Taking Wallace Research to Practice:
Managing People, Data, and Processes

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

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The School Principal As Leader:
Guiding Schools to Better Teaching and Learning
2013

Since 2000, the Wallace Foundation has published more that 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.
Patty Drobny
Kent Public Schools
Soos Creek Elementary School
Kent, WA

Susan Lawyer Willis
Chief Executive Officer
TranformED Leadership
Roanoke, VA

Carol Riley
Director, NAESP National Mentor Program
Alexandria, VA
"A 21st Century educational leader must have unwavering courage to lead for the success of students and not for the comfort of adults."

Susan Lawyer Willis
Chief Executive Officer
TransformED Leadership
Roanoke, VA
Susan Lawyer Willis

- High School Principal, Roanoke, VA
- Director of Testing, Roanoke, VA
- Middle School Assistant Principal
- NAESP Nationally Certified Mentor
- Founder/CEO of TransformED Leadership
CREATE YOUR ROAD MAP

Begin with the end in mind!

Before the school year begins……...

Analyze Data

• student achievement data, number of minority students enrolled in advanced/dual enrollment/IB courses, number of discipline incidences, student attendance, teacher attendance, school climate surveys, parent surveys, etc.
Use DATA to Inform Decisions

Establish your quantitative (measurable) school goals (5-7) based on the data analysis

Examples:
- Increase student achievement in mathematics by 20% as measured by end of grade/course state assessments
- Decrease the number of discipline occurrences in the cafeteria by 50%
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Increase the number of minority students prepared, enrolled and supported in advanced level mathematics courses by 50% in 2 years.
Action Plan

Increase the number of minority students prepared, enrolled and supported in advanced level mathematics courses by 50% in 2 years.

*Map your route to the goal…*

1. identify students
2. communicate the goal with them
3. assign mentors
4. incorporate enrichment activities
5. designate effective teachers
6. create a culture of success and support
Assign the SEATS

- Hiring practices,
- Student schedules,
- School policies and procedures,
- Strategic plans,
- School achievement teams and committees around the goals of the school.
SHARE THE DESTINATION

Communicate the goals to ALL stakeholders AND hold them accountable.
ACCOUNTABILITY

Pre-Evaluation Conference

- Review the goals
- Teachers AND Staff choose 3-5 of school goals to focus on during the school year
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Accountability

Teachers and staff list 5-7 observable and measurable strategies to reach each goal.

Strategy Example

The teacher will utilize and analyze formative and summative assessments weekly as a tool to increase student achievement in mathematics. Based on analysis, the teacher will re-teach and remediate objectives not mastered.
Developing Staff

Teachers and staff list 5-7 observable and measurable strategies to reach each goal.

Example
The teacher will increase academic rigor by incorporating Bloom’s Revised questioning strategies during instructional delivery, homework and teacher created assessments.
Make Pit Stops and Check Points

• Make time for regularly scheduled walk-throughs and classroom observations weekly.
• Provide immediate feedback
• Gather ongoing data for each school goal
What does it look like?

• Is Ms. Jones implementing the observable strategies for the goals she chose?
• Is there evidence??
• Is it observable?
• Is it measurable?
Provide the TOOLS needed for tune-ups and make oil changes as needed

• Schedule purposeful and meaningful staff development based on school goals
• Provide mentors and coaches to teachers and administrators (NAESP National Mentor Program)
Provide the TOOLS needed for Tune-ups and make oil changes as needed

• Purchase resources and technology to support the goals
• School expenditures should be aligned with the school goals and objectives
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Provide the TOOLS needed for Tune-ups and make oil changes as needed

• Research and implement curriculum strategies and best practices for your desired outcomes

Example:

Have the courage to change, eliminate or extinguish practices that are not aligned with the school’s goals
CELEBRATE!!

Celebrate Early Arrivals…and late ones too!!

Communicate and celebrate at each check point or benchmark small successes!

