Taking Wallace Research to Practice:
Creating a Climate Hospitable to Education

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

September 22, 2015

@naesp2015
The School Principal As Leader: Guiding Schools to Better Teaching and Learning 2015

Since 2000, the Wallace Foundation has published more that 70 reports on leadership.

www.wallacefoundation.org
www.naesp.org
Wallace Foundation/NAESP Commitments

• NAESP is committed to lead in the advocacy and support for elementary and middle-level principals and other education leaders in their commitment to all children.

• The Wallace Foundation is committed to foster improvements in learning and enrichment for disadvantaged children and the vitality of the arts for everyone. The Foundation seeks to catalyze broad impact by supporting the development, testing and sharing of new solutions and effective practices.
The School Principal as Leader: Guiding Schools to Better Teaching and Learning

• Since 2000, Wallace has supported states and school districts in developing improved leadership models for principals to better their schools. Their efforts have touched 24 states and numerous urban school districts. This work has included the publication of 70-plus research related studies and other reports.
The School Principal as Leader: Guiding Schools to Better Teaching and Learning

The Wallace Foundation’s Principal Pipeline Initiative is a five-year undertaking that is helping districts develop larger corps of effective school principals and aspiring leaders.
The School Principal as Leader: Guiding Schools to Better Teaching and Learning

In 2011, six districts became participants in this initiative:

• Charlotte-Mecklenburg, NC
• Denver, CO
• Gwinnett County, GA
• Hillsborough County, FL
• New York City, NY
• Prince George’s County, MD
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.
Moderator, Deborah Tyler, Director of Principal Leadership Development
NAESP’s Professional Learning and Outreach

Camille Wallin, Principal
Muscota New School
New York City, New York

Lisa Marie Johnson, Principal
Lawrenceville Elementary School
Atlanta, Georgia
Muscota New School

Turn The World Around
• 260 students in grades K-5
• Located in the Inwood section of Manhattan
• 7% English as a New Language (ENL)
• 11% Students with Disabilities
• 34% Free lunch
• 3% temporary housing
• NYS Assessments 59% proficient in Math 55% proficient in ELA
• Highest performing school in district 6. D6 in the lowest performing district in Manhattan. Manhattan has 6 districts.
Build a supportive environment
Nurture collaboration among teachers
Engage the community
SUPPORTIVE ENVIRONMENT

Principal sets the tone: lead by example, walk and talk, be visible, listen and respond.
SUPPORTIVE ENVIRONMENT

Go beyond a safe and orderly environment and promote academic risk taking, student voice and student agency.
SUPPORTIVE ENVIRONMENT

Value social and emotional learning as much as academic learning.
Responsive Classroom Curriculum

Morning meeting, closing circle, community meetings, restorative justice, natural consequences, positive teacher language, student choice
COLLABORATIVE TEACHERS

Provide common planning times.

PLC reflects the needs of adult learners.

Differentiate based on teacher’s common goals, interest or needs.
COLLABORATIVE TEACHERS

Provide opportunities for lesson study and peer observation.

Score all benchmark assessments together.
Trust is a prerequisite for true collaboration

Build trust by making it safe for people to discuss with openness and honesty what is working and what isn’t.
ENGAGE THE COMMUNITY

Rituals and traditions message your core values, and reinvigorate cultural cohesion.

Madhatter’s Day Parade
Candlelight Night  Parent/Teacher Choir  Whole school ice skating trip
ENGAGE THE COMMUNITY

Provide opportunities for parents to connect with the school

Weekly town hall meetings
ENGAGE THE COMMUNITY

Involve parents in activities that impact their child’s academic achievement.

For example math night, student led conferences, publishing parties, judges for a debate, and field trip chaperones.
THANK YOU
Lisa Johnson
Lawrenceville Elementary
Gwinnett County Public Schools
Georgia

Creating a Positive School Climate for Students and Faculty
Lawrenceville Elementary
Demographics

- 700 Students
- 95% Free/Reduced Lunch
- 51% African American
- 35% Hispanic
- 10% White
- 30% ELL
- 13% Special Ed
- 5% Gifted
Building Teacher Morale

- Providing treats
- Cancel a meeting to give staff a break
- Recognize great teaching in your weekly newsletter
- Have clear expectations
- Communicate often
- Be visible in the building daily.
- Provide positive feedback to staff
- Jeans days are an easy reward
Teacher Input is Important

- Surveys taken periodically
- Open door policy
- Administration attend collaborative planning sessions weekly
- Collaborate with the Local School Plan for Improvement
- Use of protocols from School Reform Initiative to encourage a voice from all
Building Teacher and Student Leadership

