

5 Key Practices That Shape School Leadership

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National Association of
Elementary School
Principals





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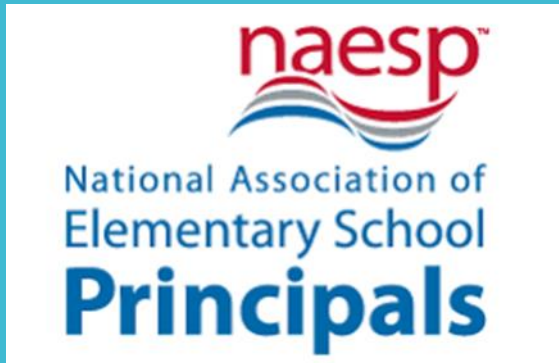
N P B E A

Welcome

Introduction Jackie Wilson



- Teacher, Literacy Specialist, Assistant Principal, Principal, Special Assignment District Leadership
- Director of Accountability (DEDOE)
- Director Delaware Academy for School Leadership—a professional development, policy and research center in the College of Education and Human Development, University of DE
- Assistant Professor, School of Education, University of DE
- Executive Director, National Policy Board for Educational Administration
- Facilitator and Consultant to the Wallace Foundation, New York City Leadership Academy, AASA, NASSP, NAESP, NGA, UCEA, CCSSO, and American Association for Research



Today's Discussion

5 Key Practices That Shape School Leadership

**Please post questions in the chat box. Be sure to address all attendees.

Some Background Information



About The Wallace Foundation

- The mission of The Wallace Foundation is to foster
 - improvements in learning and enrichment for disadvantaged children and
 - the vitality of the arts for everyone.
- We work with grantee partners to develop -- then broadly share -- evidence-based, practical, effective approaches in our focus areas



Current work in education leadership in 20 states and Washington, D.C.





- **Education research** shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal.



For more than a decade, The Wallace Foundation has supported efforts to improve leadership in public schools. In addition to funding projects in 28 states and numerous school districts within them, Wallace has issued more than 70 research reports and other publications covering school leadership, on topics ranging from how principals are trained to how they are evaluated on the job. Through all this work, we have learned a great deal about the nature of the school principal's role, what makes for an effective principal and how to tie principal effectiveness to improved student achievement.



THE EFFECTIVE PRINCIPAL

By Pamela Mendels

When most people hear the word "principal," they think of the noun: meeting, the chief, the top executive, the head of all others, the person who controls the levers. Not so Dewey Hensley; himself a former principal and today an assistant commissioner at Kentucky's Department of Education, Hensley likes to remind people that when it was first used in connection with school leadership in the 1800s, the word "principal" was an adjective and not another word, "teacher" (Hensley, 1933, p. 11). The "principal teacher," he says, was a kind of first among equals, an instructor who assumed some administrative tasks as schools began to grow beyond the one-room buildings of yore. The original principal, Hensley stresses, was like the other teachers at the school, concerned with instruction above all.

Principals in the 21st century, he says, could do worse than keep this 19th-century definition in mind as they face

the challenges of turning around failing schools and work to live up to the ideals embodied in a more contemporary term, "instructional leader." Today's best principals, Hensley says, "know what good and effective instruction looks like so they can provide feedback to guideteachers."

The view of the principals' job — that it should center on instruction, not building management or other administrative matters — is one that has gained currency in recent years. So has the idea that if instruction is the heart of their job, principals have a vital role to play in school improvement. Consider a 2010 survey of school and district administrators, policy advisors, and others in the education world. They named "principal leadership" as second only to teacher quality when they were asked to rank in importance 21 education issues, ranging from special education and English language learning to school violence and reducing the dropout rate (Strickon, Charney, & Sun, 2010, pp. 9-10).

A major reason for the attention being paid to principals is the emergence of research that has found an empirical link between school leadership and student achievement. A seminal 2004 study, *How Leaders/Principals*

The Effective Principal

What are the five key practices of effective principals?



- Creating a Climate Hospitable to Education
- Cultivating Leadership in Others
- Managing People, Data and Processes
- Inviting Board Members to Visit Your School
- Shaping a Vision
- Improving Instruction
- Being Active on Social Media

Wallace's Work
Since 2000
suggest the
following key
responsibilities

- **Shaping a vision of academic success** for all students, one based on high standards.
- **Creating a climate hospitable to education** in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail.
- **Cultivating leadership in others** so that teachers and other adults assume their parts in realizing the school vision.
- **Improving instruction** to enable teachers to teach at their best and students to learn to their utmost.
- **Managing people, data and processes** to foster school improvement.



