February 8, 2012
Session 1: Highly Effective Leaders

Pacing guide

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9:00	Working Protocols	3
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Working Protocols

- Listen with respect so we can maximize learning from each other

- Avoid speaking over others- one voice at a time to ensure we are all heard

- Minimize distractions by leaving cell phone/ iPad/ laptop sound on silent

- Use electronics respectfully and appropriately when prompted

- Return to large group attention when signaled

- Recognize / share the wealth of experience, expertise and understanding among the group

- Respect confidentiality regarding specifics to encourage learning through openness and honesty

- Keep to time to respect our various commitments elsewhere

- Keep a note of queries and thoughts in a "Parking Lot"

- Record any points we disagree with in the "Parking Lot"

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Aims and objectives of the session

By the end of the session participants will have a shared understanding of:

- The Keys to Organizational Effectiveness

- Different Leadership Styles

- The Principal's key Leadership role

- How highly effective leaders make a difference

- The importance of creating a positive culture and developing trust between staff

Key to effective organizations

Tom Peters, modern day 'guru' on effective organizations in response to the question:

- What is the key to effective organizations?

Reply:

- It's Leadership stupid

He went on to add that while:

- A mediocre organization with good leadership is generally effective

- A superior organization with poor leadership is not

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Three Key questions?

1. What is a leader?
    - A person who rules, guides or inspires others
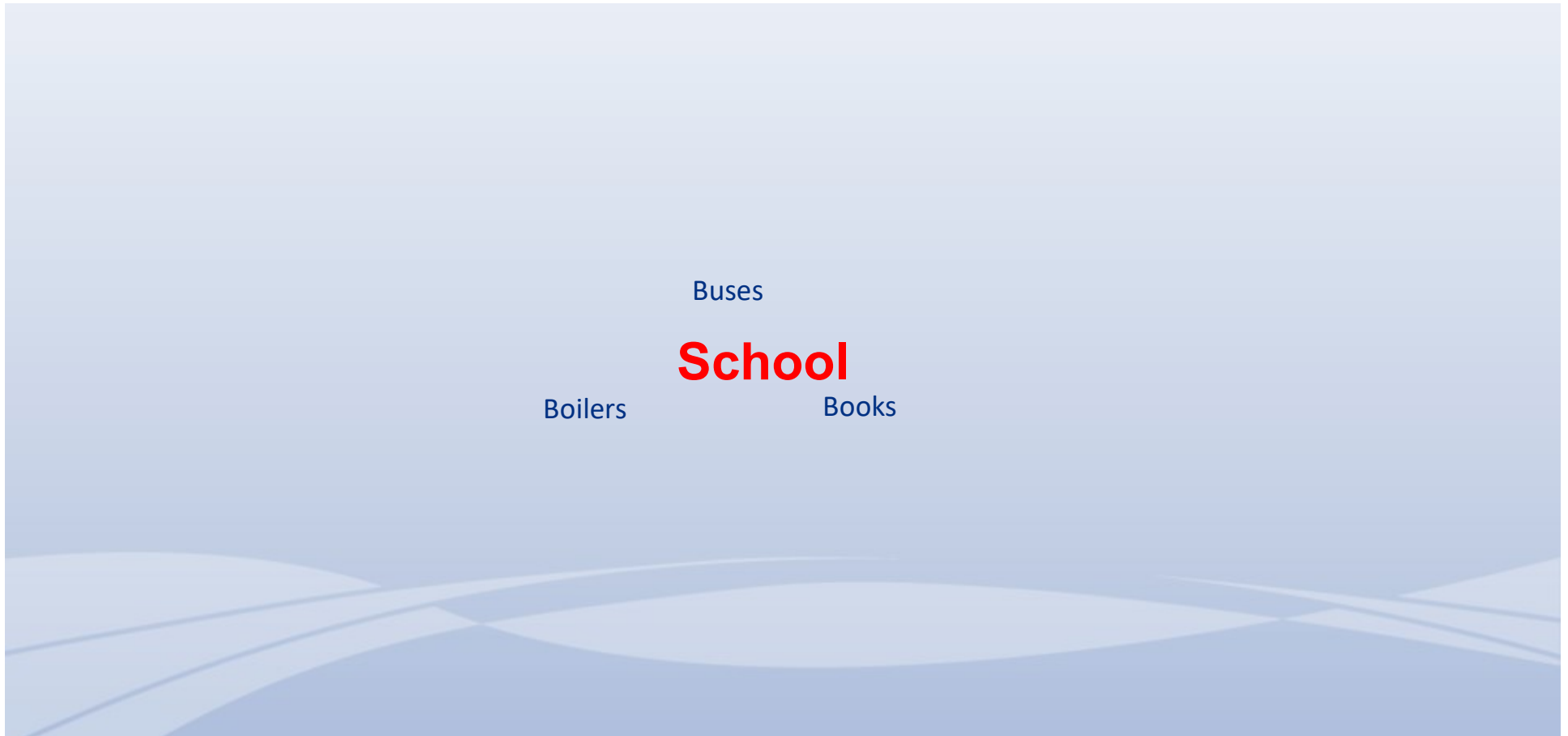   - Having primary authority