(It keeps people in their seats)
We’ve Reached our Final Destination

• Share outcomes
• Reflect
• Evaluate
• Celebrate

CREATE THE NEW ROAD MAP

Bon Voyage
THANK YOU!

Susan Lawyer Willis
Chief Executive Officer
TranformED Leadership
Roanoke, VA

"A 21st Century educational leader must have unwavering courage to lead for the success of students and not for the comfort of adults."
“Managing people, data and processes requires principals to find a balance in being able to “Manage” (the daily requirement of the job) and being able to “Lead” (building systems for collaboration, data analysis and adult learning) so we can support all teachers in improving their practices and increasing student learning.”

Patty Drobny
Kent Public Schools
Soos Creek Elementary School
Kent, WA
Patty Drobny

- Elementary School Principal
- NAESP National Certified Mentor
- Married 31 years
- Mother of two
- Avid soccer player and Seattle sports fan
Soos Creek Elementary

- Pre-Kindergarten – 6th grade
- Enrollment – 397 students
- Suburban Community
- 21% English Language Learners
- 51% Free/Reduced Lunch
- 22% Special Education
  - Special Ed Preschool
  - Self Contained Support Center
  - Integrated Program
Keys to Success

• Organization
• Culture
• School Improvement Plan
• Data
• Professional Learning Communities
• Protocols
• Instruction
• Shared Leadership
• Communication
Organization

- **Schedule – Year at a Glance**
  - Master Schedule
  - Interventions
  - Professional Development
  - Meetings (PLC, SIP, Parent Events)
  - Required tasks
- **Agendas**
  - Clear connections to district/school initiatives
- **Reflection**
  - Interactive Staff Journals
Culture

• Shared vision
  – Core beliefs “All means all”
• Celebrate Achievements
• Beyond buy-in to commitment
• Norms
  – Increase trust
  – Increase accountability
  – Proactive
School Improvement Plan

- Data based
- Current
- Public
- Communicated
- Monitored
Communication

• Essential Conversations
• Listen
  – All stakeholders
  – All opinions honored
• Be human
  – Admit mistakes
  – Education is a people business
Data

- Easily Accessible to users
- Timely
  - Quick turnaround to impact instruction
- Meaningful and purposeful
- Discussed
  - PLCs
  - Intervention Teams
  - District Support Teams
- Multiple types and sources
Professional Learning Communities

- Facilitate discussion about instruction
- Focus on student learning
- Identify staff learning needs
- Focus on continuous improvement (staff & student)
- Provides opportunities for data based instruction.
Instruction

• Instruction Aligned to Standards
• Beyond “Gradual Release”
• Assessments inform instruction & impact
• Evidence of Student Growth
• Monitored
• Support & Pressure
Protocols

• Increase Productivity
  – Lead to a final product
  – Identify next steps

• Increases Accountability
  – All participants have a voice
  – All participants have a role
Thank you!

Patty Drobny

Kent School District
Soos Creek Elementary
Kent, WA
NAESP Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do

Standard 5:
Manage data and knowledge to inform decisions and measure progress of student, adult and school performance

Strategy:
Ensure rigorous, relevant and appropriate instruction.
Strategies

• Make performance data a primary driver for school improvement
• Measure student, adult and school performance using a variety of data
• Build capacity of adults and students to use knowledge effectively to make decisions
• Benchmark high-achieving schools with comparable demographics
Levels 1-5 describe key indicators aligned with standards and strategies for principal self-assessment of growth.

Level 1
Least desirable

Level 5
Most Desirable

Manage data and knowledge to inform decisions.
Unless you have the capacity to analyze data, you’re data-rich, but information poor.

Terrence Young

- Resources:
Managing People, Data, and Processes

Q & A

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

NAESP National Conference
Best Practices for Better Schools
Gaylord Opryland
Nashville, TN
July 10-12, 2014
THANK YOU!

Susan Lawyer Willis
Patty Drobny
Carol Riley