Taking Wallace Research to Practice: Improving Instruction to Enable Teachers to Teach at their Best and Students to Learn to their Utmost

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

March 16, 2016

Part One of a Two-Part Series
The School Principal As Leader: Guiding Schools to Better Teaching and Learning (Wallace, 2013)

Since 2000, the Wallace Foundation has published more that 70 reports on leadership.
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.
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.
Dwayne Young, M.Ed., Principal
Centreville Elementary School
Centreville, VA

Deborah Tyler, Associate Executive Director, NAESP’s Professional Learning and Outreach
“I haven’t got time to build a fence, I’m too busy chasing cows all over this field.”

Rick Lavoie-

The Motivation Breakthrough
Centreville Elementary School

Fairfax County
Who We Are

Total Enrollment: 902

Majority-Minority School

Limited English Proficient 20%
Free & Reduced 25%
Language Minority 50%
Born Outside U.S. 8%
At Centreville Elementary School...

We believe that all children are inherently talented. Our collective work is to ensure that all of our children **thrive academically/creatively, socially/emotionally, and behaviorally/physically**.

We believe that optimism and positive relationships are the foundation of trust, respect, and strong character that provide the pathway for **all children to develop their talents to be successful at the highest level**.
At Centreville Elementary School...

We are committed to treating every encounter with every person within our school and every instructional/learning opportunity as the most important thing at that moment.

As a school-wide professional learning community we are committed to taking responsibility for engaging each individual student in learning through best instructional and assessment practices.
School Improvement

means

People Improvement
The ability of teachers and principals to develop and tap into their own capacity for innovation is ultimately a school’s most potent tool for long-term success.

Dennis Sparks, *Results*, February 2004
The Principal As Leader:

• Shaping a shared 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
The Principal:

• Has a job of singular importance in schools

• Strongly shapes the conditions for high quality teaching and learning
  – Focusing on high quality instruction
  – Promote high expectations
  – End isolation and fragmented efforts
  – Connect daily with teachers in the classroom
  – Promote continual professional learning
  – Emphasize research-based strategies to improve teaching and learning

• Are invaluable multipliers of effective teaching and learning in their schools
  • Create individual and team conversations about effective instruction and assessment practices
“unless the leader knows where the whole venture is headed, it will not be possible to carry out the other tasks of leadership.”

- John Gardner
Positive Behavior Supports
Quality Instruction
Positive Behavior Intervention & Supports
PBIS
Positive Behavior Supports
Quality Instruction

- Teachers greet students at the classroom door
- Students help set up classroom learning space
- Morning Meeting
- Logical Consequences
- Student Led Conferences
- Success Night

Welcome Walk
Tuesday, August 31
5:30 – 7:30 p.m.

Your child’s teacher will drop by your home for a brief “door visit” to welcome your family to the new school year. Out-of-area students will receive a telephone “visit”. Please call the school if you will not be at home or have any questions.
Positive Behavior Supports
Quality Instruction

Kindergarten Book Of Honor
Goals, Initiatives & Measures

Aims of the School and District

Improvement Efforts
**Student Achievement Goals: Pursue Academic Excellence, Develop Essential Life Skills, and Demonstrate Responsibility to the Community and the World**

The FCPS graduate will engage in the lifelong pursuit of academic knowledge and interdisciplinary learning by being a:

