

Statewide Committee Objective...

to look at the current MSIP standards and process with the intent to identify ways to improve it.

- ~What do we keep as is?
- ~What do we delete or modify?
- ~What do we introduce as new?

Effective Schools Research and the MSIP Process

Presentation Objectives

- to examine some of the basic findings from school improvement research.
- to highlight the research of McREL and the impact of schools, teachers, and leaders on student learning.
- to discuss and think about the degree to which MSIP incorporates an emphasis on research within the review process.

Research & School Improvement

- What's it all about?
- Where are its origins?
- How does it relate to the MSIP Process?

Research & The Effective Schools Movement

- **Celebrated 40th anniversary in 2006 – up until about 40 years ago, teaching had not been studied systematically.**
- **Publication of the 1966 Coleman Report.**
- **Infamous conclusion: Schools do not make a difference!**
- **A 1972 study by Christopher Jencks.**
- **Little evidence exists that education reform can improve a school's impact on student achievement.**
- **Schools do little to lessen the gaps.**

1980's

- Nearly 50 reports voiced a new wave of national concern about the troubled state of American education.
- *A Nation at Risk: The Imperative for Educational Reform* laid the foundation for criticism of a rising tide of mediocrity in schools.

1990's

The TIMSS (Third International Mathematics and Science Study), was seen as evidence of large-scale ineffectiveness of U.S. education in comparison to schools on the international landscape.

But, the tide changed!

The Coleman & Jencks studies triggered a number of researchers who challenged these findings.

The belief that teachers can have a profound influence on student learning even in schools that are ineffective was reported by Brophy and Good (1986).

Analyzing the achievement of over 100,000 students across hundreds of schools.... Sanders and colleagues documented that the most important factor affecting student learning is the teacher (1994).

New light on the original Coleman findings...

statisticians found that that using the percentage of variance as an indication of a factor's importance is not the most useful way of interpreting research findings.

Change in Direction of Research

Findings from no single study or a small set of studies should be taken as final word - as many studies as is possible should be analyzed in conducting school research (Hedges).

Enter Meta-analysis and McREL!

- An approach to research that results from using a number of studies to determine the average effect of a given technique.
- Researcher uses **effect size** as the unit of measurement.
- **Effect size** expresses changes in achievement in standard deviation units.
- **Effect size** can be easily translated into percentile gains.

This translation of effect size into percentile gains has provided for a dramatic interpretation of the possible benefits of a given instructional strategy.

The New Perspective

- Schools can have a tremendous impact on student achievement if they follow the direction provided by the research.
- Evidence: The “beat the odds” schools (Ed Trust, 1999).

Emergence of Two Important Questions

- Why and how do some schools make a difference?
- Can more schools make a difference?

The new mission of school improvement...

focuses on strategies and processes that have been used successfully in many schools with diverse populations.

Marzano's premise:

“ If we follow the research, we can enter an era of unprecedented effectiveness for schools— one in which the vast majority of schools can be highly effective in promoting student achievement.”

It started with: The Seven Correlates of Effective Schools

1. Instructional leadership
2. Clear and Focused Mission
3. Safe and Orderly Environment
4. Climate of High Expectations for Success
5. Frequent Monitoring of Student Progress
6. Positive Home-School Relations
7. Opportunity to Learn and Time on Task

The Seven Correlates still provide schools with a comprehensive framework for....

~identifying

~categorizing

~and solving the problems that schools and districts face.

FIGURE 2.3

Comparing School-Level Factors Across Researchers

The School-Level Factors	Rank*	Marzano	Scheerens and Bosker	Sammons	Levine and Lezotte	Edmonds
Guaranteed and Viable Curriculum	1	Opportunity to Learn	Content Coverage	Concentration on Teaching and Learning	Focus on Central Learning Skills	Emphasis on Basic Skill Acquisition
		Time	Time			
Challenging Goals and Effective Feedback	2	Monitoring	Monitoring	High Expectations	High Expectations and Requirements	High Expectations for Student Success
		Pressure to Achieve	Pressure to Achieve	Monitoring Progress	Appropriate Monitoring	Frequent Monitoring of Student Progress
Parental and Community Involvement	3	Parental Involvement	Parental Involvement	Home-School Partnership	Salient Parental Involvement	
Safe and Orderly Environment	4	School Climate	School Climate	A Learning Environment	Productive Climate and Culture	Safe and Orderly Atmosphere Conducive to Learning
				Positive Reinforcement		
				Pupil Rights and Expectations		
Collegiality and Professionalism	5	Leadership	Leadership	Professional Leadership	Strong Leadership	Strong Administrative Leadership
				Shared Vision and Goals		
		Cooperation	Cooperation	A Learning Organization	Practice-Oriented Staff Development	

*Author has ranked these factors by order of impact on student achievement

So, what's the bottomline?