2. What is leadership?
   (not defined in most dictionaries)
    - The will to control events, the understanding to chart a course, and the power to get the job done, cooperatively using the skills and abilities of other people
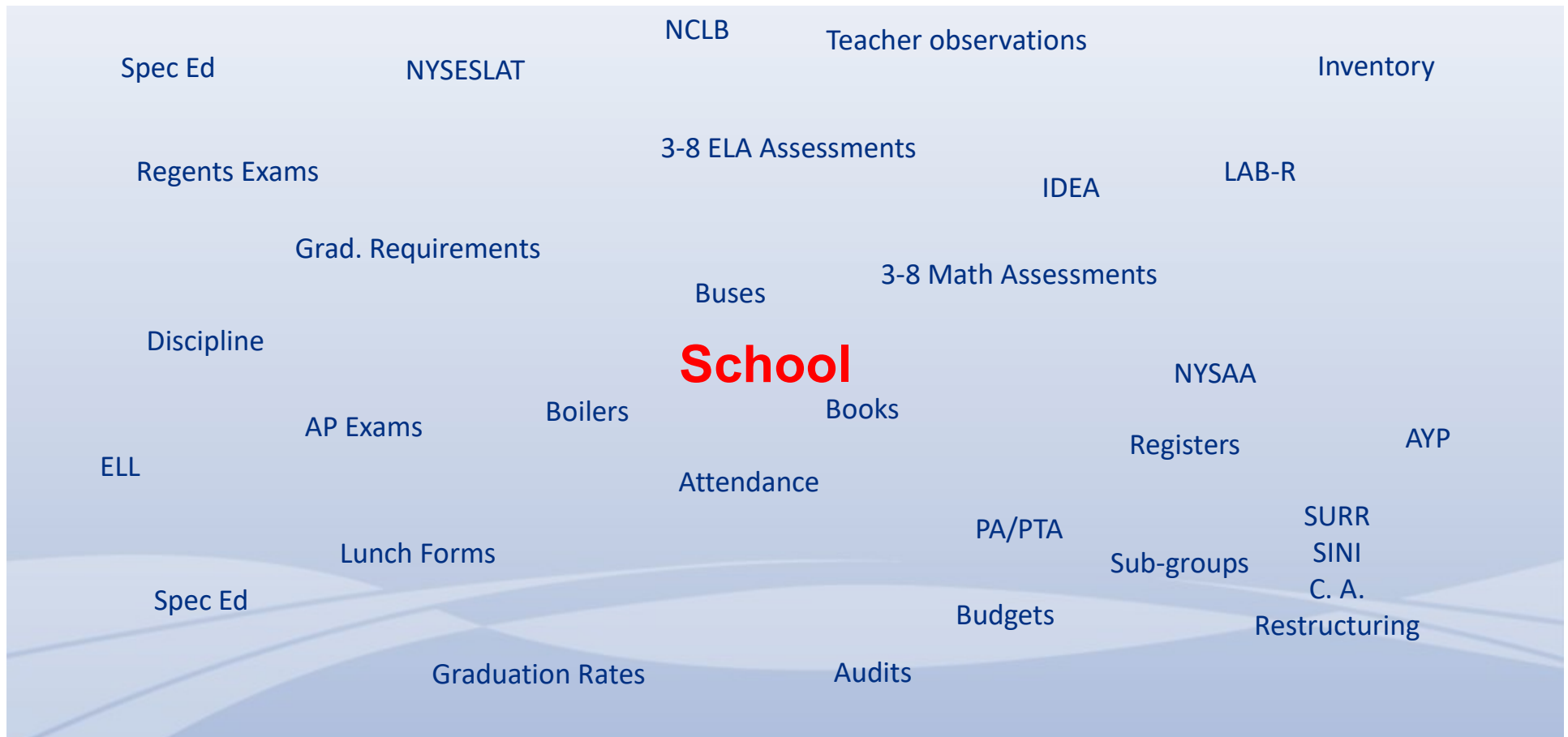
3. What makes a leader?
    - Belief that leadership comes from within.. it is a function of character, not an accident of birth or a prerogative of position
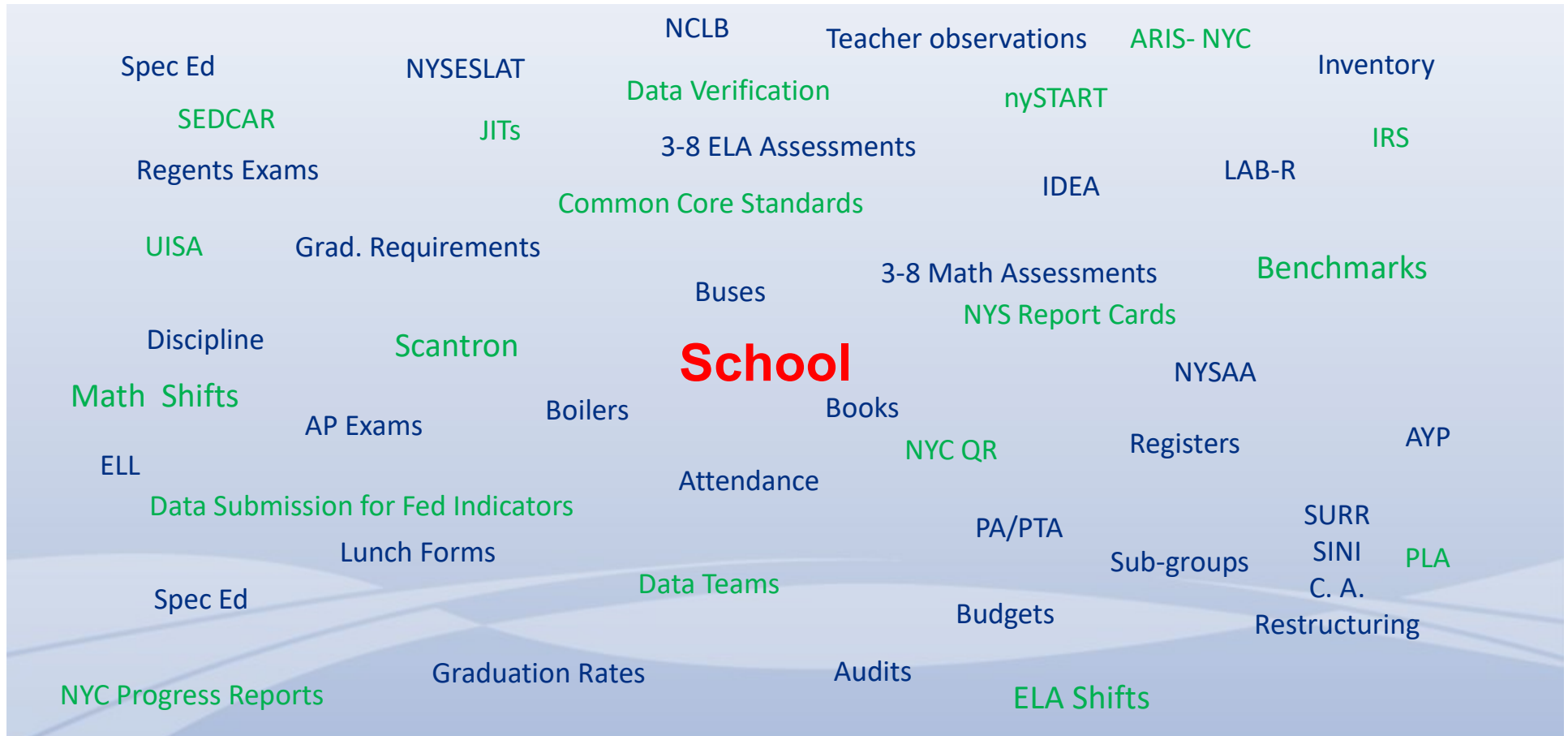
The Changing Role of the Principal