Jr. Beta Club

Our Girls are Pearls
Teacher Leader Academy

• Voluntary for teachers
• Requires each member to develop a project that will improve student achievement
• Two book studies
  – Leadership 101 (John Maxwell)
  – The Power of Nice (Linda Kaplan)
• Leading Change (Jody Spiro)
  – Used to guide the projects
Data Digs
The 5 Whys

- Analyze data
- Discuss areas of concern
- Each staff member lists reasons for low test scores
- Remove any reasons that are out of our control
- Take remaining sticky notes and group them into categories
- Name the categories
- Protocol allows all voices to be heard in a non-threatening way
- Helps to build collaboration
Positive Behavior Intervention Support (PBIS)

- School wide behavior expectations
- Focus attention and reward students that are doing the right thing
- PBIS team meets monthly to review behavior data
- Behavior coach provides assistance to teachers in classroom management
Community Involvement
• Rotary club maintains our courtyard and fish pond
• Kids Hope USA mentor program - 45 mentors dedicate one hour a week to work with one student
• Mayor volunteers weekly in a classroom and is the accompanist for chorus
• Fall festival sponsored by a local church. All events and food are free for all students.
• Kohl’s Department Store volunteers monthly, creating and maintaining a school garden
• Local soccer club provides an after school program free of charge to our students
## Behavior Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of office discipline referrals</td>
<td>259</td>
<td>82</td>
</tr>
<tr>
<td>Total number of <strong>days</strong> of in-school suspension</td>
<td>45</td>
<td>7</td>
</tr>
<tr>
<td>Total number of <strong>days</strong> of out-of-school suspension</td>
<td>78</td>
<td>28</td>
</tr>
<tr>
<td>Percentage of students at Tier 1 (0-1 ODR’s)</td>
<td>93.2%</td>
<td>98%</td>
</tr>
</tbody>
</table>
Student Performance Growth (SPG)

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Growth</td>
<td>High Growth</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>82%</td>
</tr>
<tr>
<td>First</td>
<td>84%</td>
</tr>
<tr>
<td>Second</td>
<td>60%</td>
</tr>
<tr>
<td>Third</td>
<td>28%</td>
</tr>
</tbody>
</table>

**GOAL INFORMATION**

<table>
<thead>
<tr>
<th>Teacher Rating</th>
<th>Teacher Rating Student Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective - Level I</td>
<td>&lt;50% students demonstrating expected or high growth</td>
</tr>
<tr>
<td>Needs Development - Level II</td>
<td>&gt;=50% to 64% students demonstrating expected or high growth</td>
</tr>
<tr>
<td>Proficient - Level III</td>
<td>&gt;=65% to 89% students demonstrating expected or high growth</td>
</tr>
<tr>
<td>Exemplary - Level IV</td>
<td>&gt;=90% students demonstrating expected or high growth and &gt;30% high growth</td>
</tr>
</tbody>
</table>
THANK YOU
Discussion and Dialogue

• Were there any incentives for student behavior and academic performance? If so, what was the overall effectiveness of these approaches?

• Are parents provided a space and place to discuss parenting and issues of concern that contribute to the school’s culture and climate?
Creating A Climate Hospitable To Education

Teachers perform best in their schools that have a climate established by principals like Camille and Lisa who:

• support the development of their skills.
• promote professional learning communities
• clearly acknowledge their contributions leading to student achievement
Future Webinars
Taking Wallace Research to Practice

October 27, 2015
SHAPING A VISION OF ACADEMIC SUCCESS FOR ALL STUDENTS

November 17, 2015
CULTIVATING LEADERSHIP IN OTHERS
Future Webinars
Taking Wallace Research to Practice

January 26, 2016
IMPROVING INSTRUCTION TO ENABLE TEACHERS TO TEACH AT THEIR BEST AND STUDENTS TO LEARN TO THEIR UTMOST

February 25, 2015
MANAGING PEOPLE, DATA, AND PROCESSES TO FOSTER SCHOOL IMPROVEMENT
The School Principal as Leader: Guiding Schools to Better Teaching and Learning

Resources

www.naesp.org
www.wallacefoundation.org
www.pbis.org
www.responsiveclassroom.org
The School Principal as Leader: Guiding Schools to Better Teaching and Learning

The Wallace Foundation
Live Webcast
October 5, 2015 - 4:00 – 5:00 pm
From the Principal’s Office: How Leaders Drive Student Learning
Register at www.naesp.org
NAESP Conference 2016