Creating the “effective schools process” requires educators...

- ~to use the best available research
- ~to create a plan of action that would have a chance of success.

Guiding Question

To what extent has the 4th Cycle MSIP process prompted districts and schools to utilize effective schools research as a part of their school improvement efforts?

WHAT WORKS IN SCHOOLS

Factors Impacting Student Achievement

<i>SCHOOL</i> <i>7%</i>	<ul style="list-style-type: none">• Guaranteed & Viable Curriculum• Challenging Goals & Effective Feedback• Parent & Community Involvement• Safe & Orderly Environment• Collegiality and Professionalism
<i>TEACHER</i> <i>13%</i>	<ul style="list-style-type: none">• Instructional Strategies• Classroom Management• Classroom Curriculum Design
<i>STUDENT</i> <i>80%</i>	<ul style="list-style-type: none">• Home Environment• Learned Intelligence/Background Knowledge• Student Motivation

SCHOOL-LEVEL FACTORS

- Guaranteed and Viable Curriculum
- Challenging Goals and Effective Feedback
- Parental and Community Involvement
- Safe and Orderly Environment
- Collegiality and Professionalism

GUARANTEED AND VIABLE CURRICULUM

Guaranteed = Opportunity to Learn

- Intended—required content
- Implemented—content actually delivered
- Attained—content actually learned

GUARANTEED AND VIABLE CURRICULUM

“If students do not have the opportunity to learn the content expected of them, there is little chance that they will.”

(Robert Marzano)

GUARANTEED AND VIABLE CURRICULUM

A Viable Curriculum....

ensures that the articulated curriculum content for a given course or given grade level can be adequately addressed in the time available.

A VIABLE CURRICULUM

- McREL identified 200 standards and 3,093 benchmarks in national- and state-level documents for 14 different subject areas.
- Estimated the amount of time required to adequately address the content was 15,465 hours, with only 9,042 hours of instructional time available.

ACTION STEPS FOR A GUARANTEED AND VIABLE CURRICULUM

- Identify and communicate the content considered essential for all students versus that considered supplemental or necessary only for those seeking postsecondary education.
- Ensure that the essential content can be addressed in the amount of time available for instruction.

ACTION STEPS FOR A GUARANTEED AND VIABLE CURRICULUM

- Sequence and organize the essential content in such a way that students have ample opportunity to learn it.
- Ensure that teachers address the essential content.
- Protect the instructional time that is available.

GUIDING QUESTIONS

- To what extent do the MSIP standards reflect the five school-level factors?
- To what extent does your district/school have a guaranteed and viable curriculum?

TEACHER-STUDENT FACTORS

- Research Finding

The impact of decisions that individual teachers make is far greater than the impact of decisions made at the school level.

(Teacher accounts for 13% of variance in student achievement & the school accounts for 7%)

STUDENT ACHIEVEMENT DIFFERENCES AFFECTED BY TEACHERS

Teacher	Student achievement gain in 1 year
Least effective	14 percentage points
Most effective	53 percentage points

***CUMULATIVE EFFECTS OVER THREE YEARS
BETWEEN STUDENTS WITH LEAST EFFECTIVE
VERSUS MOST EFFECTIVE TEACHERS***

- Most effective teacher
- 83 percentile point gain
- Least effective teacher
- 29 percentile point gain

EFFECTS ON STUDENT ACHIEVEMENT OF SCHOOL AND TEACHER EFFECTIVENESS WITH STUDENT ENTERING SCHOOL AT THE 50th PERCENTILE

<i>SCHOOL AND TEACHER SCENARIO</i>	<i>ACHIEVEMENT PERCENTILE AFTER TWO YEARS</i>
Average School & Average Teacher	50th
Least Effective School & Least Effective Teacher	3rd
Most Effective School & Least Effective Teacher	37th
Least Effective School & Most Effective Teacher	63rd
Most Effective School & Most Effective Teacher	96th
Most Effective School & Average Teacher	78th

