

Senior Leadership and Student Achievement

Presented by
The Leadership and Learning Center
LeadandLearn.com
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Premise

Leadership Matters

**The purpose of leadership
is the improvement of
instructional practice
and performance,
regardless of role**

Elmore, R. F. (2006). *School reform from the inside out*. Cambridge, MA: Harvard Educational Review.

**Essential Questions
for Superintendents**

1. Are we clear about the learning outcomes? (What)
 - Big ideas and essential questions
 - Coherent curriculum and support materials
2. Do we have a shared vision and expectations of powerful instruction and learning? (How)

Essential Questions

3. How do we know if students and staff are making progress? (How well)
 - Effective use of data
 - More frequent assessments
 - Internal accountability
4. Does our system of support and learning effectively address these issues? (What else do we need to learn?)

**Getting the Central Office
Organized Around These
Four Questions to Support
Student Achievement**

1. Are We Clear About the Learning Outcomes?

Clarity and Communication of Learning Outcomes

The essential content and expectations for all students have been identified and communicated

- Power Standards are developed and “unwrapped” to develop curricula, curriculum maps, common pacing guides, coherent unit/ lesson templates
- Teachers identify critical learning and input experiences

Clarity and Communication of Learning Outcomes

- Teachers assure that the essential content is communicated and addressed
- Expectations are modeled for students
- Performance standards and assessments, based on the learning outcomes, are present for every lesson and unit

Oregon DOE Outcomes

10 Performance Standards

- All districts will maintain standard schools
- All students will show continuous individual growth in all core academic subjects
- By 2013-14, all students will reach high standards in reading and mathematics

ODOE Performance Standards

- All ELL will become proficient in English and reach high academic standards, meeting or exceeding ODE performance standards in reading and mathematics
- All students will be taught by highly qualified teachers in core content
- All students will be taught in learning environments that are safe and conducive to learning

ODE Performance Standards

- All students will attend school and graduate with a post-high-school plan
- All students will develop proficiency and use technology to improve achievement
- All CTE students will meet/exceed on Perkins

ODE Standard #10

- **All districts will show progress towards closing achievement gaps between high and low-performing children, especially the gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers, so that student performance cannot be predicted by ethnicity, gender, family income, disabling condition or SES**

2. Do We Have A Shared Vision And Expectation Of Powerful Instruction And Learning?

The district leadership team headed by the superintendent needs to have a shared vision of high performance

Simmons, J. (2006). *Breaking through: Transforming urban schools*. Amsterdam, NY: Teachers College Press.

Oregon's District Vision /Goal Statements*

- **Achieving excellence through high standards of teaching and learning**
- **..provide a safe and supportive educational environment with high academic and behavioral expectations through teaching that focuses on individual learning needs to prepare students for a life of joy and challenge in a changing world**

Vision / Goal Statements*

- **...deliver challenging learning opportunities, maximize students' growth and increase student achievement through effective teaching...**
- **...educating each student to be a thriving citizen by helping them meet high academic standards and (by) providing them with the lifelong skills they will need to flourish**

Vision / Goal Statements*

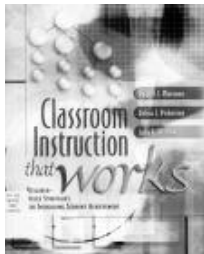
- **...work together for high academic achievement and exemplary citizenship for all students by establishing a learning system based on performance excellence, continuous improvement...**

Shared Vision for Learning*

- REV will serve as a 3-5 year blueprint for action for the school district. ...used as a guide and direct the allocation of resources, the creation of programs and accountability for progress
- What knowledge and skills are essential to the success of our students in the 21st century workplace?

What We Know

Research-Based Instruction



Marzano, R. J., Pickering, D., Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Instructional Strategies that Affect Student Achievement

Similarities & Differences	1.61 ES	31 Studies
Summarizing & Note-Taking	1.0 ES	179 Studies
Effort & Recognition	.80 ES	21 Studies
Homework & Practice	.77 ES	134 Studies

Marzano, R., Pickering, D., Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Instructional Strategies That Affect Student Achievement

Nonlinguistic Representations	.75 ES	246 Studies
Cooperative Learning	.73 ES	122 Studies
Setting Goals & Giving Feedback	.61 ES	408 Studies
Generating & Testing Hypothesis	.61 ES	63 Studies
Questions, Cues & Adv. Organizers	.59 ES	1,251 Studies

Marzano, R., Pickering, D., Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

What Works

- High levels of the interactive instruction added 5 percent to the average one-year gains in reading and math
- High levels of didactic instruction reduced those scores by 4 percent (Didactic instruction includes teachers who lecture students, ask short single-answer questions, and assess students on the correctness of the answers)
- Extensive review of material covered reduces scores by another 4 percent

Simmons, J. (2006). *Breaking through: Transforming urban schools*. Amsterdam, NY: Teachers College Press.