Buses

School

Boilers   Books

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The Changing Role of the Principal

NCLB

Teacher observations

Spec Ed   NYSESLAT   Inventory

3-8 ELA Assessments   LAB-R

Regents Exams   IDEA

Grad. Requirements   3-8 Math Assessments

Buses

Discipline   NYSAA

School

AP Exams   Boilers   Books

ELL   Registers   AYP

Attendance

SURR

PA/PTA   SINI

Lunch Forms   Sub-groups

C. A.

Spec Ed   Budgets   Restructuring

Graduation Rates   Audits

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The Changing Role of the Principal

NCLB Teacher observations ARIS- NYC Inventory

Spec Ed NYSESLAT Data Verification nySTART

SEDCAR JITs 3-8 ELA Assessments IRS

Regents Exams IDEA LAB-R

Common Core Standards

UISA Grad. Requirements 3-8 Math Assessments Benchmarks

Buses NYS Report Cards

Discipline Scantron **School** NYSAA

Math Shifts Boilers Books

AP Exams NYC QR Registers AYP

ELL Attendance

Data Submission for Fed Indicators SURR

Lunch Forms PA/PTA SINI PLA

Spec Ed Sub-groups C. A.

Data Teams Budgets Restructuring

NYC Progress Reports Graduation Rates Audits ELA Shifts

Small groups

- Think of leaders who you know well

- List 3 or 4 of the key features that made the difference between those you consider to be highly effective and the less effective leaders

Be prepared to share you reflections with the rest of the group.

The School Principal as Leader

The traditional model for the principal resembled the **middle manager** suggested in William Whyte's 1950's classic *The Organization Man*:

- **An overseer of buses, boilers and books.**

- Today, a different conception has emerged – one closer to the model suggested by Jim Collins' 2011 *Good to Great*