TEACHER-LEVEL FACTORS

- Instructional Strategies
- Classroom Management
- Classroom Curricular Design

CATEGORIES OF INSTRUCTIONAL STRATEGIES THAT AFFECT STUDENT ACHIEVEMENT

Category	Average Effect Size	Percentile Gain
Identifying similarities & differences	1.61	45
Summarizing and note taking	1.00	34
Reinforcing effort and providing recognition	0.80	29
Homework and practice	0.77	28
Nonlinguistic representations	0.75	27
Cooperative learning	0.73	27
Setting objectives and providing feedback	0.61	23
Generating and testing hypotheses	0.61	23
Questions, cues and advance organizers	0.59	22

MSIP 4TH CYCLE OBSERVATION FORM COMPARED TO INSTRUCTIONAL STRATEGIES

4TH CYCLE OBSERVATION FORM

- INSTRUCTIONAL STRATEGIES
 - Advance organizers
 - Graphic organizers
 - Nonlinguistic representations
 - Problem-based/project-based learning
 - Generating & testing hypotheses
 - Similarities and differences
 - Summarizing and note taking
- INSTRUCTIONAL DELIVERY
 - Cooperative learning
 - Guided practice/modeling

CLASSROOM INSTRUCTION THAT WORKS

- INSTRUCTIONAL STRATEGIES
 - Questions, cues and advance organizers
 - Nonlinguistic representations
 - Generating & testing hypotheses
 - Similarities & differences
 - Summarizing & note taking
- INSTRUCTIONAL DELIVERY
 - Cooperative learning
 - Homework & practice

STUDENT FACTORS

- Student-level factors account for 80% of the variance in student achievement.
- Home Environment
- Learned Intelligence and Background Knowledge
- Student Motivation

LEARNED INTELLIGENCE AND BACKGROUND KNOWLEDGE

- Mentoring
- Vocabulary Instruction
 - Direct vocabulary instruction
 - Wide reading

THE RELATIONSHIP OF RESEARCH ON TEACHER-STUDENT FACTORS TO THE MSIP STANDARDS

- What are the implications of these research findings for the MSIP standards related to instruction and professional development?

SCHOOL LEADERSHIP FACTORS

School Leadership That Works -

Effective leaders impact people and organizations

1. Balanced Leadership
2. Magnitude of Change
3. Effective Leadership Plan

Impressive List of Researchers

- **Warren Bennis – 4 characteristics**
- **Peter Block – social architects**
- **Jim Collins – level 5 leaders**
- **Steven Covey – 7 Habits (strong purpose)**
- **Richard Elmore – distributive leadership**
- **Michael Fullan – leading change**
- **Ronald Heifetz – 3 types of change**

General conclusions from 35 years of research literature...

leadership is an important part of effective schools and school leaders can have a profound effect on the achievement of students.

Only a few studies have synthesized the research on leadership.

THE McREL RESEARCH BASE

- Over 3 decades of research
- Meta-analysis (of specific behaviors)
 - 69 studies met criteria
 - 2,802 schools
 - 14,000 teachers
 - 1,400,000 students
 - Elementary, Middle, High School, K-12

What are the practical applications?

- From the 69 studies McREL identified 21 categories of leadership behaviors.
- “Balanced Leadership Framework” - new insights into the nature of leadership.
- The statistically significant research offers new understandings.

FIGURE 4.1

The 21 Responsibilities and Their Correlations (r) with Student Academic Achievement

Responsibility	The Extent to Which the Principal...	Average r	95% CI	No. of Studies	No. of Schools
1. Affirmation	Recognizes and celebrates accomplishments and acknowledges failures	.19	.08 to .29	6	332
2. Change Agent	Is willing to challenge and actively challenges the status quo	.25	.16 to .34	6	466
3. Contingent Rewards	Recognizes and rewards individual accomplishments	.24	.15 to .32	9	465
4. Communication	Establishes strong lines of communication with and among teachers and students	.23	.12 to .33	11	299
5. Culture	Fosters shared beliefs and a sense of community and cooperation	.25	.18 to .31	15	819
6. Discipline	Protects teachers from issues and influences that would detract from their teaching time or focus	.27	.18 to .35	12	437
7. Flexibility	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	.28	.16 to .39	6	277
8. Focus	Establishes clear goals and keeps those goals in the forefront of the school's attention	.24	.19 to .29	44	1,619
9. Ideals/Beliefs	Communicates and operates from strong ideals and beliefs about schooling	.22	.14 to .30	7	513
10. Input	Involves teachers in the design and implementation of important decisions and policies	.25	.18 to .32	16	669
11. Intellectual Stimulation	Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture	.24	.13 to .34	4	302
12. Involvement in Curriculum, Instruction, and Assessment	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	.20	.14 to .27	23	826