<table>
<thead>
<tr>
<th>Role</th>
<th>Skills</th>
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<tbody>
<tr>
<td>Communicator</td>
<td>Applies effective reading skills to acquire knowledge and broaden perspectives.</td>
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<td></td>
<td>Employs active listening strategies to advance understanding.</td>
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<td>Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners.</td>
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<td>Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts.</td>
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<td>Uses technological skills and contemporary digital tools to explore and exchange ideas.</td>
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<td>Collaborator</td>
<td>Respects divergent thinking to engage others in thoughtful discussion.</td>
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<td>Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals.</td>
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<td>Analyzes and constructs arguments and positions to ensure examination of a full range of viewpoints.</td>
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<td>Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks.</td>
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<td>Ethical and Global Citizen</td>
<td>Acknowledges and understands diverse perspectives and cultures when considering local, national, and world issues.</td>
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<td>Contributes to solutions that benefit the broader community.</td>
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<td>Communicates effectively in multiple languages to make meaningful connections.</td>
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<td>Promotes environmental stewardship.</td>
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<td>Understands the foundations of our country and values our rights, privileges, and responsibilities.</td>
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<td>Demonstrates empathy, compassion, and respect for others.</td>
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<td>Acts responsibly and ethically to build trust and lead.</td>
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<td>Creative and Critical Thinker</td>
<td>Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes.</td>
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<td>Uses information in novel and creative ways to strengthen comprehension and deepen awareness.</td>
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<td>Demonstrates divergent and ingenious thought to enhance the design/build process.</td>
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<td>Expresses thought, ideas, and emotions meaningfully through the arts.</td>
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<td>Evaluates ideas and information sources for validity, relevance, and impact.</td>
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<td>Reasons through and weighs evidence to reach conclusions.</td>
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<tr>
<td>Goal-Directed and Resilient Individual</td>
<td>Engages in healthy and positive practices and relationships to promote overall physical and mental well-being.</td>
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<td>Persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals.</td>
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<td>Uses time and financial resources wisely to set goals, complete tasks, and manage projects.</td>
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<td>Shows strong understanding and belief of self to engage in reflection for individual improvement and advocacy.</td>
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Defining the School as a Learning Community

“A place where students and adults alike are engaged in matters of special importance to them and where everyone is encouraging everyone else’s learning.”

Roland Barth, *Improving Schools from Within*
Defining the School as a Learning Community

“...collaborative teams work interdependently to achieve one or more common goals... They work together in an ongoing effort to discover best practice and expand their professional expertise.”

-Eaker, DuFour & DuFour

Getting Started
Three BIG Ideas That Drive Our PLC

Big Idea #1
Learning for All

The purpose of school is to ensure high levels of learning for all.
Three BIG Ideas That Drive Our PLC

Big Idea #2
A Culture of Collaboration

Only by working together can we achieve our fundamental purpose of high levels of learning for all students.
Three BIG Ideas That Drive Our PLC

Big Idea #3
A Focus on Results

We assess our individual and collective effectiveness in helping all students learn at high levels on the basis of results rather than activity or intention.
NORMS:
- We will begin at 1:30 and end at 2:40.
- We will listen respectfully to all team members’ ideas and opinions.
- Each classroom teacher will take turns hosting the meeting. Responsibilities include recording the minutes.
- We will make decision by consensus.
- We will designate a timekeeper.
- Meeting agendas will be emailed by Wednesday evening; members will print their own. All agenda items should be submitted by Tuesday.
- Meeting minutes will be posted on Blackboard by Sunday.
- We will end each meeting by setting the agenda for the next week.

SMART goals: 

LA: 100% of second graders will score a level 28 or higher on the spring DRA.
Math: By May, 100% of 2nd grade students will achieve at 100% on a 10-question assessment with questions pertaining to the Math SOL Standards.

