

The Principal As Instructional Leader: A Critical Next Step for PBS

Presented by

Geoff Colvin Ph.D.

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Behavior Support
Systems

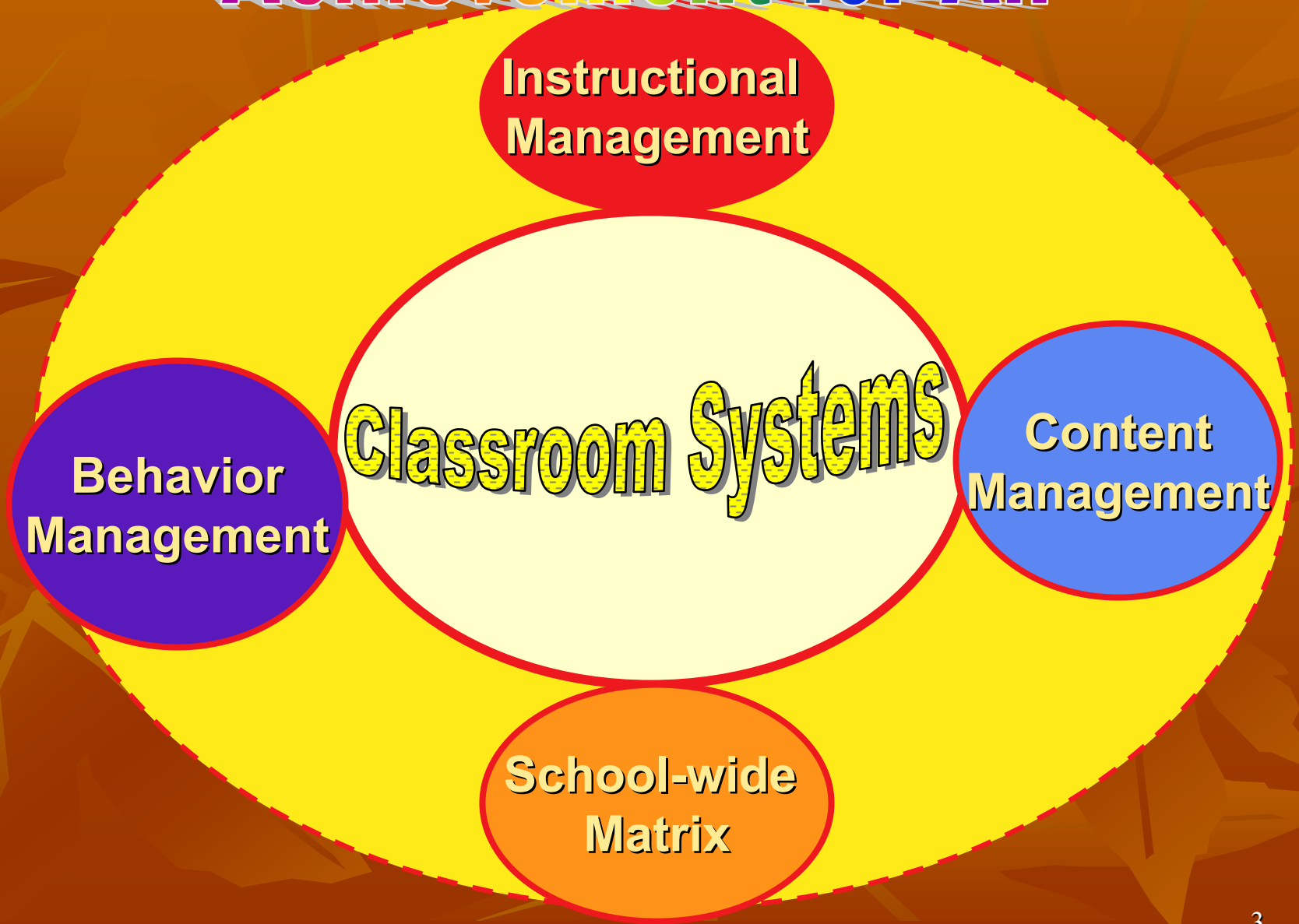
Classroom
Setting Systems

Non-Classroom
Setting Systems

Individual Student
Systems

School-wide
Systems

Achievement for All



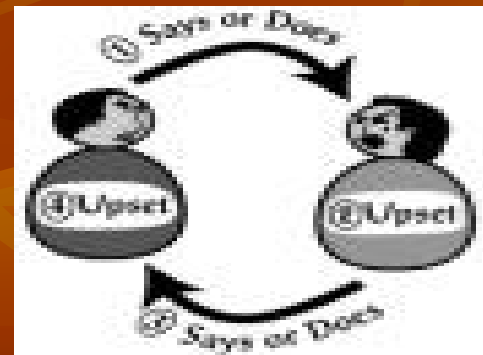
**“Low achievement and
problem behaviors go
hand in hand”**

~Kauffman, 1997 p.2



“The academic deficits of these students thus may be exacerbated by the lack of effective academic instruction they receive, which in turn is due in part to their disruptive classroom behavior.”

~Sutherland, Wehby & Yoder, 2002~





Common Assumptions

“Get the student’s behavior under control first and then address academics.”

Or

“You can’t teach these students until their behavior has been changed.”

How Leadership Influences Student Learning

Review of Research

THE WALLACE FOUNDATION (2004)

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.

Providing Instructional Leadership

