Leadership
For School Improvement

Leadership

• Big Ideas:
  – Who leaders are in schools
  – What leaders do in relation to four improvement plan components

Who are leaders?

• Vision to see it
• Belief that we can get there
• Help to do it

Who are leaders in our schools?

• Formal leaders
  (e.g., principals, assistant principals, central office staff assigned to support the school)

• Teacher leaders
  (e.g., classroom teachers, department chairs, reading and math coaches)

• Others
  (e.g., counselors, librarians)

“Teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice.”

What do leaders do?

- Communicate clear expectations
- Build capacity
- Monitor and review


What Leaders Do

Communicate clear expectations
Build capacity
Monitor and review

“Great leaders have an internal compass and know which direction they want to take. They always have it in mind and use every activity and event as an opportunity to demonstrate the desired direction. These are leaders with a vision. Others get lost in complexity and behave more like weather vanes than compasses—switching direction depending on the prevailing winds.”

What Leaders Do: Communicate clear expectations

Say

Do

No Consistency in Saying or in Doing

Consistency in Saying/ Consistency in Doing/ Same Message Each Mutually Supportive
Expectations about what?

- Achievement of **all** students
- Professional development
- Teacher mentoring
- Parent involvement
- Use of data for decision making
- Implementation of improvement plan

Reflect a moment to yourself…

On how you, as a leader, communicate clear expectations in what you SAY and DO about one or more of these areas.

Using the list on the previous slide, write an expectation you communicate clearly on a sticky note and put it next to the aligned arrows.

Reflect a moment to yourself…

On how you, as a leader, want to communicate your expectations more clearly about one or more of these areas.

Write this expectation (from the list) on another sticky note and put it next to the unaligned arrow.
What Leaders Do
Communicate clear expectations
Build capacity
Monitor and review

Capacity: A definition
• Competency/power/fitness/ability
• Power to grasp and analyze ideas and cope with problems

What do we need to know about how people change in order to build capacity?
Learning = Change

When asked to change, people will have different concerns:

• Self
• Task
• Impact

Self Concerns
• Want to know the personal impact of using research-based strategies
  ✓ “I would like to know more about the strategy.”
  ✓ “How is this going to affect me?”
  ✓ “I’m concerned about whether I can do them.”
Task Concerns

• Concerned about how use of new strategies will be managed in practice
  ✓ “I seem to be spending all of my time getting materials ready.”
  ✓ “Where will I find the time to plan my lessons or take care of the record keeping required to do the strategies well.”

Impact Concerns

• Interested in the impact on students or the school
  ✓ “How is the use of these strategies going to affect students?”
  ✓ “I’m concerned about whether use of these strategies will help students learn better.”

What are the concerns at your school?

<table>
<thead>
<tr>
<th></th>
<th>Self</th>
<th>Task</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for student achievement in core academic subjects</td>
<td>5%</td>
<td>75%</td>
<td>20%</td>
</tr>
<tr>
<td>Professional development</td>
<td>50%</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>Teacher mentoring</td>
<td>20%</td>
<td>55%</td>
<td>25%</td>
</tr>
<tr>
<td>Parent involvement</td>
<td>50%</td>
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What are the concerns at your school?

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Strategies to Address Concerns

• Self
• Task
• Impact

Ways to Build Capacity

If not a workshop, then what?

“Everyone thinks of changing the world, but no one thinks of changing himself.”

Leo Tolstoy

What Leaders Do

Communicate clear expectations
Build capacity
Monitor and review

Bernhardt's Model of Data Categories

Bernhardt’s Model of Data Categories

Examples:
- Enrollment
- Attendance
- Dropout rate
- Ethnicity
- Gender
- Grade level
- Language proficiency

Examples:
- Perceptions of learning environment
- Values and beliefs
- Attitudes
- Observations

Examples:
- Criterion-referenced tests
- Norm-referenced tests
- Teacher observations
- Authentic assessments
Example:
Description of school programs and processes
Description of meetings
Descriptions of parent-teacher conferences

Data Trends

Time adds a dimension that usually increases understanding of data trends

Intersecting Categories of Data Provide Deeper Understanding
Bernhardt’s Model of Data Categories

Demographic/Student Learning Data
Tell us: whether specific groups of students are learning at the same level or not

Student Learning

Tell us: whether student perceptions about a school program are favorable

School Process/Perceptions Data
Tell us:
whether student perceptions about a school program are favorable


What two categories of data would tell us…

the impact of student perceptions of the learning environment on student learning

What two categories of data would tell us…

**whether a program is making a difference in student learning results**


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**Bernhardt’s Model of Data Categories**

- **Student Learning/School Process Data**
  - Tell us: whether a program is making a difference in student learning results


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What two categories of data would tell us…

**about student participation in different programs and processes**

Demographic School Processes
Bernhardt’s Model of Data Categories

Tell us:
about student participation in different programs and processes


Now try these…

Example 1:
Is there a relationship between student attendance and state test results?

Checking Your Understanding of Data Categories
Bernhardt’s Model of Data Categories

Demographic
  student attendance

Student Learning
  math
  achievement

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Checking Your Understanding of Data Categories

Example 2:
Is there a difference in student achievement results by program participation?
Checking Your Understanding of Data Categories

Example 3:
Are students who are most satisfied with school being taught differently from students who are less satisfied with school, and who are they?

Bernhardt’s Model of Data Categories

Demographic who students are
School Processes how taught
Perceptions satisfaction

Checking Your Understanding of Data Categories

Example 4:
What are the differences in student learning results based on who the students are and how they are taught algebra?
Typically, school data are analyzed to...

- Improve instruction
- Provide students with feedback on their performance
- Gain common understanding of what quality performance is and how close we are to achieving it
- Measure program success and effectiveness

Typically, school data are analyzed to...

- Understand whether what we are doing is making a difference
- Make sure students do not “fall through the cracks”
- Know which programs are getting the results we want
- Get to the “root cause” of problems
Typically, school data are analyzed to…

- Guide curriculum development and revision
- Promote accountability
- Meet state and federal requirements

How does our school use data?

<table>
<thead>
<tr>
<th>Questions About Where We Are</th>
<th>Data We Have on Hand</th>
<th>Data We Need to Collect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the same cohort of students improving in math achievement from year to year?</td>
<td>Grades 3-8 state test; Benchmark tests</td>
<td>Test scores from year to year on same cohort</td>
</tr>
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<table>
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</thead>
<tbody>
<tr>
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<td>At what grade level does parent involvement start to decrease? Why do some parents stay involved?</td>
<td>Rosters of parent attendance at parent/teacher conferences in grades K-8</td>
<td>Year-to-year comparison of rosters; Parent perceptions of conferences at critical junctures</td>
</tr>
</tbody>
</table>

But remember…

- Data collection just to be collecting data will serve no real purpose and will waste valuable time and energy.

- Data collection needs to be thoughtful and intentional and connected to school goals and objectives.

- Data must be analyzed to have meaning and be used.

Leadership

- Big Ideas:
  - Who leaders are in schools
  - What leaders do in relation to 4 improvement plan components
Who leaders are...

- Math Coaches
- Grade/Department Chairs
- Principals
- Teachers
- Central Office Staff
- Literacy Coaches

You Are A Leader!

What Leaders Do

Communicate Clear Expectations
- Say
- Do

What Leaders Do

Build Capacity
- Learning = Change
- Address concerns:
  - Self
  - Task
  - Impact
What Leaders Do

Monitor and Review

• Include data collection & analysis in plan

• Collect a variety of data