Taking Wallace Research to Practice: Improving Instruction

National Association of Elementary School Principals and the Wallace Foundation Webinar Series

www.wallacefoundation.org
www.naesp.org

January 14, 2014
The School Principal As Leader: Guiding Schools to Better Teaching and Learning 2013

Since 2000, the Wallace Foundation has published more than 70 reports on leadership.
Five Key Practices

Shaping a vision of academic success for all students.

Creating a climate hospitable to education.

Cultivating leadership in others.

Improving instruction.

Managing people, data and processes to foster school improvement.
Enlist others in a common vision.
Develop a shared sense of destiny.

-Kouzes and Posner

How do you know your school staff has a common vision supporting improved instruction? What is the evidence?


Rachel Foglesong
Chesterfield County Schools
A.M. Davis Elementary School
North Chesterfield, VA

Rose Castello
Sayville School District
Sunrise Drive Elementary School
Sayville, NY

Moderator, Carol Riley
Director, NAESP National Mentor Program
Alexandria, VA
“Improving instruction requires cultivating a collaborative school environment where teachers are continually inspired to refine their craft, and parents and students know it is a safe place to learn and grow.”
Rose Castello

- Elementary School Principal
- School Administrators Association of New York State (SAANYS) T. Walsh McQuillan Award Winner 2013
- NAESP Nationally Certified Mentor
- Wife and Mother of three daughters
- Grandmother of three
- PDK Chapter #1603 - Vice President of Foundations
Sunrise Drive Elementary School

- K – 5 School
- Population: 436
- Suburban Community
- Teaching Staff: 38 teachers
- District Special Class Program
Improving Instruction Starts with the Hiring Process

• Why do you want to be a teacher?
• What qualities do you bring to your work?
• What do you want your legacy to be as a teacher?
• What will you do to stay current?
• How will you keep a balance in both work and personal life?
• What book have you read recently that has helped inform your teaching philosophy?
Building an Informed Community of Learners

• Having a shared vision and goals
• Developing goals cooperatively based on data, teacher and student needs, etc.
• Distributing a weekly staff e-bulletin with a two week advance-look calendar, important information, as well as staff celebrations
• Developing a Data Analysis Meeting Calendar with a year’s ‘look in advance ‘so staff can be prepared to discuss students at scheduled times
Feedback is Key

• Informal observation through daily mini-observations
  • Frequent 10 minute visits
  • Have a clear sense of what to look for –
    – Kim Marshall’s SOTEL
    – Safety, Objectives, Teaching, Engagement, Learning
      Published in The Marshall Memo, a weekly round up of ideas and K-12 research
  • Goal: 10 times a year per teacher
  • Face-to-face feedback
Feedback is Key

- Formal Observations
  - Decide on domains to be observed
  - Agree on a rubric and scale
  - Post conferences about lesson
  - Teacher reflection on lesson
  - Highlight areas of strength
  - Discuss areas to strengthen
Feedback is Key

• Evaluations
  • Decide on domains to be observed
  • Agree on a rubric and scale
  • Provide teachers with ongoing assessment
  • Have teachers evaluate themselves
  • Schedule time for discussion
Professional Development

Professional development opportunities are based on staff needs, knowledge and deficits.

- Collegial Circles
- Encouraging others to share their expertise at grade level meetings and faculty meetings
- Push-in Modeling by Staff
- Workshops
- Conferences
- Superintendent’s Conference Day Experiences
Professional Development

Ongoing weekly workshops that address the needs of students and staff are essential to improving instruction.

- Technology Integration
- Data Interpretation
- Current Pedagogy
- Learning and the Brain
- State Standards-Common Core
- New State and District Initiatives
Analyzing the Data

- New York State Assessments
- Interim Assessments
- Frequent Formative Assessments
- Data Analysis Meetings
  - Question level analysis
  - Common Core level analysis
  - Comparative analysis to other classes, grades, and districts

“…analyze wrong answers for clues to students’ thinking …(and) have a process for turning results into reteaching.” Doug Lemov, *Teach Like a Champion*
Building a Community of Learners
Creating Partnerships

• Designing lessons where students assume more cognitive responsibility for learning
• Creating workshops for parents to keep them informed of the changes in education and the increased rigor and complexity expected from students
• Working cooperatively to find ways parents can support students at home
We must improve the recruitment of good candidates into teaching, prepare them well for the challenges of the classroom, support them as they begin their teaching careers, provide good working conditions, give them the public respect they deserve for the important work they do, ensure them the professional autonomy they deserve in their classroom and treat them as professionals.