The Important Work of the Collaborative Team

- What do we expect students to know and to be able to do, and what will we do to get them there? (Curriculum, Instructional Best Practice)
- How will we know if students have learned? (Assessment)
- What will we do when students have not yet learned? (Intervention/enrichment)
- What will we do when students have already learned? (Intervention/enrichment)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Purpose (Action, Information, Dialogue or Discussion)</th>
<th>Time (min.)</th>
<th>Team Planning Question(s) for Work-session &amp; Outcomes of the our work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PBIS</td>
<td>Dialogue-L</td>
<td>5 min</td>
<td>All weekly Think sheets entered prior to meeting</td>
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| **2. Progress Monitoring Chart** *(Wrap Up from Monday)* | Discussion-Team | 20 min | **Team Planning Question:** How will we use our math PM rubric to help us identify students that are moving to right or not making any type of movement? What will our agenda items be for our Planning Day?  
**Product and Outcome:** The team will have a rubric to use with the Progress Monitoring Chart. The team will have an agenda of items that will complete on our planning day.  
**Discussion:** We discussed the changes we made to our progress monitoring chart/rubric during our team planning time on Monday 3/21/11. As a follow-up, we met to discuss the changes we were proposing. We agreed with our changes and also proposed that we may want to possibly develop a similar type rubric for each of the math standards. This will be worked on at our meeting on April 1st.  
We discussed the data that we will have entered on the PMC by our April 1st meeting:  
- **Openers Reading Assessment** *(Is it a Rabbit or a Hare?)*  
  Scoring: 1 if question is correct and 0 if question is incorrect.  
- **DRA/Guided Reading Instructional Level for March/April**  
- **3rd Quarter Math Skills Assessment**  
  Scoring: 3=all correct (for each strand), 2=1 correct, and 1=none correct. |
|   |   |   |   |
| **3. Language Arts-unpacking LA standard on Fairytales and SS standard on Economics** | Discussion/Action | 45 min | **Team Planning Question:** How will we teach economics along with Fairytales? What are the essential pieces of this standard?  
**Product and Outcome:** The 2nd grade team will have resources and lesson ideas to teach economics along with Fairytales.  
**Discussion:** We did not have time for this.  
Prior to our discussion regarding the Progress Monitoring Chart Rubric, we discussed several ways for scoring the venn diagram portion of our famous Americans test. We decided on a 3 point system to score the venn diagram, based on a rubric shared by Amy. The test is worth 11 points and we developed the grading scale as follows: |
<table>
<thead>
<tr>
<th>Time (M)</th>
<th>Activity Description</th>
<th>Team Planning Question</th>
<th>Product and Outcome</th>
<th>Discussion</th>
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<tbody>
<tr>
<td>11-0</td>
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<tr>
<td>10.9-0</td>
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<tr>
<td>9.7-8</td>
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<td>6 and below</td>
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**Team Planning Question:**

**Product and Outcome:**

**Discussion:**

<table>
<thead>
<tr>
<th>Set the Agenda for next meeting</th>
<th>Discussion/Action-Team</th>
<th>5 min</th>
<th>Team Planning Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>What items will be on our next agenda?</td>
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<td></td>
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<td></td>
<td><strong>Product and Outcome:</strong></td>
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<td>The team will know what items will be discussed at the next meeting.</td>
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<td><strong>Discussion:</strong></td>
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<td>We will meet with Amy to discuss upcoming DRA testing.</td>
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</table>

**Parking Lot Items:**

| Questions and Materials for next Worksession: |
Protocol for Team Reflection

1. The team views video together.
2. The teacher in the video-tape has first opportunity to share his/her own reactions.
3. Other team members have opportunity to share out.
4. The team revises original lesson plan.
5. Lesson is presented with revisions by another team member.
6. Repeat cycle of reflection.
The purpose of staff development is not just to implement isolated instructional innovations; its central purpose is to build strong collaborative work cultures that will develop the long-term capacity for change.

-Michael Fullan
We are what we believe we are.

- C.S. Lewis
Discussion and Dialogue

• What are the skills necessary for a principal to create a culture of leadership and lead the work of crafting, working toward, and holding staff accountable for professional practices?

• If you were to design a process for creating or promoting a culture of leadership, what key elements would you include in that process?

• How should the characteristics of a school’s student body relate to and shape a culture of leadership?
Discussion and Dialogue

• What formal communication channels were enlisted to communicate the school’s vision and how is this kept in the forefront with all stakeholders?

• How would a school leader know if school staff was incorporating the vision in daily practice?
## Future NAESP Webinars

<table>
<thead>
<tr>
<th>Dates</th>
<th>Titles</th>
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<tbody>
<tr>
<td>April 11, 2016</td>
<td>Part Two: Improving Instruction to Enable Teachers to Teach at their</td>
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<tr>
<td>4:00-5:00 p.m.</td>
<td>Best and Students to Learn</td>
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<td>Register at:</td>
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<tr>
<td></td>
<td><a href="https://attendee.gotowebinar.com/register/4604523073438555138">https://attendee.gotowebinar.com/register/4604523073438555138</a></td>
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<tr>
<td>April 28, 2016</td>
<td>Unpacking the 2016 Professional Standards for Educational Leaders</td>
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<tr>
<td>3:00-4:30 p.m.</td>
<td>(Formerly ISLLC)</td>
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<td>Register at:</td>
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<td><a href="https://attendee.gotowebinar.com/register/8360107347029768450">https://attendee.gotowebinar.com/register/8360107347029768450</a></td>
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Resources

www.naesp.org
www.wallacefoundation.org
NAESP Conference 2016
SAVE THE DATE!

Best Practices for Better Schools™
National Harbor, MD • July 6 - 8