

The Administrator as Instructional Leader



Presented by
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Overview

1. Overview
2. Role of the Principal
3. Raising Academic Achievement District-Wide
4. Conducting Classroom Visits
5. Developing Professional Learning Communities
6. Addressing Sustainability
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8. References/Resources
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Role of the Principal

- Juggler
- High Profile
- Multi-Task Whiz
- Long hours
- Master of all
- On-Call
- Instructional Leader

How Leadership Influences Student Learning

Review of Research

THE WALLACE FOUNDATION (2004)

www.wallacefoundation.org

Kenneth Leithwood

Karen Seashore Louis

Stephen Anderson

Kyla Wahistrom

“The total (direct and indirect) effects of leadership on student learning account for about a quarter of the total school effects” (p.5)

Leadership Effects on Learning

1. Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.
2. Leadership effects are usually largest where and when they are needed most.

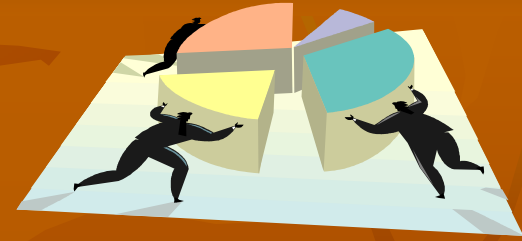
Status Quo

1. “Principals, superintendents and teachers are all being admonished to be ‘instructional leaders’ without much clarity about what that means” (p.6 Leithwood et al, 2004).
2. “The term ‘instructional leader’ has been in vogue for decades as the desired model for education leaders- principals especially. Yet the term is often more a slogan than a well-defined set of leadership practices” (p.6 Leithwood et al, 2004).
3. “Displacing the sloganistic uses of the term ‘instructional leadership’ with the more precise leadership practices specified by well-developed leadership models is much to be desired” (p.7 Leithwood et al, 2004).

Four Model Components for Effective Instructional Leadership

1. Raising Academic Achievement District-Wide
2. Conducting Classroom Visits
3. Developing Professional Learning Communities
4. Addressing Sustainability

Component One



*Raising Academic Achievement
District-Wide*

“No Child Left Behind”



“No Child Left Behind”

- Purpose:

“close the achievement gap between disadvantaged and minority students and their peers”

US Department of Education 2002

NCLB Goals:

- The intent of NCLB is to tie ESEA funding with research based effective educational practices.
- Hold states accountable for raising the performance of low performing schools by meeting several requirements.

Critical Question

What does it take to
improve
student achievement



Emergence of New School Models



Two Prominent Sources

1. Learning First Alliance
www.learningfirst.org

2. Just For The Kids
www.just4kids.org

Learning First Alliance

(Togneri & Anderson , 2003)

- Founded in 1997,
- A permanent partnership of leading national education organizations working together to improve student learning.
- Many “talked the talk”
- Found only isolated islands of excellence

Learning First Alliance Members

- American Association of Colleges for Teacher Education
- American Association of School Administrators
- American Federation of Teachers
- Association for Supervision and Curriculum Development
- Council of Chief State School Officers
- Education Commission of the States
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Association of State Boards of Education
- National Education Association
- National PTA
- National School Boards Association

Learning First Alliance Goals

- To ensure that high academic expectations are held for all students
- To ensure a safe and supportive place of learning for all students
- To engage parents and other community members in helping students achieve high academic expectations

Learning First Report

- This report showed that five high poverty school districts significantly raised student achievement by focusing on district wide strategies to improve instruction.
- For example, in one district in 1994, 65 percent of African American students met minimum expectations compared with 84% of white students, by 2002 the percent of African American students meeting minimum requirements had risen to 94% compared to 96% whites.

Emerging Model

Significant Study: Learning First Alliance

Beyond Islands of Excellence: What Districts do to Improve Instruction and Achievement Schools

~Togneri & Anderson, 2003~



Emerging model

Two Key Variables For Improving School Achievement:

1. Developing a supportive infrastructure at district level
2. Addressing effective instruction

Developing a Supportive Infrastructure at District Level



~Seven Findings~

1. Districts had the courage to acknowledge poor performance and the will to seek solutions.
2. Districts put in place a systemwide approach to improving instruction.
3. Districts instilled visions that focused on student learning and guided instructional improvement.