A. Systemic Components~
District Wide

B. Role of the Principal within
Building

Systemic Components: 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 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.

Role of the Principal

1. Based on Findings from Learning First Report
2. Developing Professional Learning Communities
3. Conducting Classroom Walk-Throughs
4. Increasing Dialogue on Instruction Across the Faculty

Activities for Principals Based on Findings from Learning First Report



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 |

Action Plan

Identify items above scoring a 2 or 3 and develop an action plan for strengthening each of these items. Use the action steps listed above for each item as a guidelines

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Develop a Professional Learning Community

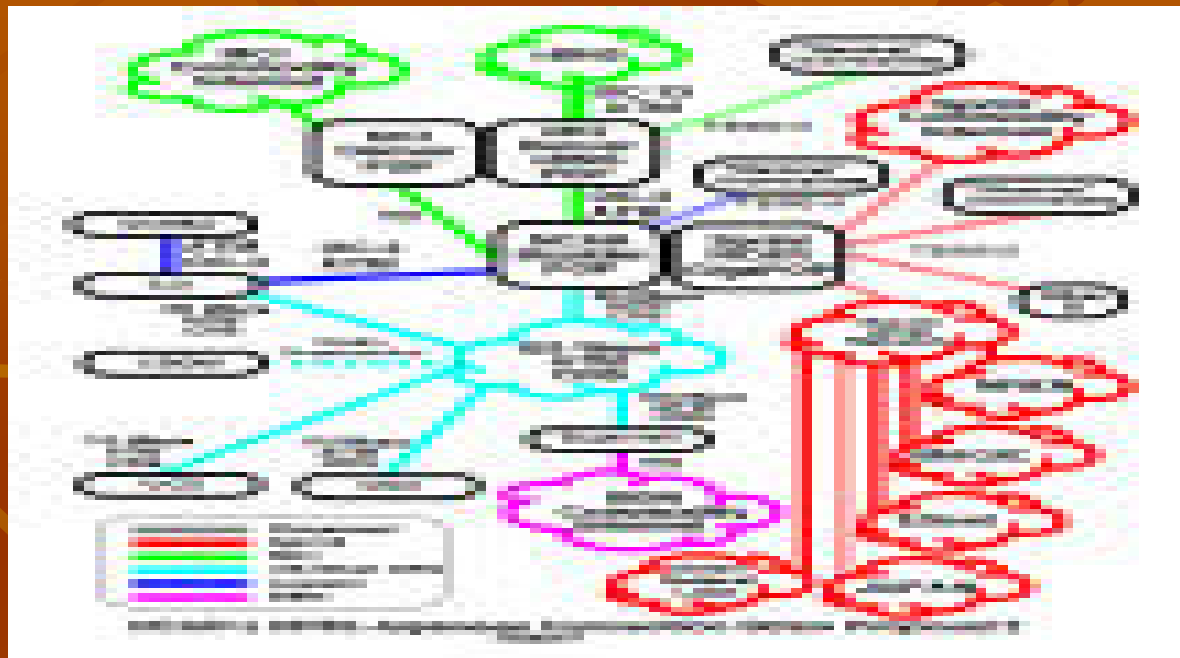
Hord (1997) described an educational professional learning community as one where principals and teachers work together to continuously seek and share learning with the primary outcome of raising student achievement.