- **A leader** who focuses with great clarity on **what is essential, what needs to be done and how to get it done.**
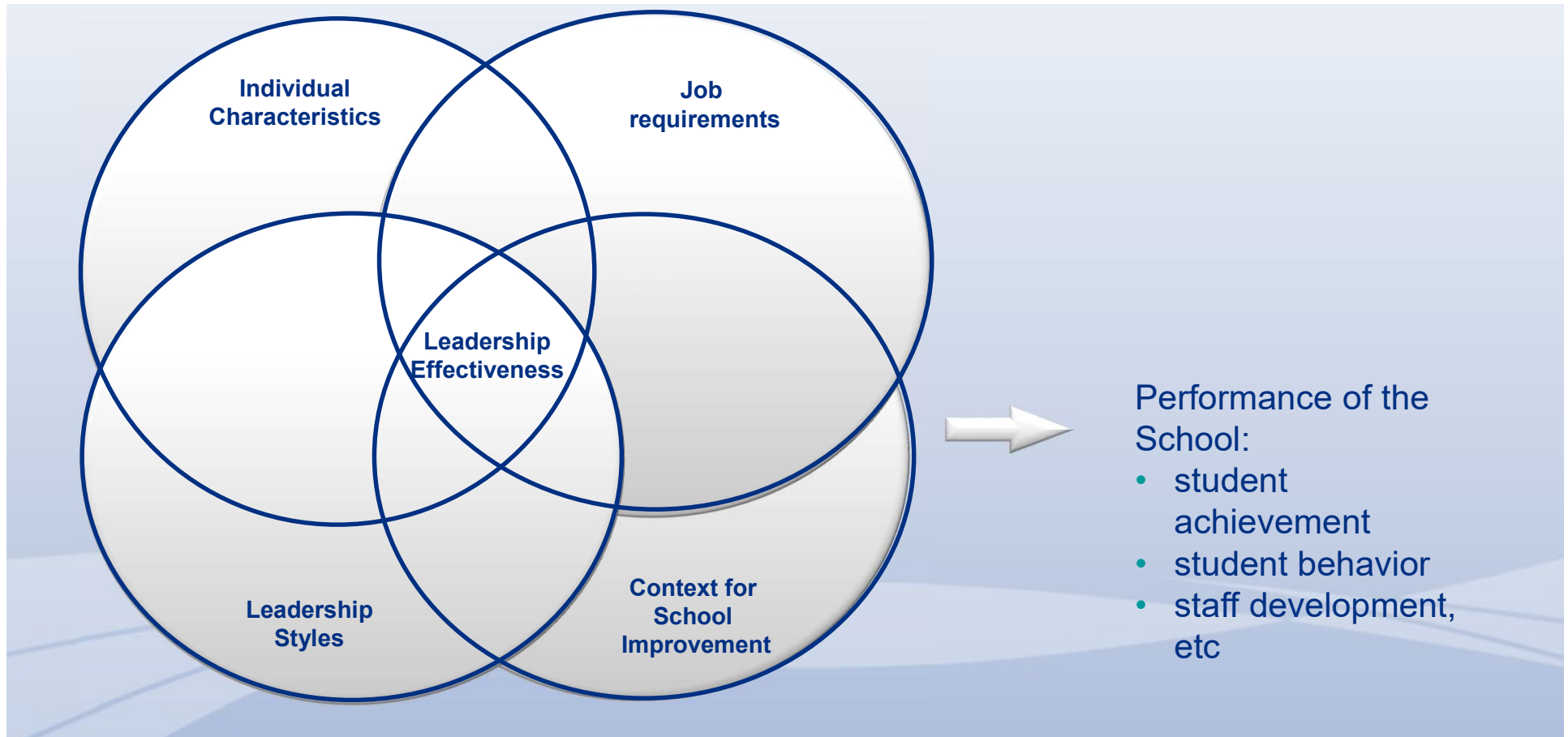
The Principal's Critical Leadership role

- The importance of the Principals' leadership role is one of the clearest messages from school effectiveness research

- Most school variables, considered separately, have at most small effects on learning

- **Real pay off comes when individual variables combine to reach a critical mass**