Five Key Practices of Effective Principals



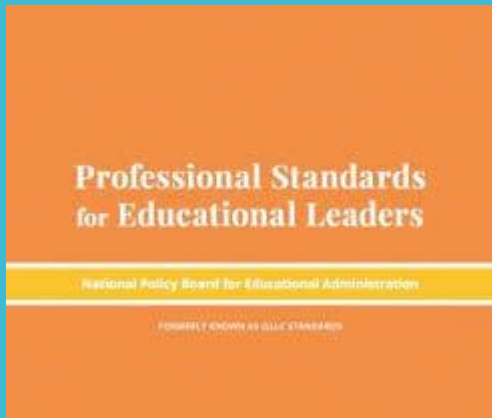
Key Practice 1

Shaping a vision of academic success

- Effective leadership begins with the development of a schoolwide vision of **commitment to high standards** and **the success of all students**. The principal helps to spell out that vision and get all others on board with it.
- Effective leaders have **high expectations for all**, including clear and public standards, is one key to closing the achievement gap between advantaged and less advantaged students and for raising the overall achievement of all students (Porter et al., 2008, p. 13)
- These leaders **gather research** information, and then apply it to the local setting

<https://www.wallacefoundation.org/knowledge-center/Documents/The-Effective-Principal.pdf>

PSEL Standards



Standard 1: MISSION, VISION, AND CORE VALUES

*Effective educational leaders develop, advocate, and enact a shared **mission, vision, and core values of high-quality education and academic success and well-being of each student.***

*b) In collaboration with members of the school and the community and using relevant data, develop and **promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.***

Standard 2: Ethic and Professional Norms

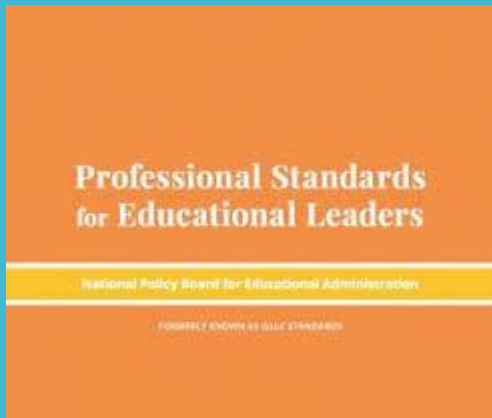
*Effective educational leaders **act ethically and according to professional norms** to promote each student's academic success and well-being.*

*c) Place children at the center of education and **accept responsibility for each student's academic success and well-being***

Key Practice 2 Creating a Climate Hospitable to Education

- Effective principals shape schools buildings characterized by the basics — **safety and orderliness** — but they also see to it that **schools create an atmosphere in which students feel supported and responded to.**
- Teachers form part of a **professional community** that is “deeply rooted in the academic and social learning goals of the schools” (Goldring, Porter, Murphy, Elliott, & Cravens, 2007, pp. 7-8). The principals ensure that **teachers do not work in isolation** from one another, but **work collaboratively, giving each other help and guidance** to improve instructional practices (Louis et al., 2010, p. 50).
- <https://www.wallacefoundation.org/knowledge-center/Documents/The-Effective-Principal.pdf>

PSEL Standards



Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

*Effective educational leaders cultivate an **inclusive, caring, and supportive school community** that promotes the academic success and well-being of each student.*

*a) Build and maintain a **safe, caring, and healthy school environment** that meets that the academic, social, emotional, and physical needs of each student.*

Standard 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

*Effective educational leaders foster a **professional community of teachers and other professional staff** to promote each student's academic success and well-being.*

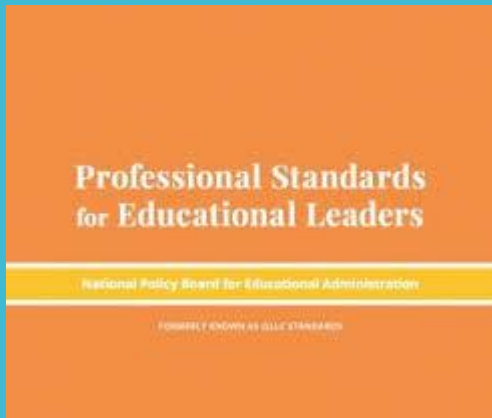
*g) Provide opportunities for **collaborative examination of practice, collegial feedback, and collective learning***

Key Practice

3: Cultivating Leadership In Others

- *Effective principals make good use of all the skills and knowledge on the faculty and among others, **encouraging the many capable adults who make up a school community to step into leadership roles and responsibilities.***
- *The more open a principal is to **spreading leadership around**, the better it is for student learning. Indeed, a particularly notable finding is that **effective leadership from a variety of sources — principals, teachers, staff teams and others** — is associated with better student performance on math and reading tests. “Compared with lower-achieving schools, higher-achieving schools **provided all stakeholders with greater influence on decisions,**” ((Louis et al., 2010, p. 35).*

