all kinds of people

Nora Chahbazi: who are presenting about. You know this structured linguistic literacy. It's not all about Ebley. There's several presentations in there but that really has increased the awareness about what this is from a really big variety of angles. So that's another one that I would highly recommend.

Nora Chahbazi: So yeah, there's lots lots out there. If you have questions, we're always happy to answer them, too.

Nora Chahbazi: and I want to say Thank you. Thank you. Thank you to Gary, to Angie, to Jen for sharing. I always love it when we do webinars and presentations where other people come in to share their amazing expertise and stories, because we can all learn from them. But and I just want to say, please put that bar high and just get those kids. I don't care where they are. I don't care if they're all the way down on the bottom. They can reach this bar.

Nora Chahbazi: but if you don't think they can, they can't. So that's what's critical. We have to have our thinking at that high bar place

Nora Chahbazi: and then help them get there. And then, like Gary said, too. And Angie also utilize your resources, utilize. We don't all know everything, nobody knows everything. None of us know everything. So you know, reach out to others who have done that and been there. Gary, Angie, get a hold of them, check out their stuff

Nora Chahbazi: and and just, you know, put that top of the mountain as your goal and help them get there. So thank you all for being here, and I know we've gone way over the even hour and a half that I usually kind of say, Okay, really, I know I'm going to go an hour and a half, but I'm happy that you're here. I thank you guys for sharing, too, and thank you, Katie, and Cricket, for helping us out.

Nora Chahbazi: and we will see you. We don't have our next one scheduled. It'll probably be March or April for our next webinar, and we will get that out there and thanks so much I appreciate it. Appreciate you being here. Bye, guys.

Angie Hanlin: Hi, thank you. So nice to meet you, Gary.

Gary Jensen, #GoFor2!: Yeah, you too.