- Creating the conditions under which that can occur is the job of the principal

- **Leadership is second only to classroom instruction among school-related factors that affect student learning in school**.
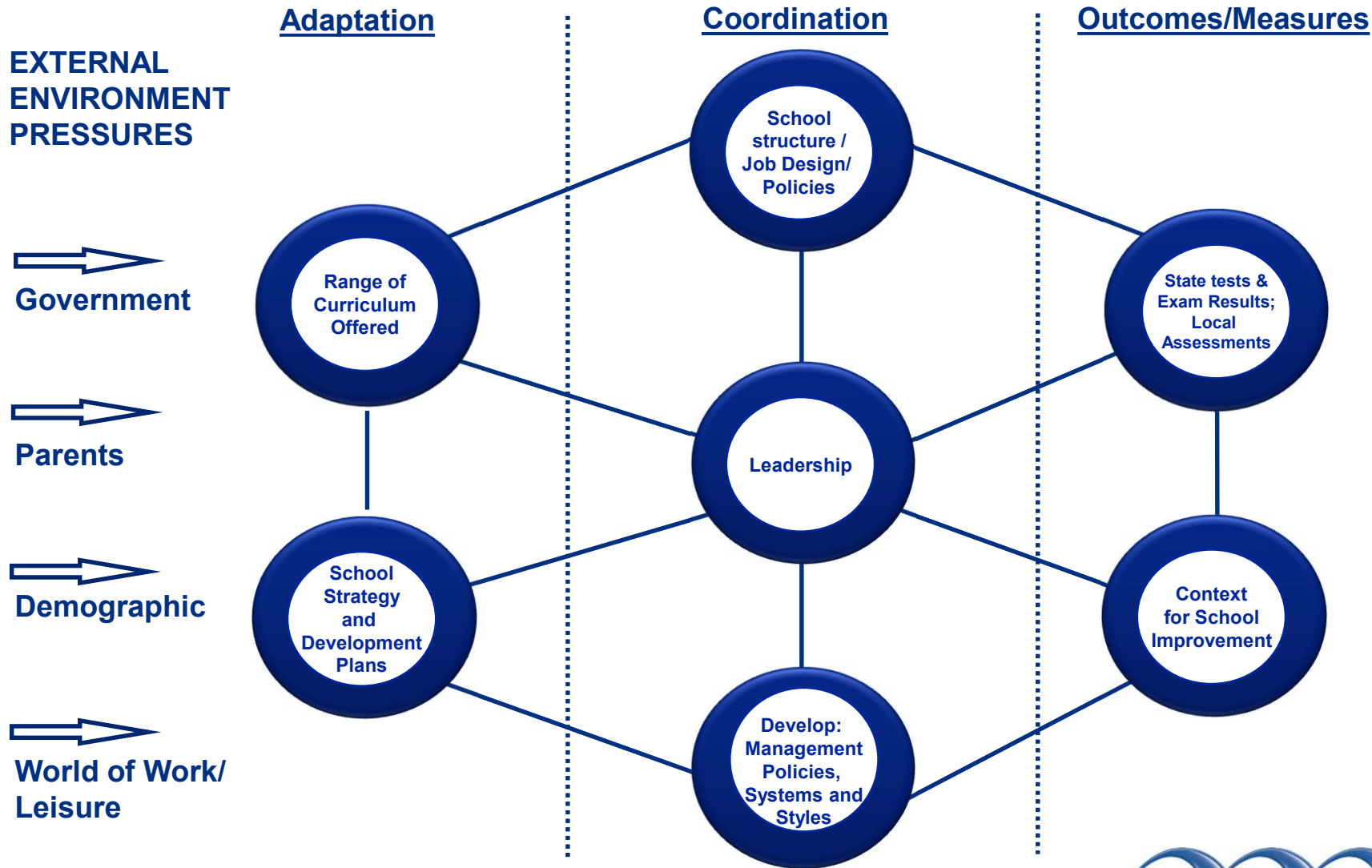
Since 2000, The Wallace Foundation has supported numerous research studies on school leadership and published more than 70 reports on the subject.

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A Model of Leadership Effectiveness

Four key factors affecting the performance of a school

Individual Characteristics

Job requirements

Leadership Effectiveness

Leadership Styles

Context for School Improvement

Performance of the School:
- student achievement
- student behavior
- staff development, etc

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A Model of Organizational Effectiveness

Adaptation **Coordination** **Outcomes/Measures**

EXTERNAL ENVIRONMENT PRESSURES

→ **Government**

→ **Parents**

→ **Demographic**

→ **World of Work/ Leisure**

School structure / Job Design/ Policies

Range of Curriculum Offered

State tests & Exam Results; Local Assessments

Leadership

School Strategy and Development Plans

Context for School Improvement

Develop: Management Policies, Systems and Styles

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Model of Organizational Effectiveness
Transactional

Adaptation   **Coordination**   **Outcomes/Measures**

EXTERNAL ENVIRONMENT PRESSURES

Government

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Demographic

World of Work/ Leisure

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Leadership

School Strategy and Development Plans

Context for School Improvement

Develop: Management Policies, Systems and Styles

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Transactional Leadership

Transactional leadership practices were the traditional focus of attention until the early 1980s

- An individual takes the initiative

- Fosters ongoing work by attending to the needs of the organizational members

- But this does little to bring about organizational change

Model of Organizational Effectiveness

Adaptation   **Coordination**   **Outcomes/Measures**

**EXTERNAL
ENVIRONMENT
PRESSURES**

Government →

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Demographic →

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School
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and
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Plans

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Develop:
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Policies,
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Transformational 17

Transformational Leadership

Six strategies used to develop collaborative school cultures:

- strengthen the school's culture

- stimulate and reinforce cultural change through systemic processes

- foster staff development

- direct and frequent communication about cultural norms, values and beliefs

- share power and responsibility with others

- use symbols to express cultural values

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Leader of Learning

Wallace's work since 2000 suggests this entails five key responsibilities:

1. ***Shaping a vision of academic success for all students,*** based on high standards

2. ***Creating a climate hospitable to education*** in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail

3. ***Cultivating leadership in others,*** so that teachers and other adults assume their part in realizing the school vision

4. ***Improving instruction*** to enable teachers to teach at their best and students to learn at their utmost

5. ***Managing people, data and processes*** to foster school improvement

Activity 2: Five Key Responsibilities

Small groups

Focus on **one** key responsibility:

- List sources of evidence which a principal's supervisor should look for in order to be able to evaluate the principal's effectiveness in fulfilling this responsibility