PSEL Standards



Standard 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

*Effective educational leaders develop the **professional capacity and practice** of school personnel to promote each student's academic success and well-being.*

*g) **Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.***

Standard 9:

*Effective educational leaders **manage school operations and resources** to promote each student's academic success and well-being.*

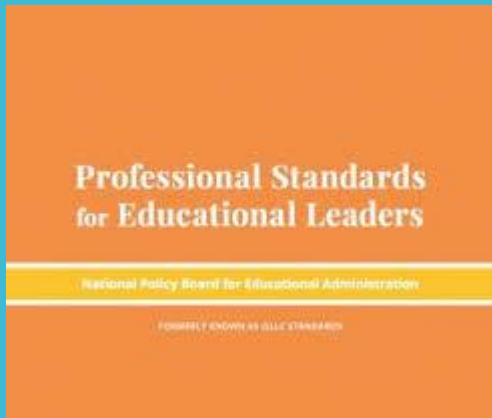
*b) **Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs***

Key Practice 4: Improving Instruction

- Effective leaders focus laser-like on the **quality of instruction** in their schools. They emphasize research-based strategies to improve teaching and learning and **initiate discussions about instructional approaches, both in teams and with individual teachers.**
- Principals **spend time in classrooms to evaluate instruction** or, especially in the case of secondary schools where they can't reasonably be expected to be experts in all academic disciplines, they ensure that someone who is qualified does so. They make **close observations of what's working and what isn't.** And they make sure to **discuss what they have found with teachers.**
- Principals desire to **see teachers working, teaching, and helping one another.** They **create opportunities for teacher collaboration and learning.**

<https://www.wallacefoundation.org/knowledge-center/Documents/The-Effective-Principal.pdf>

PSEL Standards



Standard 4: Curriculum, Instruction and Assessment

*Effective educational leaders **develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment** to promote each student's academic success and well-being.*

*a) **Implement coherent systems** of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.*

Standard 10: School Improvement

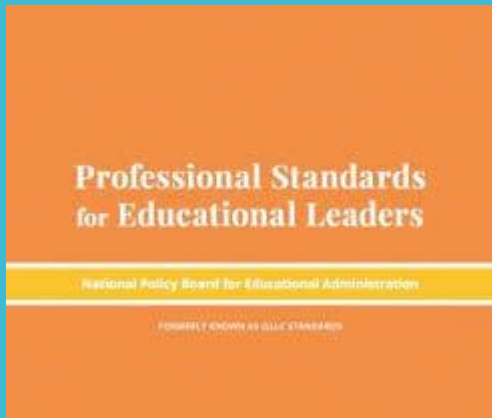
*Effective educational leaders act as **agents of continuous improvement** to promote each student's academic success and well-being.*

*d) **Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement***

Key Practice 5: Managing People, Processes and Data

- Effective leaders **hire well and know how to retain the high performers.** They also know how to give their teachers the backing they need to thrive.
- Effective principals also know how to **make the best use of data, learning to ask useful questions of it and taking advantage of it for collaborative inquiry among teachers and helpful feedback to students** (Portin et al., 2009)
- Strong principals also know how to **go about their jobs systematically** carrying out their **central responsibilities: planning, implementing, supporting, advocating, communicating, and monitoring** (Porter et al., 2008, p. 15).

PSEL Standards



Standard 3: Equity and Cultural Responsiveness

*Effective educational leaders **strive for equity of educational opportunity and culturally responsive practices** to promote each student's academic success and well-being.*

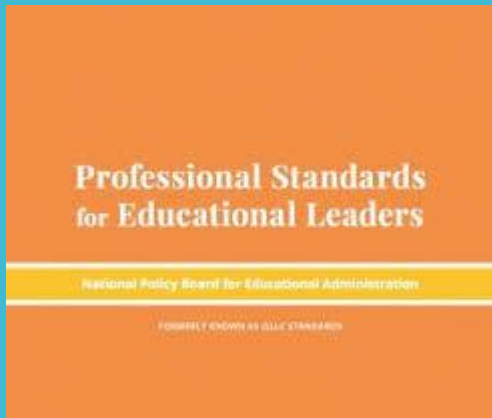
c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

PSEL Standards



Standard 5: Community of Care and Support for Students

*Effective educational leaders **cultivate an inclusive, caring, and supportive school community** that promotes the academic success and well-being of each student.*

*c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to **meet the range of learning needs of each student.***

Standard 8: Meaningful Engagement of Families and Community

*Effective educational leaders **engage families and the community in meaningful, reciprocal, and mutually beneficial ways** to promote each student's academic success and well-being.*

*h) **Advocate** for the school and district, and for the importance of education and **student needs and priorities** to families and the community.*

Creating a Pipeline of Effective Principals

How do we make sure all principals have the skills, knowledge and experience to effectively lead a school?



Questions?



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