Authentic Pedagogy

- An analysis of NELS data found that students in restructured schools, where authentic instruction was widespread, experienced greater achievement gains
- Average students in schools with high levels of authentic instruction would learn about 78 percent more in mathematics between eighth and tenth grades

Lee et. al. cited in Darling-Hammond, L. (2006). No child left behind and high school reform. *Harvard Educational Review*. Vol. 76 (# 4).

Authentic Pedagogy

- Higher levels of student performance result when instruction focused on
 - Active learning
 - Real-world contexts
 - High-level thinking skills
 - Extended writing
 - Demonstration

Newman et. al cited in Darling-Hammond, L. (2006). No child left behind and high school reform. *Harvard Educational Review*. Vol. 76 (# 4).

The basic generalization is that learners must actively engage in the processing of information, and that the teaching and learning process involves interaction among the teacher, the students, and the content

Marzano, R. J. (2007). *The art and science of teaching*. Alexandria, VA: ASCD.

Leaders' Belief About Learning

The district capacity to promote and support ambitious instruction hinges on leaders' abilities both to learn themselves and help others learn new ideas

Supovitz, J. A. (2006). *The case for district-based reform: Leading, building, and sustaining school improvement*. Cambridge, MA: Harvard Education Press.

What is Working in Your District?

- Identify the effective, research-based instructional strategies that have been fully implemented in your schools?
- On any given day, what percent of the teachers can be observed implementing the strategy with their students?

What is Working in Your District?

- What evidence do you use to determine implementation of best practices?
- Discuss the methods used to monitor for deep implementation

What We Do

Current Reality

- Consider the results of more than 1,500 classroom observations:
 - Clear learning objective – 4%
 - Worksheets – 52%
 - Lecture – 31%
 - Monitoring with no feedback – 22%

Learning 24/7 (2005) now Teachscape

Current Reality

- Results of more than 1,500 classroom observations
 - Students required to speak in complete sentences — 0%
 - Evidence of assessment for learning — 0%
 - Evidence of bell-to-bell instruction — 0%
 - Fewer than one-half of students engaged — 82%

Learning 24/7, (2005), now Teachscape

Observations in Ohio

- There are too many worksheets
- Teachers do most of the talking — students are not engaged
- There is a great deal of traditional teaching in terms of methods

McNulty, B. (2007). Action Research in principal's classroom observations.

Observations in Ohio

- Lack of teaching from bell to bell
- SPED instruction is weak
- Teacher questioning is at lower levels — Depth of knowledge limited to recall and understanding, not HOTS

McNulty, B. (2007). Action Research in principal's classroom observations.

Your Current Reality

- Review the list
- How much of this is true in your classrooms?
- How will this impact your progress in meeting the 10 performance standards from ODE? And your mission/vision for the district?
- What would it take to change some of these practices?

Closing the Knowing-Doing Gap

Superintendents in Successful Districts

- Were active in monitoring curriculum and instruction in classrooms and schools
- Were active in supervision, evaluation, and mentoring of principals
- Exercised tighter controls over decisions about *what would be taught* and *what would be monitored*

Murphy and Hallinger (1988). Cited in Elmore, R. (2004). *School reform from the inside out: Policy, practice, and performance*. Cambridge, MA: Harvard Education Publishing Group.

Superintendent Responsibilities

- The district has adopted clear goals for instruction and achievement
- Schools have “Defined Authority,” schools are aligned with district goals for achievement and instruction
- The district has adopted a research-based approach to instruction

Waters, T. J. & Marzano, R. J. (2006). *School district leadership that works: A working paper*. McREL.org

One District's Story

Norfolk Public Schools

- Question from Superintendent John Simpson
 - What percentage of our teachers are fully implementing the K-2 reading program on a daily basis?
 - Staff Answer: About 75%
 - Question: How do you know it is 75%?
 - Answer: It's an educated guess
 - Actual implementation after study= 50%

Determining the Implementation Level

- Started with a high leverage practice required by the district in all classrooms
- Developed the observation rubric from the requirements in the reading plan
- Piloted the instrument and made revisions based on feedback
- Trained a team of observers
- Collected the data and generated reports

