PUTTING THE LEADERSHIP BACK IN INSTRUCTIONAL LEADERSHIP: WHAT DOES AN EFFECTIVE MODEL OF INSTRUCTIONAL LEADERSHIP LOOK LIKE IN PRACTICE WHEN WE PLACE A VALUE ON BOTH THE WORK AND LEADERSHIP OF PRINCIPALS?

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AGENDA FOR SESSION

- The Instructional Leadership Model
  - The work of the principal
  - The leadership of the principal
- Policy Defining Practice
  - How does policy define our practice as instructional leaders?
  - Positive and Negative Impact
- Accountability Systems
- Evaluation Models
  - Teacher Evaluation
  - Principal Evaluation: The New England Models
- Getting the Leadership back into instructional leadership
“…in order for people in schools to respond to external pressure for accountability, they have to learn to do their work differently and to rebuild the organization of schools around a different way of doing their work” (Elmore, 2002)

In order to develop the organizational capacity and coherence to effectively implement reform initiatives it’s imperative that principals like wise engage differently in their work (Elmore, 2000, 2002; King, 2002; Krueger et al., 2002; Carrier, 2011; National Association of Elementary School Principals, 2001; Waters et al., 2003)
WE HAVE AN IDEA OF WHAT INSTRUCTIONAL LEADERS DO BUT WHAT DOES INSTRUCTIONAL LEADERSHIP LOOK LIKE IN PRACTICE?
THE INSTRUCTIONAL LEADERSHIP MODEL

**Instructional Leadership**

*The work of the principal must include the following and may have a direct or indirect influence on student achievement:*

- focuses learning for students and adults
- communicates high expectations for student achievement and instruction
- uses data to inform the work of the school
- develops a community that is unified around one vision and one mission for the school

*The leadership of the principal must include a blend of the following and must facilitate the shared ownership by teachers for outcomes:*

- carried by strong professional will
- personally humble and modest

**Organizational Coherence and Capacity**

*The work of teachers is:*

- centered around learning for students
- communicates high expectations for student achievement
- uses data to inform instructional practice
- contributes to the realization of the school’s vision and mission

**Improved Student Achievement**

(Carrier, 2011)
THE WORK OF THE PRINCIPAL

- Focuses on Learning for Students and Adults
- High Expectations for Learning and Practice
- Uses Data to Drive Instruction
- Develops a Community That’s Focused on a Unified Vision and Mission

(Carrier, 2011)
THE LEADERSHIP OF THE PRINCIPAL

- Willing to Do Whatever It Takes
- Personally Humble and Modest

(Carrier, 2011)
DO YOU FEEL THAT CHANGES IN EDUCATIONAL POLICY HAVE AFFECTED HOW / YOU PRACTICE INSTRUCTIONAL LEADERSHIP?

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<thead>
<tr>
<th>Region</th>
<th>Positive Impact</th>
<th>Negative Impact</th>
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<tr>
<td>New England (CT, MA, NH)</td>
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<td>Total All Regions</td>
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<td>Pacific (HI)</td>
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<tr>
<td>Total All Regions</td>
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</table>
DO YOU FEEL THAT CHANGES IN EDUCATIONAL POLICY HAVE AFFECTED HOW YOU PRACTICE INSTRUCTIONAL LEADERSHIP?

Positive Impact

- “The appraisal process for teachers have demanded that the principal have clear knowledge and practice of instructional best practices including knowledge of culturally responsive leadership and pedagogy.” TX Principal unspecified
- “Era of accountability demands that principals ‘know their stuff’ when it comes to pedagogy and methodology to address students needs.” CA Elementary School Principals

Negative Impact

- “Policy is usually heaped upon us from an outside source, local (District), state, or Federal. As a result, more of my time is consumed taking care of policy "stuff" and not being an instructional leader. At times I feel more like a manager.” NH Elementary School Principal
- “…those policies have also created much more paperwork and assessments that can take away from actually being an instructional leader. I often feel like a manager.” MA Elementary School Principal
HOW DOES POLICY DEFINE OUR PRACTICE AS INSTRUCTIONAL LEADERS?

▶ Accountability Models

“Unfortunately, today’s era of testing and accountability causes us to look at how to improve test scores as a primary concern rather than the act of improving instruction for all students.” Ohio Central Office Administrator

▶ Evaluation Models

▶ Teacher Evaluation

▶ “The new multiple measure framework outlines what I must look for in observing and evaluating teachers. It has focused the conversation and defined a distinguished teacher.” PA Elementary School Principal

▶ Principal Evaluation: The New England Models

▶ How are the new models of evaluation defining practice?
<table>
<thead>
<tr>
<th>State</th>
<th>Student Learning Data Points</th>
<th>Weight of Student Learning Data Points in Model</th>
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</thead>
<tbody>
<tr>
<td>Connecticut (CT DOE, 2012)</td>
<td>Student growth on state administered assessments of core areas.</td>
<td>Student Growth 22.5%</td>
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<tr>
<td></td>
<td>At least two locally-determined indicators of student learning with at least one coming from subjects or grades not assessed through state system.</td>
<td>Locally-determined indicators 22.5%</td>
</tr>
<tr>
<td>Maine (ME DOE, 2013)</td>
<td>Student learning and growth measures</td>
<td>At least 20% of the educator’s total score in the first year and 25% or more in subsequent years</td>
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<tr>
<td>Massachusetts (MA DOE, 2011)</td>
<td>Student growth percentile metric; locally determined measures of student achievement</td>
<td>Separate rating from performance. Principals are rated as having low, medium, or high impact on student learning.</td>
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<tr>
<td>New Hampshire (NH DOE, 2012)</td>
<td>Student growth measures</td>
<td>Equally weighted with assessment of professional practice</td>
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<tr>
<td>Vermont (VT DOE, 2012)</td>
<td>Student growth and learning outcomes encompassing classroom, school, district, and state assessments, as well as trends in growth scores (p. 3)</td>
<td>Used as part of process of triangulating information gathered from observation and review of examination of artifacts</td>
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<tr>
<td>Rhode Island (RI DOE, 2013)</td>
<td>Student learning objective attainment and state growth model</td>
<td>Weighted equally with professional practice and foundations</td>
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TRANSFORMING THE AGENDA: GETTING THE LEADERSHIP BACK INTO INSTRUCTIONAL LEADERSHIP

As a profession and community we must demand of policy makers that the development of leadership behaviors become a reform priority both through the policies that define professional practices and the tools we use to assess them.

- Research on the practice of instructional leadership and the impact of policy on practice is needed
- The development of efficient assessment tools and procedures that examine leadership behaviors and their impact on professional practices and student learning need to be identified.
TRANSFORMING THE AGENDA: GETTING THE LEADERSHIP BACK INTO INSTRUCTIONAL LEADERSHIP

- Higher Education and professional development designers must include the development of leadership behaviors in their work.
  - Badges on transcripts as endorsements that document the provider has evidenced particular leadership behaviors
- School superintendents need to set the expectation that principals engage in both the work of the principal and the leadership element and provide the needed support for them to do so.
  - Induction programs
  - Mentors and job coaches
This presentation is available at http://llc1010.blogs.plymouth.edu/