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The State Role in Promoting Instructional Leadership

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Essential Question:

What can my organization do to build the capacity of principals and school leaders as instructional leaders?

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School Leadership that Works: From Research to Results

Marzano, R., Waters, T., and McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria VA: ASCD.

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Central Question:

How much of a school's impact on student achievement is due to the leadership displayed in that school?

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Methodology Used: Meta-Analysis

- 69 studies
- 2,802 schools
- 1.4 million students
- 14,000 teachers

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Basic Findings:

Correlation between principal leadership & school's average academic achievement = .25

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Marzano identified. . .

21 responsibilities of the school leader

66 practices

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In Your Table Group:

- Individually record 5 most important leadership responsibilities (5 minutes)
- Discuss and decide on the top 2 (30 minutes)
- Record reasons why each was selected

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1st Order Change

- Incremental
- Next most obvious step

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2nd Order Change

- Anything but incremental
- Dramatic departure from the expected

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2nd Order Change

- Knowledge of C I A
- Optimizer
- Intellectual Stimulation
- Change Agent
- Monitoring/Evaluating
- Flexibility
- Ideals/Beliefs

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Responsibilities Negatively Affected by 2nd Order Change

- Culture
- Communication
- Order
- Input

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Effective School Leadership

1. Strong school leadership team
2. Distributed responsibilities
3. The right work
4. Order of magnitude
5. Match the management style with magnitude

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Requirements for Creating a Purposeful Community

- ✓ Collective efficacy
- ✓ Development and use of all available assets
- ✓ Accomplishment of goals that matter to all community members
- ✓ Agreed-upon processes

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In State Teams...

- Individually answer the questions (5 minutes)
- Discuss your answers with your team (20 minutes)
- Prepare a 2 minute report on your team's discussion and select a reporter

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“Leadership is, among other things, the ability to inflict pain and get away with it — short-term pain for long-term gain.”

—George Will
columnist

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Correlation with Achievement	Responsibility
.33	Situational Awareness
.32	
.31	
.30	
.29	
.28	Flexibility
.27	Discipline
	Outreach
	Monitoring/Evaluating
.26	

From Water, T. & Cameron, G. (2006). *The Balanced Leadership Framework: Connecting Vision with Action*. Denver, CO: Mid-continent Research for Education and Learning. (pp. 42-43).

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.25	Culture Order Resources Knowledge of CIA Input Change Agent
.24	Focus Contingent Rewards Intellectual Stimulation
.23	Communication
.22	
.21	Ideas/Beliefs
.20	Involvement in CIA Visibility Optimizer
.19	Affirmation
.18	Relationships