4. Districts made decisions based on data, not instinct.
5. Districts adopted new approaches to professional development.
6. Districts redefined leadership roles.
7. Districts committed to sustaining reform over the long haul.

~Togneri & Anderson, 2003, pp 5-8.~



Addressing Effective Instruction

“ In all districts, regardless of the catalyst, leaders came to the same conclusion:

To improve student achievement, they need to emphasize a key factor within their control-
Improving instruction”

~Togneri & Anderson, 2003, p11.~

Critical Components Supporting Instruction

1. A vision focused on student learning and instructional improvement.
2. System wide curricula that:
 - connect to state standards,
 - are coherent across grade levels
 - provide teachers with clear expectations what to teach

3. A multimeasure accountability system and system wide use of data to:

- Inform instructional practices
- Hold schools accountable for results
- Monitor progress

4. A new approach to professional development designed as a coherent approach to improving instruction

5. Instructional leadership distributed across stakeholders.

6. Strategic allocation of financial and human resources.

7. Use of high-quality research to inform decision making and practice.

Instructional Leadership Activities for Principals



Develop Mission Statement Focus

Action Steps

- Ensure the school has a mission statement that specifically identifies academic achievement as a central goal for the school
- Take steps to maximize the visibility of the school mission statement
- Take opportunities to speak to the mission statement
- Allocate time at faculty meetings to discuss the awareness of the mission statement and its implementation throughout the school.
- Utilize occasional press releases focusing on the importance of learning and academic achievement especially at the start and end of the school year.

Promote On-Going Commitment to Learning

Action Steps

- Use school assemblies to inform and encourage students that the school is totally committed to their learning
- Celebrate successes
- Take responsibility for lack of success in test results and develop review processes and action plans to remedy problems
- Continually remind and encourage teachers that they are responsible for their students' learning.

Hire Quality Teachers

Action Steps

- Carefully review the teacher's application, resume and references for indicators of expertise in instruction
- Design specific interview questions to evaluate the candidate's commitment and skills in instruction
- Develop routines to constantly touch base and recognize exemplary teachers already in the school
- Publicly and privately celebrate successes in academic achievement
- Disseminate successes in academic achievement to faculty, student body, parents and community

Continually Expand Knowledge Base

Action Steps

- Make a constant effort to read and stay abreast of critical literature
- Visit with lead teachers and have brief ongoing discussions on best practices, research, assessment, implementation and professional development
- Attend critical meetings that address academic improvement, curriculum and instructional issues
- Attend evidence based workshops on improving academic achievement in the school

Take Active Role in Curriculum Decisions

Action Steps

- Participate with staff in staff discussions about adopting or adapting curricula
- Set expectations for curriculum quality, preferably in writing as policy, through the use of standards and guidelines
- Monitor fidelity of implementation
- Develop leadership team to assist in curriculum management

Monitor Student Progress

Action Steps

- Develop a system for gathering data on a frequent schedule
- Arrange a system for summarizing the data to highlighting student progress
- Conduct meetings to regularly review student progress
- Set expectation that plans will be developed for students not making adequate progress
- Disseminate successful results
- Celebrate significant results
- Establish with staff that they are accountable for adequate student progress

Provide for High Quality and Focused Professional Development

Action Steps

- Set an expectation that professional development must be consistent with the school's mission
- Set guidelines on the kinds of in-service that may be attended
- Ensure that the professional development goals are clear and consistent with the goal of improving student achievement
- Engage in activities that are lasting, sustainable and encompass all staff
- Ensure that workshop content is scientifically or research based
- Carefully plan a professional development budget that will enable staff skills be raised to the level necessary for student to progress adequately.

Motivate and Monitor Staff.