FIGURE 4.1 (continued)
The 21 Responsibilities and Their Correlations (r) with Student Academic Achievement

Responsibility	The Extent to Which the Principal...	Average <i>r</i>	95% CI	No. of Studies	No. of Schools
13. Knowledge of Curriculum, Instruction, and Assessment	Is knowledgeable about current curriculum, instruction, and assessment practices	.25	.15 to .34	10	368
14. Monitoring/Evaluating	Monitors the effectiveness of school practices and their impact on student learning	.27	.22 to .32	31	1,129
15. Optimizer	Inspires and leads new and challenging innovations	.20	.13 to .27	17	724
16. Order	Establishes a set of standard operating procedures and routines	.25	.16 to .33	17	456
17. Outreach	Is an advocate and spokesperson for the school to all stakeholders	.27	.18 to .35	14	478
18. Relationships	Demonstrates an awareness of the personal aspects of teachers and staff	.18	.09 to .26	11	505
19. Resources	Provides teachers with materials and professional development necessary for the successful execution of their jobs	.25	.17 to .32	17	571
20. Situational Awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems	.33	.11 to .51	5	91
21. Visibility	Has quality contact and interactions with teachers and students	.20	.11 to .28	13	477

Note: 95% CI stands for the interval of correlations within which one can be 95% sure the true correlation falls (see Technical Note 9, p. 153). No. of Studies stands for the number of studies that addressed a responsibility. No. of schools stands for the number of schools involved in computing the average correlation.

- With a table partner, please select one of the 21 responsibilities and discuss how this responsibility impacts student achievement **and** identify some of the implications for school leaders.

FIGURE 4.2
21 Responsibilities Listed in Order
of Correlation with Student
Academic Achievement

Correlation with Achievement	Responsibility
.33	Situational Awareness
.32	
.31	
.30	
.29	
.28	Flexibility
.27	Discipline Outreach Monitoring/Evaluating
.26	
.25	Culture Order Resources Knowledge of Curriculum, Instruction, and Assessment Input Change Agent
.24	Focus Contingent Rewards Intellectual Stimulation
.23	Communication
.22	Ideals/Beliefs
.21	
.20	Involvement in Curriculum, Instruction, and Assessment Visibility Optimizer
.19	Affirmation
.18	Relationships

A statistically significant relationship with student achievement...

“This is the first time in the history of leadership research in the U.S. that we can point to a set of competencies that are research based. We believe this to be a significant addition to the knowledge base regarding school leadership.”

(Marzano)

McREL FINDINGS

- All 21 are important to the effective execution of daily leadership in schools.
- The 21 responsibilities support the best thinking of many theorist.

Magnitude of Change

Leadership behaviors must match the “magnitude of change” required by an initiative or the initiative will probably fail.

First and Second Order Change

- **First Order:** A change that represents the next most obvious step to take in a classroom, school or district (incremental).
- **Second Order:** A change that involves a dramatic departure from the expected (deep change).

FIGURE 7.3

Characteristics of First-Order Change and Second-Order Change

First-Order Change	Second-Order Change
<ul style="list-style-type: none"> • Is perceived as an extension of the past 	<ul style="list-style-type: none"> • Is perceived as a break with the past
<ul style="list-style-type: none"> • Fits within existing paradigms 	<ul style="list-style-type: none"> • Lies outside existing paradigms
<ul style="list-style-type: none"> • Is consistent with prevailing values and norms 	<ul style="list-style-type: none"> • Conflicts with prevailing values and norms
<ul style="list-style-type: none"> • Can be implemented with existing knowledge and skills 	<ul style="list-style-type: none"> • Requires the acquisition of new knowledge and skills
<ul style="list-style-type: none"> • Requires resources currently available to those responsible for implementing the innovations 	<ul style="list-style-type: none"> • Requires resources currently not available to those responsible for implementing the innovations
<ul style="list-style-type: none"> • May be accepted because of common agreement that the innovation is necessary 	<ul style="list-style-type: none"> • May be resisted because only those who have a broad perspective of the school see the innovation as necessary

Principals, take notice!