Sharing the Data

- Observation data were reported to staff numerically from rubric in percentages and raw numbers
- Example: "During our classroom sweeps today we found that 40 percent, or 112 of our teachers fully implemented all components of the shared reading strategy"

Data Collection Tool

- Implementation of District Reading Plan: Comparative Report
- Divided into major components from the Reading Plan
- Contains specific “look for’s”
- Shows progress over time
- Clearly identifies specific areas for growth and strengths

Closing the Implementation Gap K-2 Reading

- The data showed
 - 82% of K classes had the Breakthrough program in use
 - 89% of classrooms had well defined areas for whole and small-group instruction
 - 98% of the classrooms scheduled language arts instruction for two to two-and-a-half hours per day

Closing the Implementation Gap K-2 Reading

- The data also showed
 - 66% were fully implementing shared reading model
 - 46% of the center work was open-ended
 - 70% of classrooms had an appropriate word wall
 - 78% of the teachers engaged students in word study

Closing Your Implementation Gap

- **With your team discuss**
 - What high-yield instructional strategy or program will your school/district monitor to determine current implementation percent, and thus, your implementation gap?
 - Explore the process to collect the data and share results with all staff
 - What support will you provide to staff to hit a 90 percent implementation target?

Shared Vision of Powerful Instruction on The School Level

Principal Leadership

- **Knowledge of CIA:** The principal is knowledgeable about current curriculum, instruction, and assessment practices
- **Monitor and evaluate:** Monitors and evaluates the effectiveness of school practices, and their impact on student performance

Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works*. Alexandria, VA: ASCD.

Principal Leadership

- **Involvement in CIA:** The principal is directly involved in the design and implementation of curriculum, instruction, and assessment practices

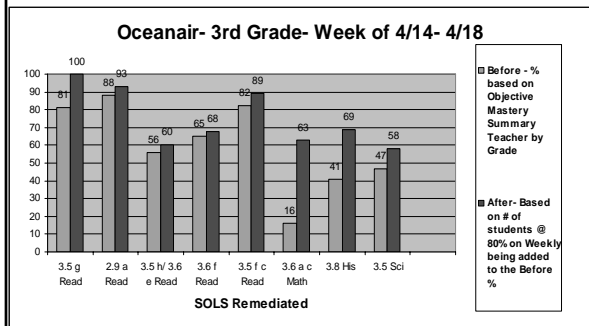
Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works*. Alexandria, VA: ASCD.

One Principal's Approach

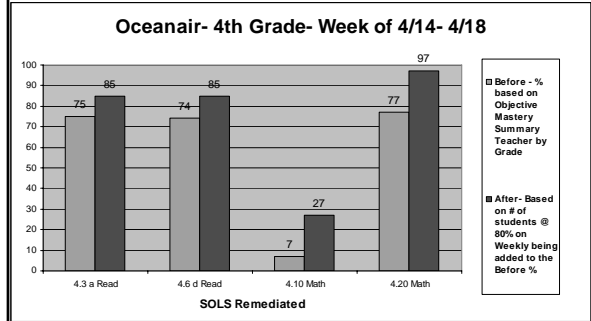
Countdown to the SOL

- Collaborated with staff to determine instructional strategies to be used school-wide on a daily basis
- Used frequent formative assessments to track student progress
- Engaged the staff in monitoring and tracking the implementation of the strategies
- Shared the data with the team on a weekly basis

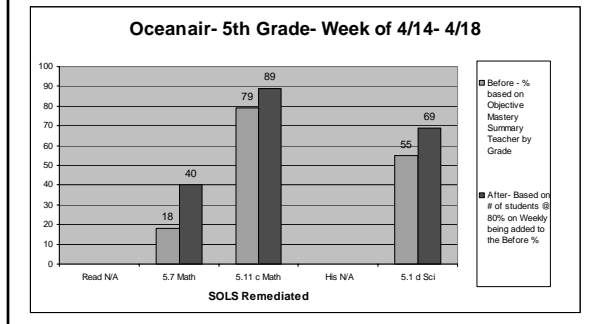
Leadership Actions Making a Difference In Student Learning



Leadership Actions Making a Difference In Student Learning



Leadership Actions Making a Difference In Student Learning



“Improving practice can only be done by teachers, not to teachers.”

Wurtzel, J. (2007). *The professional, personified*. Journal of Staff Development. Vol. 28 (#4).