Action Steps

- Set expectation that all classrooms will be visited on a regular basis and that the primary focus will be to observe quality instruction
- Develop schedule and keep to it.
- Acknowledge staff who are delivering quality instruction
- Address staff members who are not delivering quality instruction and work with them to raise their level of performance
- Be prepared to use whatever leverage necessary to address incompetence or unwillingness to raise instructional standards where necessary
- Make quality instruction a part of the annual goals for all teachers and use the teacher evaluation process for this purpose

Self-Evaluation Checklist and Plan for Instructional Leadership by the Principal

Scoring: 1 = adequately in place 2 = Somewhat in place 3= Not in place

- | | | | |
|----------|----------|----------|--|
| 1 | 2 | 3 | Item 1: Develop Mission Statement Focus |
| 1 | 2 | 3 | Item 2: Promote On-Going Commitment to Learning |
| 1 | 2 | 3 | Item 3: Hire Quality Teachers |
| 1 | 2 | 3 | Item 4: Continually Expand Knowledge Base |
| 1 | 2 | 3 | Item 5: Take Active Role in Curriculum Decisions |
| 1 | 2 | 3 | Item 6: Monitor Student Progress |
| 1 | 2 | 3 | Item 7: Provide High Quality & Focused Professional Development |
| 1 | 2 | 3 | Item 8: Motivate and Monitor Staff |

Barriers to Effective Instructional Leadership

- Lack of skills and training
- Lack of teacher cooperation (Bargaining issues, distrust)
- Lack of time
- Lack of support (School Board, Superintendent, Community)
- Lack of vision, will or courage

Source: McEwan, 2003, pp. 11-14

Reflection

- What barriers are operating in your situation?
- What remedies are available?

Action Plan

1. From the self-evaluation checklist (slide 37), select at least one item that is scored 2 or 3 and develop a action response.
2. Select one item from the list of barriers (slide 39) and develop a remedy response.

Component Two



Conducting Classroom Visits

“Once upon a time the classroom teacher was required to provide school buildings, pupils, books, materials, and instruction. Since those primitive day, there has developed a department of school activity called administration whose primary function is to provide everything which will improve classroom teaching.”

~*W.W. Charters (1918)*

(Fraser, 2005, p.438)

“The primary purpose of supervision was to improve teaching.”

~Payne, 1875

“ Supervision is the foundation upon which all programs for the improvement of teaching must be built.”

~Barr & Burton (1927)

“ Supervision is an expert technical service primarily concerned with studying and improving the condition that surrounds learning and growth.”

~Barr, Barton and Brueckner (1947)

“ To supervise means to coordinate, stimulate, and direct the growth of the teacher.”

~Briggs and Justman (1952)

“ The superintendent of schools knows his most important task is that of improving instruction.”

~American Association of School Administrators, 35th Yearbook, 1957, p.167.

Book Title:

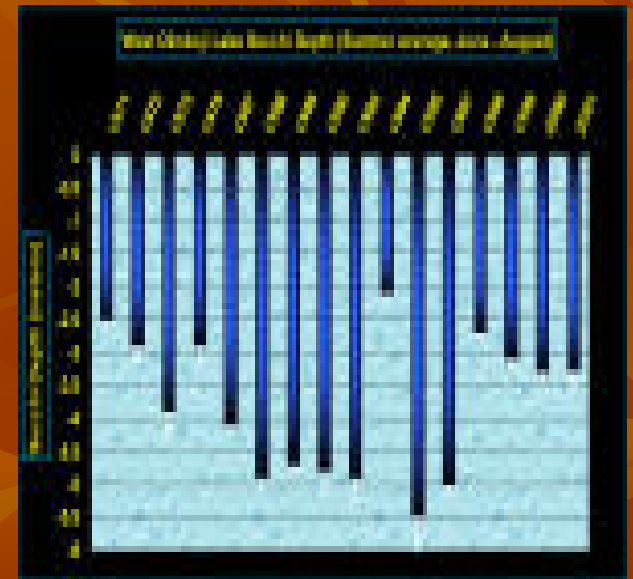
“Supervision that improves teaching.”

~*Sullivan & Glanz (2000)*

“Although the original purposes and intents of supervision were to improve teaching and student growth, there is little evidence of success in attaining this purpose.”