- Record this evidence for future sessions

- Share your findings with another group

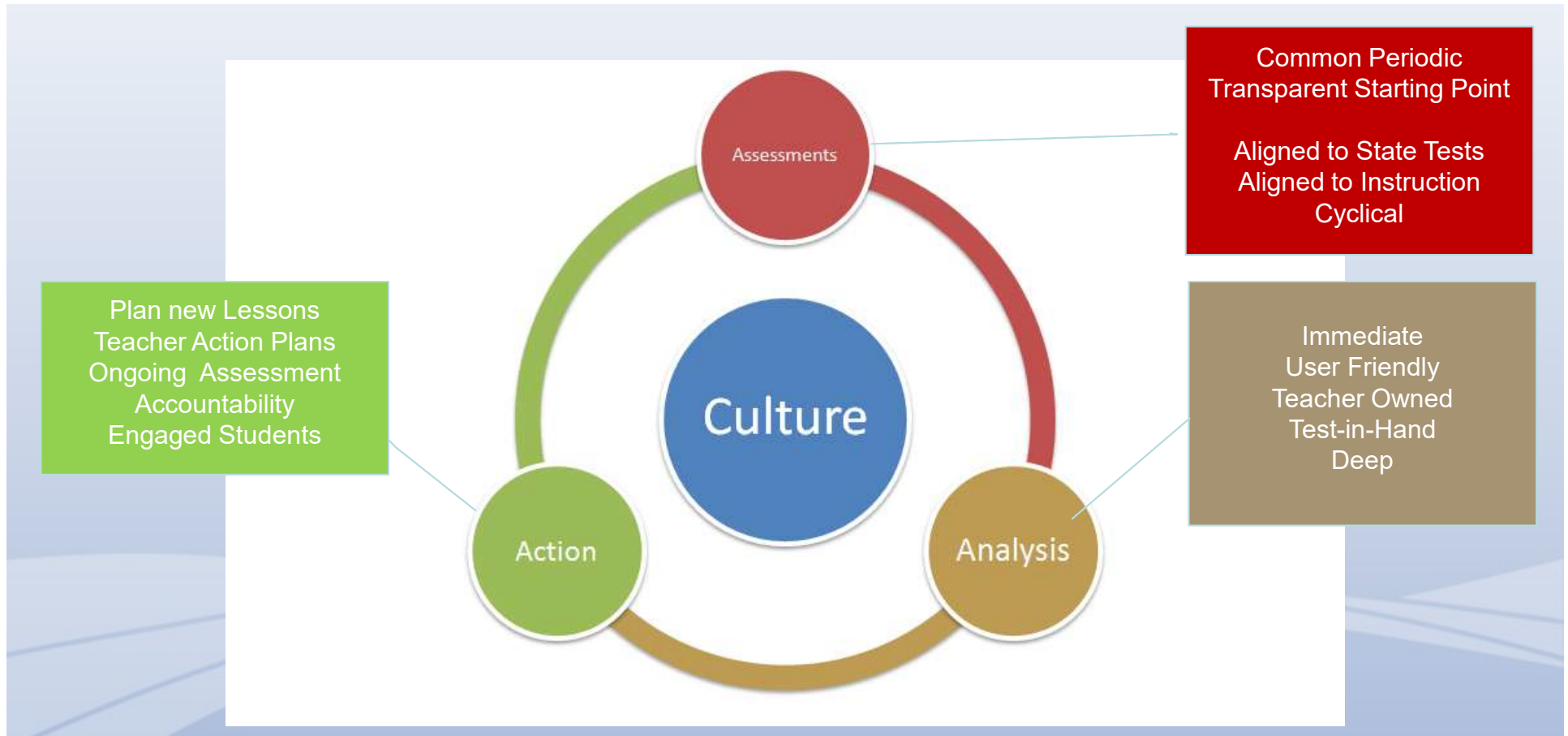# Data driven implementation, monitoring and improving

Transformational leadership through implementation of:

- Common Core State Standards
- Data-Driven Instruction
- Teacher/Leadership Effectiveness: Evidence-Based Observation

**Successful Implementation through strategic use of:**

- Teacher Planning Time
- Teacher Professional Development Time
- Principal Time and Energy
- Resources on EngageNY.org
- Observation and Feedback cycle between Principals & Teachers
- Interim Assessment Results

Leadership in Data Driven Instruction

Common Periodic
Transparent Starting Point

Aligned to State Tests
Aligned to Instruction
Cyclical

Assessments

Plan new Lessons
Teacher Action Plans
Ongoing Assessment
Accountability
Engaged Students

Culture

Immediate
User Friendly
Teacher Owned
Test-in-Hand
Deep

Action

Analysis

The Importance of Culture:

Leadership styles impact on staff performance by creating the environment in which staff work, which in turn influences their discretionary effort:

