Taking Wallace Research to Practice: Shaping a Vision of Academic Success for All Students

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

October 27, 2015
The School Principal As Leader: Guiding Schools to Better Teaching and Learning (Wallace, 2013)

Since 2000, the Wallace Foundation has published more than 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.
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

Cheryl Franklin, Principal
Robert R. Gray Elementary School
Capitol Heights, Maryland

Gina O’Hare, Principal
Palisades Park Elementary
Charlotte, North Carolina
Cheryl Franklin

Robert R. Gray Elementary
Prince George’s County, MD

Shaping a VISION of Academic Success for All Students
or
Creating a Positive School Climate for Students and Faculty
Robert R. Gray Elementary – The place where children SOAR!

Relentless Excellence, Rigor, and Results!!
Scholars At Work
Robert R. Gray Elementary’s Demographics

- 450 Students
- 90% Free/Reduced Lunch
- 86% African American
- 13% Hispanic
- 1% Asian
- 7% ELL
- 8% Special Ed
- 2% TAG
Context

• School was in an “improvement” status
• High staff turnover
• Stakeholder support was low
• “Compliance Culture”
• Expectations for achievement among school community was low
It Begins With Culture

ASSESS your team – Is everyone focused on similar beliefs about the work?

• What specific strategies will you employ that will move your organization to believe in the work and to remain committed to the work?
What is YOUR Mindset?

I believe my students will get there.

I hope my students will get there.

I make my students get there.

I make my students believe they will get there.

I provide the supports so my students will get there.
Strategies for Effective Collaboration
Groups that come together to openly discuss successes, strategies and stumbling blocks.

Teams need opportunities for intentional collaboration to focus the group on techniques towards developing students into successful learners and teachers into reflective practitioners.
Building a Cohesive Culture
Which team are you?

• Compliance Culture
  – Requires micromanaging
  – Motivated by sanctions
  – Produces low performance
  – Lack of individuality
  – Low motivation
  – Lack of ownership
  – Feel constrained about sharing new ideas
  – People are thinking “in the box”

• Performance Culture
  – Requires parameters
  – Motivated by intrinsic values
  – Produces high performance
  – Allows for individuality
  – High motivation
  – Ownership of the task
  – Feel comfortable sharing ideas
  – People are thinking “out of the box”
Characteristics of Effective Teamwork

• We will:
  – Share our true feelings (authenticity)
  – Encourage each other (mutuality)
  – Support each other (sympathy)
  – Forgive each other (mercy)
  – Speak the truth in love (honesty)
  – Admit our weaknesses (humility)
  – Respect our differences (courtesy)
  – Not gossip (confidentiality)
  – Make group a priority (frequency)

Preparation For the Journey

DATA WISE

- Collaborative Planning Structures that are purposeful
- Building Assessment Literacy
- Examining Instruction (peer collaboration)

Our Evidence
Building Teacher Capacity

“Reflective Conversations about practice requires teachers to understand and analyze events in the classroom.”

“The role of the colleague, coach, supervisor in the conversation is critical; they supply the mirror, the sounding board, and sometimes the challenging voice.”

Everyone is still growing…

The POWER of “Instructional Conversations”

Scholarly journal articles that support the work of the learning community

Professional Development and Conferences
Stakeholder Involvement

Parent Focus Walks
Parent Book Studies
Parent Attendance at Conferences
Parent/Student Athletic Events
Climate Surveys
Parent Policy and Home-School Compact

Parent Resource Room
Volunteerism/Mentors
Newsletters
STEM Based
After School Enrichment/Clubs
Resource Donations
Community Service
Student partnerships with neighboring high school
Greatest Contributing Factors

Planning for Collaborative Work
Opportunities to Analyze Student Data Resources
Reflection and Dialogue About Our Work
Modifying the Work
Supporting Staff Growth and Leadership
Supporting a Culture Conducive to Excellence
Ensuring the EVERYONE Feels VALUED and is a part of the COMMUNITY
Bringing It All Together

Instruction/SLO’s
- Content knowledge and proficiency
- Common Core Implementation
- Rigor demonstrated by students and staff

Data Wise/ Collaborative Planning
- Collaborative structures to analyze multiple data sources that will guide instructional practices and positively impact student achievement.