- Challenging concept— one person's or group's First Order might be another's Second Order.

Guiding Question

As you think about the work in your school/district or the work in a school/district in which you are involved, what is an example of a second order change and what makes it so?

Share your thinking with a partner.

Implications for “Balanced” Leading

- Managing First Order Change requires attention to all 21 responsibilities.
- When engaged in Second Order Change, the leader must pay particular attention to the 7 identified in the research.

Leadership for Second Order Change

1. Knowledge of curriculum, instruction, and assessment
2. Optimizer
3. Intellectual stimulation
4. Change agent
5. Monitoring/evaluating
6. Flexibility
7. Ideals/beliefs

Some responsibilities are negatively affected by Second Order Change

1. Culture
2. Communication
3. Order
4. Input

Negative Impact of Second Order Change

- Team spirit & cooperation diminishes.
- Communication breaks down.
- Routines deteriorate.
- Level of input is lessened.

Leading Through Change

- Organizations that are effective don't have fewer problems, they just deal with them differently.

(Fullan, 1993)

Blueprint for an Effective Leadership Plan

1. Develop a strong leadership team.
2. Distribute responsibilities to team.
3. Select the right work.
4. Identify the order of magnitude of work.
5. Match the management style to the order of magnitude for the work.

The 9 Responsibilities for Developing a Strong Team

1. Optimizer
2. Affirmation
3. Ideals/beliefs
4. Visibility
5. Situational Awareness
6. Relationships
7. Communication
8. Culture
9. Input

Implications for Leaders

- How might school leaders best go about using this research to inform their work?
- What role might district-level leaders take in responding to this research?

Implications for MSIP Cycle 5

- What is the relevance of the research on leadership as we consider the standards and expectations of the MSIP process?
- In what ways does MSIP currently incorporate the research around leadership and convey expectation for districts to demonstrate a responsiveness to the research?

***Thank you
for your
attention!***

Frequent Monitoring of Student Progress

- Student progress is monitored frequently.
- Results of assessment are used to inform instructional decisions.
- Individual teachers and school as whole are influenced by student performance and curriculum mastery.
- Teachers use frequent performance-based assessments so they can adjust instruction.

Home/School Relations

- Parents understand and support mission.
- Parents feel they have role in achieving mission.
- Schools should strive for active participation from the full range of parents.

2nd Generation: Safe & Orderly Environment

- Emphasis on the presence of desirable behaviors.
- Teachers must learn teamwork and use structures of collaboration.
- Schools must believe in power of collaboration.
- Schools must respect human diversity and multicultural education (nation of minorities).

2nd Generation: Climate of High Expectations

- Teachers will anticipate and use a variety of teaching strategies to assure that all reach mastery.
- Teachers having high expectation for self.
- School seen as designed to assure not just instruction, but, learning.

2nd Generation: Instructional Leadership

- Leadership will be seen as a dispersed concept that includes all adults.
- Principal becomes leader of leaders (not a leader of followers).
- Principal must have skills coach, partner, and cheerleader.
- Expertise is distributed among many (not in a single person).

2nd Generation: Clear and Focus Mission

- Emphasizes teaching with the end in mind.
- Use of backwards mapping and task analysis.
- Shift in mission: from teaching for all to learning for all.
- Learning for all includes adults as well.

2nd Generation: Opportunity to Learn & Time on Task

- Teachers must be more skilled at interdisciplinary curriculum.
- Learn to practice organized abandonment.
- Need to look for new options to create time for mastery.

2nd Generation: Frequent Monitoring of Progress

There's Power in the Research

Educators are recognizing that the new emphasis on research-based instruction offers strong, explicit direction for the classroom teacher.

1980-1995 Study: Hallinger & Heck

- Synthesized 40 empirical studies
- “Exploring the Principal’s Contribution to School Effectiveness”
- Direct, mediated, & reciprocal models

Principals and Student Achievement: What the Research Says (Kathleen Cotton, 2003)

- 1985-2003 – 81 reports reviewed.
- Influence of principal on achievement.
- Effect of principal on student attitudes, behavior, drop-out rates, etc.
- Effect on teacher attitudes & behaviors.
- 25 categories of principal behavior identified that positively effect performance.