Leadership Styles → 50% to 70% → The Context for School Improvement → 30% to 40% → Discretionary Effort
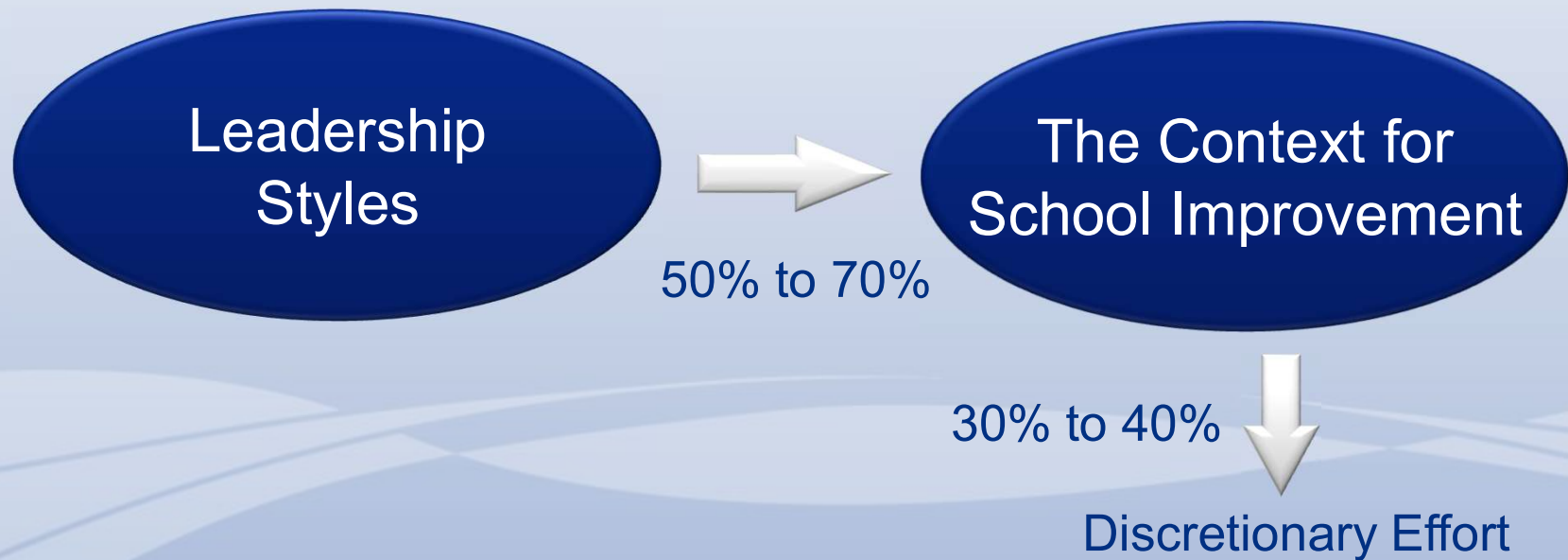
Activity 3: Creating a positive school culture

Small groups:

- Focus on ONE specific way in which an effective principal could create a positive school culture

- As a principal's evaluator, what objective evidence would you seek to help you evaluate the principal's role in leading this change?

- Individually record these for use in future sessions

Link between culture and student achievement
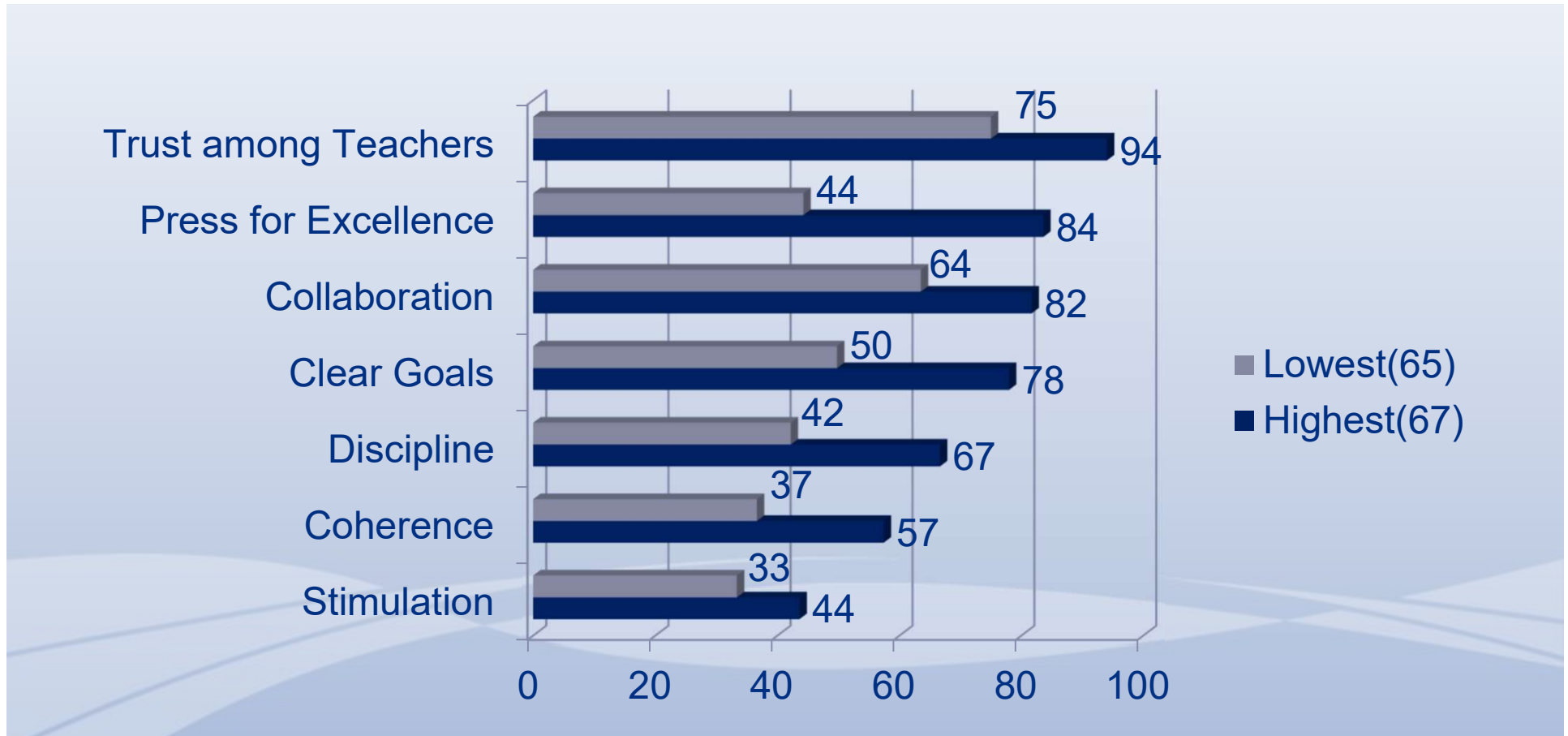
Ranked by agreement in the highest growth schools, elementary and secondary combined