~*Fraser, 2005, p. 432*

Juxtaposing Two Sets of Data



“The total (direct and indirect) effects of leadership on student learning account for about a quarter of the total school effects” (p.5)

Principal's Time

Where

- Office area
- Hallways/Grounds
- Off campus
- In classrooms

Time Spent

- 65 %
- 17%
- 11%
- **7%**

Howell (1981), Morris (1981), Kmetz & Willower (1982), Stronge (1988);
Fraser (2005).

Classroom Visits

Kinds and Purposes (1)

1. *Kind:* Annual Evaluation

Instrument: District Standard Evaluation Forms

Primary Purpose: Maintaining District/State Standards

Classroom Visits

Kinds and Purposes (2)

2. *Kind:* Problem Solving

Primary Purpose: Provide assistance on individual basis (teacher or student)

Instrument: Formal or informal observation tool

Classroom Visits

Kinds and Purposes (3)

3. *Kind:* Program/Curricula Implementation

Primary Purpose: Ensure teachers are providing instruction with high fidelity of implementation for program or curriculum.

Instrument: Formal observation tool

Classroom Visits

Kinds and Purposes (3)

4. *Kind:* Walk-Throughs

Primary Purpose: Assist teachers to reflect on their teaching especially decision making

Instrument: Informal (no paper trail)

Research Outcomes from Supervision as in Walk-Throughs

1. Higher student achievement across SES and cultural lines

~Andrews, Solder, and Jacoby, 1986;
Heck, 1991, 1992; Louis and Miles, 1991;
Hallinger and Heck, 1995; Frase 2005

Research Outcomes from Walk-Throughs

2. Improved classroom instruction

(Teddlie, Kirby, Springfield, 1989; Frase, 2005; English, 2005)

Research Outcomes from Walk-Throughs

3. Improved student discipline

(Blase, 1987; Blase, 1991, Frase, 2005, English, 2005)

Classroom Walk-Through

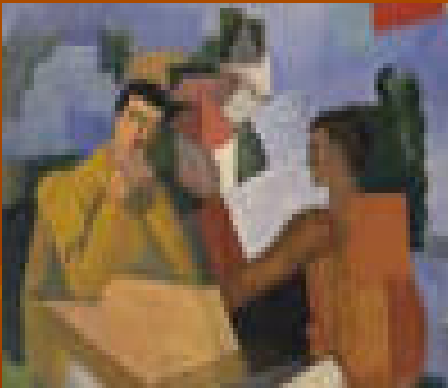
What is it?

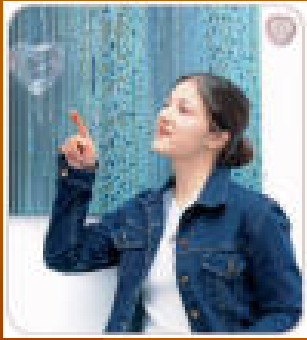
(Downey et al. 2004)



Classroom Walk-Through...

A tool designed to increase the dialogue on instruction leading to improving instruction and student achievement





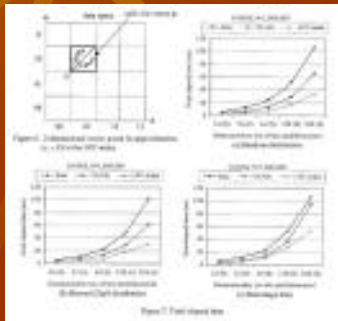
A focused classroom visit
for a brief period of time
followed by
reflection with the teacher



Classroom Walk-Through...



A way to talk
with teachers
about improvement
in teaching and learning.



Classroom Walk-Through...

A tool to maximize the administrator's time in the classroom.



What are the Specifics of Walk-Throughs

Designated time 5 minutes~ New name
“FIVE MINUTE WALK-THROUGH”

Snapshot of Teaching and Learning & Reflection with Teacher

Walk-Through

Step 1: *Identify* Instructional Content

Step 2: *Identify* Instructional Strategy (s)

Step 3: *Assess* Student Engagement

Follow-Up

Step 4: *Review* Information Identified

Step 5: *Reflection* with Teacher

Step 6: *Decision(s)* as Appropriate

Action Plan

Classroom Visits

1. Identify the purposes and frequencies of your classroom visits.
2. Consider desirable frequency of visits
3. Develop action plan for scheduling visits and follow-up.