Collaborative Development of Observation Rubrics

- Data analysis of student results
- Team discussion about the fidelity of implementation of instructional strategies
- Development of the rubric
 - Start with characteristics of effective implementation

Observation Rubrics

- Create at least two additional levels
 - Full implementation
 - Partial implementation
 - No implementation
- Include very clear descriptors
- Pilot the instrument in a few classrooms and make adjustments
- Share and use input from the staff in advance of observations and collect the data
- Report the data in a timely manner

Analyze Two Examples

- Questioning Strategies
- Writer's Workshop

Report the Data

● Implementation of effective questioning strategies

- 10% of the staff demonstrated effective questioning at level 4 of our rubric
- 20% of the staff scored on level 3
- The majority of staff, over 60%, were on level 2
 - 2 teachers did not accept choral responses
 - 5 teachers provided think time
 - 5 teachers connected their questions to the objective

Report the Data

● Effective implementation of Writer's Workshop

- In our walk-through's, 30% of our classrooms demonstrated full implementation of all components of the Writer's Workshop,
- In 50% of the classrooms there was evidence of the composition evaluation being completed by the students, and the class chart was posted

How Do We Know If Students and Staff Are Making Progress?

Monitoring and Feedback

Monitoring and Feedback

- Concept of monitoring and feedback is a central finding in the research; the more frequent the assessment and feedback, the better
 - Includes systematic data collection, analysis of assessments, leadership and teaching practices, data use, and feedback of information to students, teachers and administrators

Effective vs. Ineffective Principals

- Both tend to promote the same reforms — e.g. looking at data, teacher teams, etc.
 - The difference, however, is follow-through — Effective principals closely monitor to ensure follow-through

Duke, D. (2007). *Turning schools around: What are we learning about the process, and those who do it.* Education Week Vol. 26 (#24).

Research Findings

Major reviews of research on the effect of formative assessment indicate that it is one of the most powerful strategies in a teacher's arsenal

Marzano, R. J. (2007). *The art and science of teaching.* Alexandria, VA: ASCD.

Achievement Gains & Frequency of Assessments Over 15 weeks		
Number of Assessments	Effect Size	Percentile Gain
0	0	0
1	0.34	13.5
5	0.53	20.0
10	0.60	22.5
15	0.66	24.5
20	0.71	26.0
25	0.78	28.5
30	0.82	29.0

Bangert-Drowns, Kulik & Kulik (1991). Cited in Marzano, R. J. (2007). *The art and science of teaching*. Alexandria, VA: ASCD.

Research conclusively shows that formative assessment significantly improves learning

The gains in achievement (0.7) are considerable, amongst the largest ever reported for educational interventions

Bangert-Drowns, Kulik & Kulik (1991). Cited in Marzano, R. J. (2007). *The art and science of teaching*. Alexandria, VA: ASCD.

Final Questions

- Does your system foster
 - Clarity around learning outcomes?
 - A shared vision & expectations of powerful learning?
 - Use of data to monitor and celebrate progress?



Recommendations for District Leadership

Among the recent research studies, there appears to be consensus about the importance of

1. A district culture that emphasizes that achievement is the primary responsibility of every staff member in the district, and the central office is a support and service organization for the schools

Maclver, M. A. & Farley, E. (2003). *The role of the central office in improving instruction and student achievement*. Baltimore, MD: CRESPAR.

Recommendations for District Leadership

2. Put a primary focus on improving instruction, accompanied by a high level of resources devoted to coherent professional development linked to research-based practices
3. Focus attention on analysis and alignment of curriculum, instructional practices and assessments

Maclver, M. A. & Farley, E. (2003). *The role of the central office in improving instruction and student achievement*. Baltimore, MD: CRESPAR.

Recommendations for District Leadership

4. The need to provide professional development for principals and teachers in interpreting data to make good instructional decisions

Maclver, M. A. & Farley, E. (2003). *The role of the central office in improving instruction and student achievement*. Baltimore, MD: CRESPAR.

Recommendations for District Leadership

5. Leadership should not be a forced choice between centralized control and decentralized empowerment of the schools

Simmons, J. (2006). *Breaking through: Transforming urban schools*. Amsterdam, NY: Teachers College Press.

Recommendations for District Leadership

6. The school is the essential unit of change. Context matters.
Scaling up best practices means developing the capacity within schools for teachers and administrators to adapt to promising practices and to draw on the unique features of each school and community in effecting change

Recommendations for District Leadership

7. The superintendent should set the example for leadership

Be the best at what you expect to see in others

The true purpose of educational reform is to foster deep and lasting improvement in the quality of instruction inside the classroom

Supovitz, J. A. (2006). *The case for district-based reform: Leading, building, and sustaining school improvement*. Cambridge, MA: Harvard Education Press.



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