- Safe & orderly environment
- Vision & goals focused on high levels of student learning
- High expectations for student learning
- Self-confidence, responsibility, & perseverance
- Visibility & accessibility
- Positive & supportive climate
- Communication & interaction
- Emotional & interpersonal support
- Parent & community outreach & involvement
- Rituals, ceremonies, and other symbolic actions
- Share leadership, decision making, & staff empowerment
- Collaboration
- Instructional leadership
- Ongoing pursuit of high levels of student learning
- Norm of continuous improvement
- Discussion of instructional issues
- Classroom observation & feedback to teachers
- Support of teachers' autonomy
- Support of risk taking
- PD opportunities & resources
- Protecting instructional time
- Monitoring student progress
- Student & staff recognition
- Role modeling

“Educational Leadership & Student Achievement: The Elusive Search for Association” (Witziers, Bosker, & Kruger, 2003)

- Similar to the McREL procedures.
- Used Meta-analysis.
- Used Correlation Coefficient as measure of relationship between leadership and achievement.
- 1986-1996 – several countries.
- Findings report weak relationship (.02).

Final Synthesis Study: Leithwood, Louis, Anderson, & Wahlstrom (2004)

- Similar to McREL study.
- Correlation of .17-.22 for leadership and student achievement.
- Identified 3 core leadership practices
 - ~Setting direction
 - ~Developing People
 - ~Redesigning the Organization

- Based on a .25 correlation
- An increase of leadership from 50 to 84% is associated with increase of achievement from 50 to 60%
- Based on a .02
- An increase in achievement from 50 to 51%

This is a large part of the research that formed the foundation for the work that would eventually be conducted by McREL.

- Relationships (.18) – an increase in principal's effectiveness in relationships from the 50 – 84% is associated with an increase from the 50 – 57% in a school's achievement
- Flexibility – 50 – 84% is associated with an increase from the 50 to 61% in school achievement

Appendix B: Cotton's 25 Leadership Practices and the 21 Responsibilities

As described in Chapters 2 and 4, Cotton (2003) identified 25 leadership practices that were similar to our 21 responsibilities. This table compares Cotton's 25 practices with our 21 responsibilities.

Cotton's 25 Practices	21 Responsibilities
1. Safe and Orderly School Environment	• Order
2. Vision and Goals Focused on High Levels of Student Learning	• Focus • Optimizer
3. High Expectations for Student Learning	• Focus
4. Self-Confidence, Responsibility, and Perseverance	• Ideals/Beliefs • Optimizer
5. Visibility and Accessibility	• Input • Visibility
6. Positive and Supportive School Climate	• Culture
7. Communication and Interaction	• Communication • Relationship
8. Emotional and Interpersonal Support	• Relationship • Visibility
9. Parent and Community Outreach and Involvement	• Outreach

Cotton's 25 Practices	21 Responsibilities
10. Rituals, Ceremonies, and Other Symbolic Actions	<ul style="list-style-type: none"> • Contingent Rewards • Affirmation
11. Shared Leadership, Decision Making, and Staff Empowerment	<ul style="list-style-type: none"> • Input • Communication
12. Collaboration	<ul style="list-style-type: none"> • Culture
13. Instructional Leadership	<ul style="list-style-type: none"> • Knowledge of Curriculum, Instruction, & Assessment • Involvement in Curriculum, Instruction, & Assessment
14. Ongoing Pursuit of High Levels of Student Learning	<ul style="list-style-type: none"> • Focus • Optimizer
15. Norm of Continuous Improvement	<ul style="list-style-type: none"> • Focus • Intellectual Stimulation
16. Discussion of Instructional Issues	<ul style="list-style-type: none"> • Intellectual Stimulation
17. Classroom Observation and Feedback to Teachers	<ul style="list-style-type: none"> • Monitoring/Evaluating • Involvement in Curriculum, Instruction, & Assessment
18. Support of Teacher Autonomy	<ul style="list-style-type: none"> • Flexibility
19. Support of Risk Taking	<ul style="list-style-type: none"> • Change Agent
20. Professional Development Opportunities and Resources	<ul style="list-style-type: none"> • Resources
21. Protecting Instructional Time	<ul style="list-style-type: none"> • Discipline
22. Monitoring Student Progress and Sharing Findings	<ul style="list-style-type: none"> • Monitoring/Evaluating • Focus
23. Use of Student Progress Data for Program Improvement	<ul style="list-style-type: none"> • Monitoring/Evaluating
24. Recognition of Student and Staff Achievement	<ul style="list-style-type: none"> • Contingent Rewards • Affirmation
25. Role Modeling	<ul style="list-style-type: none"> • Knowledge of Curriculum, Instruction, & Assessment • Involvement in Curriculum, Instruction, & Assessment

Leaders, take notice.