Component Three



Developing a Professional Learning Community

Develop a Professional Learning Community

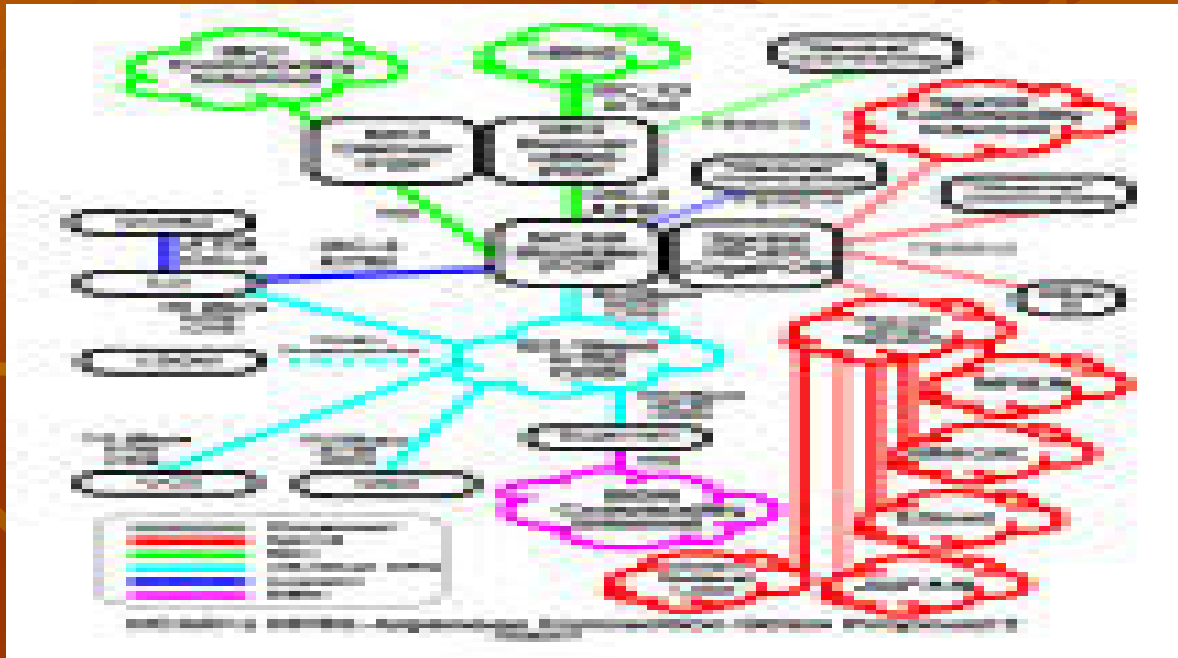
Hord (1997) described an educational professional learning community as one where principals and teachers work together to continuously seek and share learning with the primary outcome of raising student achievement.

Features of a Professional Learning Community

Emphasis on:

1. Integration
2. Focus
3. Dialogue on instruction
4. Building on “what is”
5. Adapting what works from literature

TRADITIONAL MODEL





CASCADE/SHASTA ON-GOING INSERVICE ON EFFECTIVE INSTRUCTIONAL PRACTICES

- 1. Survey Development
- 2. Conduct Survey
- 3. Utilize In-Service Days
- 4. Implementation and follow-up

Copy of survey Appendices A & B also

www.behaviorassociates.org

San Clemente High School

Departments meet regularly and discuss assessment data. Interactions occur across teachers who obtain high scores and those who obtain low scores.

Willamette High School

1. Scheduled classroom visits between teachers,
“Peer Visits.”
2. Late Start 15 minute topic discussion

Action Plan

1. What activities does your school engage in that has the outcome of increasing the “dialogue on instruction”?
2. What steps can you take to build in activities designed to increase the dialogue on instruction?