Shared responsibility and accountability

	Highest (67)	Lowest (65)	Diff.
1. The school culture here makes everyone feel obligated to teach well.	89	43	46
2. School leaders push teachers to deliver excellent teaching.	77	38	39
3. Teacher here hold one another accountable for working hard.	80	42	38
4. This school sets high standards for academic performance	89	54	35
5. Teachers in this school share and discuss student work with other teachers.	91	55	35
6. I collaborate with other teachers here on designing assessment of student learning.	86	51	35

The Importance of Trust

S x E = R   *Strategy x Execution equals Results*

But there is a hidden element to take into account: Trust between staff

(S x E) T = R   *(Strategy x Execution) multiplied by Trust equals Results*

Trust could be a 'tax' or a dividend

S x E   = R   Trust (tax or dividend) = Net Result

10 x 10 = 100   less 40% tax   =   60

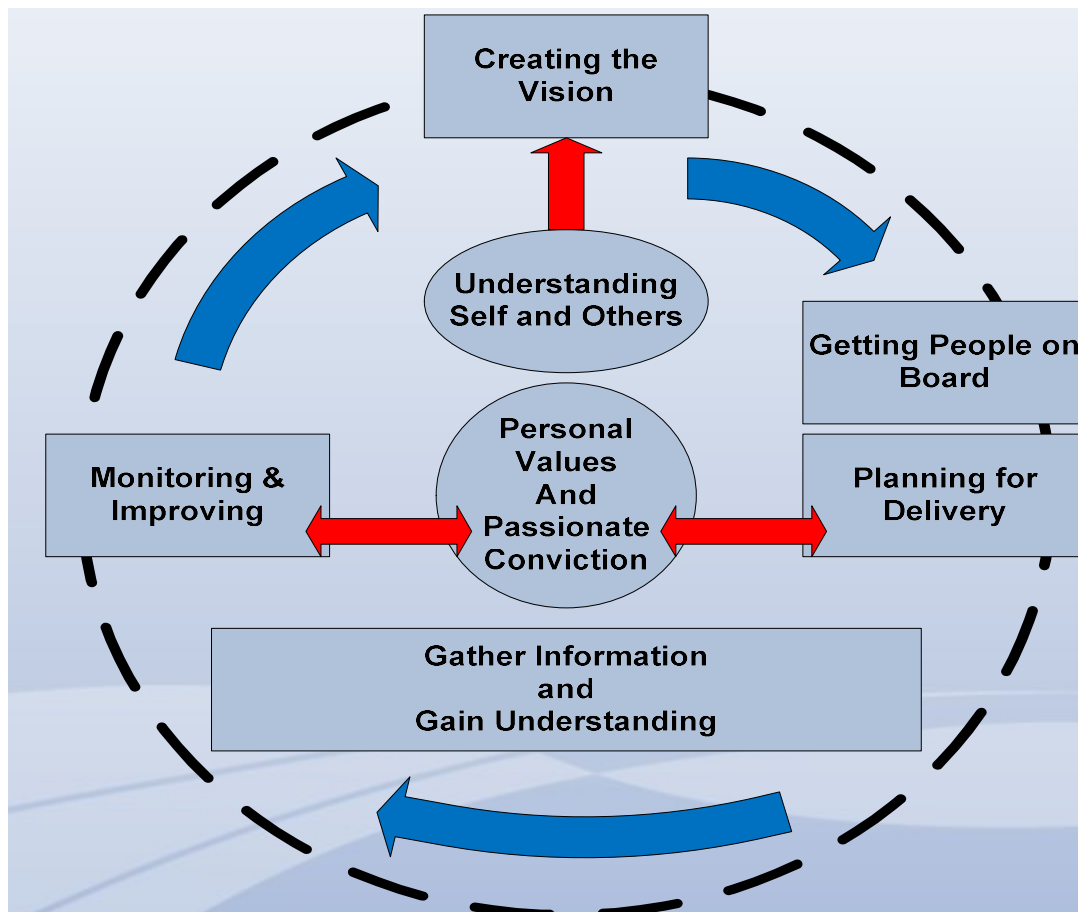*10 x 10 = 100   less 10% tax   =   90*

10 x 10 = 100   plus 10% dividend   = 110

Stephen MR Covey – The Speed of Trust

How Highly Effective School Leaders Raise Achievement
Models of Excellence

Highly effective school leaders:

- Have a self-commitment and a passionate conviction to providing a high quality education for all students

- Understand self and others

- Create the vision and build commitment through collaborative leadership

- Actively seek and respond positively to feedback

'If you attempt to implement reforms but fail to engage the culture of a school, nothing will change.'
~ Seymour Sarason

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