The common response is to address most problems/opportunities as though they were first-order change issues.

This is the typical mental map for leaders
– solve with what you know and are accustomed to using.

Distributing responsibilities

- Getting into a balcony seat – getting the wider perspective.
- Assisting the team with taking-on a role with the other 12 responsibilities.
- Using teacher assets in the areas of curriculum, instruction, & assessment.

FIGURE 5.1
The 21 Responsibilities and Day-to-Day Management of a School

Managing a school involves . . .

1. Establishing an effective monitoring system to provide feedback on the effectiveness of the school's curriculum, instruction, and assessment practices and their effect on student achievement (Monitoring/Evaluating).
2. Building and maintaining a culture in which a common language is employed, ideas are shared, and staff members operate within the norms of cooperation (Culture).
3. Operating from a well-articulated and visible set of ideals and beliefs regarding schooling, teaching, and learning (Ideals/Beliefs).
4. Seeking out and keeping abreast of research and theory on effective practices in curriculum, instruction, and assessment (Knowledge of Curriculum, Instruction, and Assessment).
5. Actively helping teachers with issues regarding curriculum, instruction, and assessment in their classrooms (Involvement in Curriculum, Instruction, and Assessment).
6. Establishing concrete goals relative to student achievement as well as curriculum, instruction, and assessment practices in the school, and keeping these prominent in the day-to-day life of the school (Focus).
7. Establishing procedures and routines that give staff and students a sense of order and predictability (Order).
8. Recognizing and celebrating the legitimate successes of individuals within the school as well as the school as a whole; also recognizing and acknowledging failures when appropriate (Affirmation).
9. Fostering knowledge of research and theory on best practices among the staff through reading and discussion (Intellectual Stimulation).
10. Establishing and fostering clear lines of communication to and from the staff as well as within the staff (Communication).
11. Establishing and fostering procedures that ensure that staff members have input into key decisions and policies (Input).
12. Attending to and fostering personal relationships with the staff (Relationships).
13. Providing an optimistic view of what the school is doing and what the school can accomplish in the future (Optimizer).
14. Inviting and honoring the expression of a variety of opinions regarding the running of the school and adapting one's leadership style to the demands of the current situation (Flexibility).
15. Ensuring that the staff members have the necessary resources, support, and professional development to effectively execute the teaching and learning process (Resources).
16. Expecting and recognizing superior performance from the staff (Contingent Rewards).
17. Being keenly aware of the mechanisms and dynamics that define the day-to-day functioning of the school and using that awareness to forecast potential problems (Situational Awareness).
18. Being an advocate of the school to all relevant constituents and ensuring that the school complies with all important regulations and requirements (Outreach).
19. Being highly visible to teachers, students, and parents through frequent visits to classrooms (Visibility).
20. Protecting staff members from undue interruptions and controversies that might distract them from the teaching and learning process (Discipline).
21. Being willing to challenge school practices that have been in place for a long time and promoting the value of working at the edge of one's competence (Change Agent).

Selecting the Right Work

- A good team with the wrong work or direction will probably not impact improved achievement.
- Tools for self-assessing current reality – Marzano, on-line survey.
- Data driven.

Key understandings about building a strong leadership team

1. Shift in focus from “the” leader to team.
2. Promotes purposeful community concepts:
 - **collective efficacy**
 - **use of all assets**
 - **results that matter to all**
 - **agreed-upon processes**

9 Responsibilities associated with Purposeful Community

1. Optimizer
2. Affirmation
3. Ideals/beliefs
4. Visibility
5. Situational Awareness
6. Relationships
7. Communication
8. Culture
9. Input

Leadership for First Order Change

- All 21 responsibilities are attributed to First Order.
- However, not all of the 21 are of equal importance to First Order.

Ranking Responsibilities: First Order Change

1. Monitoring /evaluating
2. Culture
3. Ideals/beliefs
4. Knowledge of curriculum, assessment, & instruction
5. Involvement in curriculum, assessment, & instruction
6. Focus
7. Order
8. Affirmation
9. Intellectual stimulation
10. Communication
11. Input
12. Relationships
13. Optimizer
14. Flexibility
15. Resources
16. Contingent rewards
17. Situational awareness
18. Outreach
19. Visibility
20. Discipline
21. Change agent