Features of a Professional Learning Community

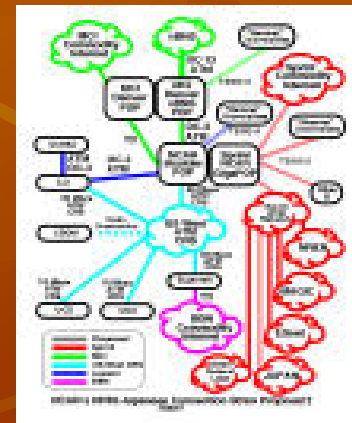
Emphasis on:

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:

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.

Instructional Leadership Strategy

TWO

Classroom Visits and Supervision



“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:

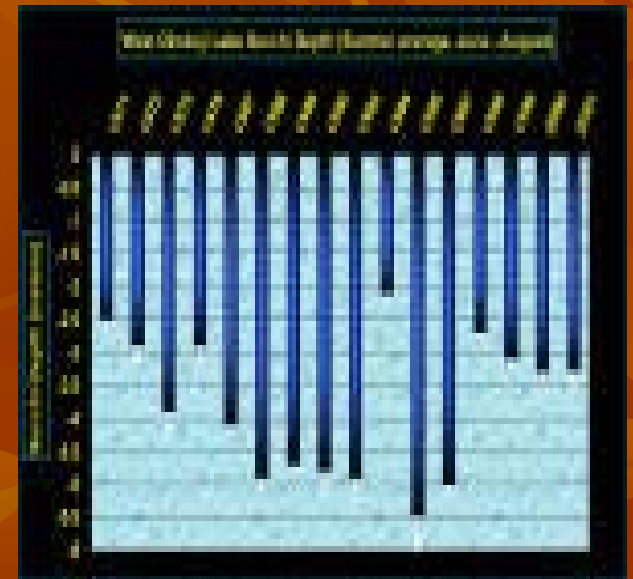
“Supervision that improves
teaching.”

~*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

Purpose: Maintaining District/State Standards

Classroom Visits

Kinds and Purposes (2)

2. Kind: Problem Solving

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

Instrument: Formal or informal observation tool

Classroom Visits

Kinds and Purposes (3)

3. *Kind:* Walk-Throughs

Purpose: Assist teachers to reflect on their teaching

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

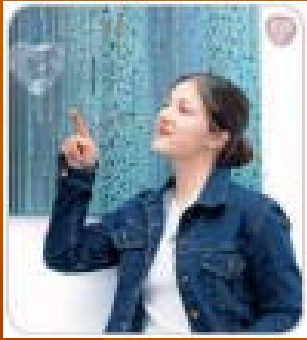
What is it?



Classroom Walk-Through...

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





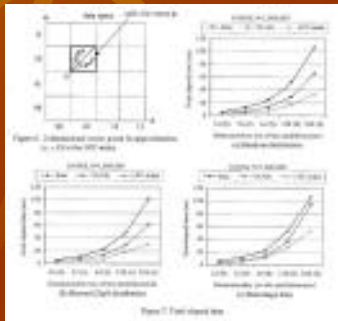
A focused classroom visit
for a brief period of time
followed by
reflection with the teacher



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

- The Wallace Foundation (2004)

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Summary and Conclusions

Final comment: FOCUS ON INCREASING
THE DIALOGUE ON INSTRUCTION
BETWEEN FACULTY



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www.behaviorassociates.org

Contact Presenter

geoffcolvin@comcast.net