Diane Ravitch, *Reign of Error*, p. 132
Developing an Environment of Leaders

“A leader sees greatness in other people. You can’t be much of a leader if all you see is yourself.”

Maya Angelou
“Improving instruction requires leadership that inspires staff to constantly reflect on their teaching practices, creating students who are lifelong learners.”

THANK YOU

Rose Castello, Principal
Dr. Rachel Foglesong
Chesterfield County Schools
A.M. Davis Elementary School
North Chesterfield, VA

“EVERY child can be successful through the right combination of hard work and good instruction!”
• Family is very important to me!
• Maintaining a balance between my family at home and my family at school is a priority for all of our staff!
• Married 22 years to my husband, Allen
• Enjoy spending time with my daughter Mackenzie, a freshman at Hollins University and my son, Tanner, a high school sophomore
• NAESP Nationally Certified Mentor

Dr. Rachel Foglesong
A.M. Davis Elementary School
Demographics

• School-wide Title I School
• Large, suburban district
• PK-5th 700 students
• 57% free/reduced lunch
• 20% ESOL
• 16% Special Education
Instructional Leadership
Planning, Implementing, Supporting and Assessing Instructional Programs

A Case Study in Reading Achievement

• Data
• Professional Development
• Implementation
• Support
• Evaluation and Assessment
Start with the Data!

Diagnostic Reading Assessment
1st grade End of Year Benchmark Data

Teacher A 45%
Teacher B  70%
Teacher C 54%
Teacher D 77%
Teacher E 61%
Improving Instruction

• Research based strategies

• Instruction aligned with the curriculum
Change is scary!
Professional Development

• Workshops and In-services: district & school based

• Differentiated to meet needs

• Coaching and modeling

• Professional Learning Communities (PLCs)
Implementation

• Be clear with your expectations for instruction.

• Get into classrooms and become a part of the instructional environment.

• Professional Learning Communities

• Recognize teaching and individual efforts.
Inspect What You Expect
Be Intentional

Learning Walks
Glows and Grows
Supporting Teaching and Learning

Celebrate Successes!
Assessing Progress

- On-going process
- Data, data, data
- Teachers share successes and continued growth
## Instructional Improvements

### Success!

1st grade End of Year Benchmark scores

<table>
<thead>
<tr>
<th>Teacher</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher A</td>
<td>45%</td>
<td>81%</td>
</tr>
<tr>
<td>Teacher B</td>
<td>70%</td>
<td>79%</td>
</tr>
<tr>
<td>Teacher C</td>
<td>54%</td>
<td>90%</td>
</tr>
<tr>
<td>Teacher D</td>
<td>77%</td>
<td>82%</td>
</tr>
<tr>
<td>Teacher E</td>
<td>61%</td>
<td>86%</td>
</tr>
</tbody>
</table>
EVERY child can be successful through the right combination of hard work and good instruction!

Rachel Foglesong
Thank You!
Improving Instruction

NAESP Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do

Standard:
Demand content and instruction that ensure student achievement of agreed-upon standards.

Strategy:
Ensure rigorous, relevant and appropriate instruction.
NAESP Standards Continuum

Levels 1-5 describe key indicators aligned with standards and strategies for principal self-assessment of growth.

Ensure rigorous and relevant instructional strategies
Principals agree....

• Tracking teachers’ professional development

• Monitoring teachers’ work in the classroom

Formal evaluations, classroom visits or learning walks, promoting growth in staff, observing on what works and what does not work......

83%
Research on Strong and Weak Instructional Leadership

High performing

• 20-60 short spontaneous observations a week
• Feedback always given
• Enabled the principal to make formative observations with clear feedback on instruction

Low performing

• Visits to classrooms were not always directly related to instruction
• Teachers were usually aware of the visits in advance.
• Little feedback after informal observations
Cultivating Leadership in Others

Q & A

Write your questions for the presenters in the chat box.
Future Webinars
Taking Wallace Research to Practice

January 14, 2014
Improving instruction.

February 11, 2014
Managing people, data and processes to foster school improvement.
Resources

• **Policy Paradox: The Art of Political Decision Making** (Stone)

• **The Character of Leadership: Political Realism and Public Virtue in Non-Profit Organizations** (Jinkins & Jinkins)

• **Reframing Organizations: Artistry, Choice and Leadership** (Bolmand & Deal)
Thank you!

Rose Castello
Rachel Foglesong
Carol Riley