Component Five



Addressing Sustainability

Phases of Innovation/Reform Implementation Pattern



Explanations for this Pattern

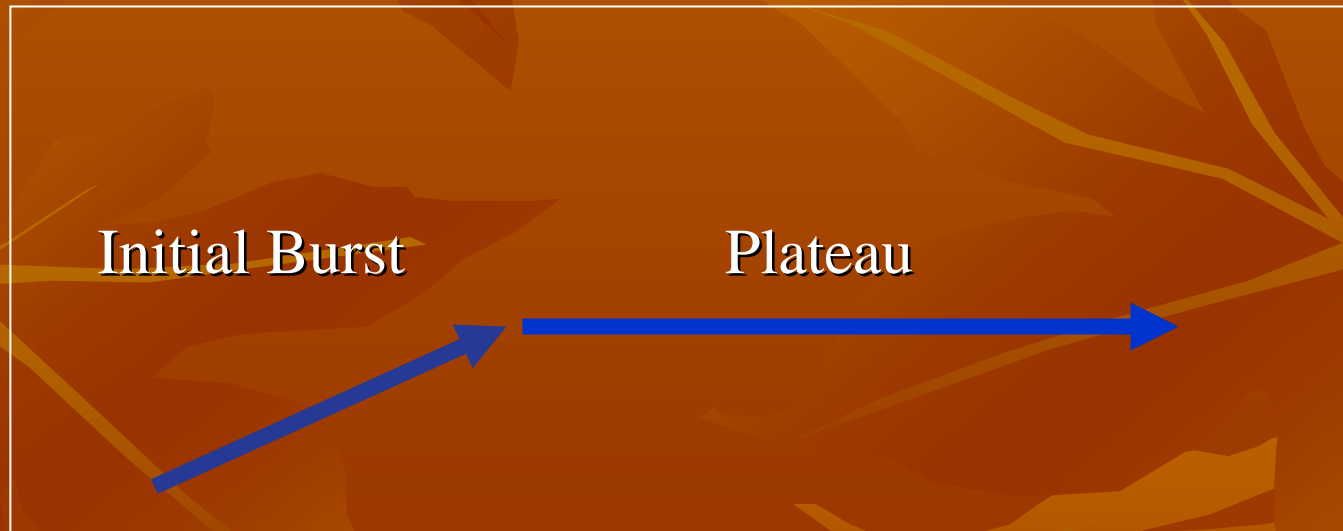
1. _____

2. _____

3. _____

4. _____

Ideal Pattern of *Sustainability*



Factors Contributing to Sustainability (Fullan, 2005, p13-27)

Eight Elements of Sustainability

1. Public service with a moral purpose
2. Commitment to changing context at all levels
3. Lateral capacity building through networks
4. Intelligent accountability and vertical relationships

Factors Contributing to Sustainability (Fullan, 2005, p13-27) Continued

5. Deep learning

6. Dual commitment to short-term and long term results

7. Cyclical energizing

8. The long lever of leadership

Reflection

1. Sustainability Issues in My Setting?
2. What Steps Need to be Taken?

Conclusions

1. There is incredible pressure on school administrators-tugs in all directions often at the same time.
2. Must work towards the Learning First Report Outcomes:
 - a. Develop a supportive infrastructure focusing on academic achievement
 - b. Utilize effective instructional practices

Perspective

~Becoming an instructional leader:

“The changes you make in your own behavior will produce dramatic results in the effectiveness of your teachers, the learning of your students, the support of your parents and community, and the personal satisfaction you will feel from having made a difference,” (McEwan, 2003, p.17)

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Additional Products Published by Geoff Colvin

Books

Colvin, G. (2004). *Managing the cycle of serious acting-out behavior*. Eugene, OR: Behavior Associates.

Colvin, G. & Lazar, M. (1997). *The effective elementary classroom: Managing for success*. Longmont, CO: Sopris West.

Videos

Colvin, G. (2004). *Managing non-compliance: Effective strategies for K-12 teachers*. Eugene, OR: IRIS Media

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Colvin, G. (2001). *Managing threats: A school-wide action plan*: Eugene, OR: IRIS Media.

All available through Behavior Associates: (541) 485-6450) or www.behaviorassociates.org

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