Framework for Teaching
- Reflecting on the implementation of student centered instructional practices
- Evidence based learning
- Real world experiences

Colleague Communities
- Strengthen teachers’ knowledge base around instructional protocols that will impact professional capacity, collaborative culture, reflective practices, and student success.

STUDENT ACHIEVEMENT
THANK YOU
Gina O’Hare
Palisades Park Elementary

Creating a Positive School Climate for Students and Faculty
Focus School
Plateaued

High Poverty, Title I
Turn Around School

Brand New STEM School
Partial Magnet
3 Approaches

Focus School Plateaued
Creating effective PLCs

High Poverty, Title I Turn Around School
Staffing, Professional Development

Brand New STEM School Partial Magnet
Branding, data and processes
Palisades Park Elementary’s Demographics

- 723 Students
- 40% Economically Disadvantaged
- 36% African American
- 15% Hispanic
- 39% White
- 5% ELL
- 8% Special Ed
- 6% Gifted

Very diverse population with a wide range of socio-economic backgrounds
### Challenges

<table>
<thead>
<tr>
<th>90% of staff and students displaced from nearby school</th>
<th>Creating the <em>Palisades Park</em> way vs. the <em>Where We Came From</em> way.</th>
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</thead>
<tbody>
<tr>
<td>STEM / Magnet program</td>
<td>NC STEM Attribute- 4 stages-EARLY Limited resources, limited training</td>
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<td>Core of highly involved parents</td>
<td>Being accessible –planned meetings Frequent communication Establishing PTSA and School Leadership Team (SLT)</td>
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STAFF

- Communicating high expectations for teaching and learning
- Embedded professional development on Data Driven Instruction during PLCs
- Holding everyone accountable for student outcomes and tying into evaluations
- Creating a respectful, supportive, positive environment----mixed with some fun
STEM

• Branding
• Being deliberate and strategic
• Advocating for your school
Parents and Community

- Visible and Informative at PTSA, SLT, Community meetings and events
- Responsive to their needs
- Communicating progress and outcomes
RESULTS....

- High Growth Status-ranked 8th elementary in the state for highest growth index
- Overall School Performance Grade = B
- School’s Index score higher than district average on Instructional Culture Insight survey (TNTP)
- Met our goal

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<tr>
<th>School Accountability Growth Type</th>
<th>2015</th>
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<tbody>
<tr>
<td></td>
<td>Index</td>
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<tr>
<td>Overall</td>
<td>7.40</td>
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THANK YOU
Discussion and Dialogue

• What are the skills necessary for a principal to lead the work of crafting, working toward, and holding staff accountable for professional practices that align to the school’s vision?

• If you were to design a process for creating or adapting a school, vision, what key elements would you include in that process?

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

• How often and under what circumstances should a school revisit its vision statement?

• How does the school vision become a branding mechanism for the school and why would a school leader seek to accomplish this?
Discussion and Dialogue

• How can the vision be used as an organizing principle for making concrete decisions about daily practices?

• How does the school vision become a branding mechanism for the school and why would a school leader seek to accomplish this?
Shaping a Vision of Academic Success for All Students
## Future NAESP Webinars

### Taking Wallace Research to Practice Series

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<td>November 17, 2015</td>
<td>Cultivating Leadership in Others</td>
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<tr>
<td>January 26, 2016</td>
<td>Improving Instruction to Enable Teachers to Teach at their Best and</td>
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<td></td>
<td>Students to Learn to their Utmost</td>
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<tr>
<td>February 25, 2016</td>
<td>Managing People, Data, and Processes to Foster School Improvement</td>
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The School Principal as Leader: Guiding Schools to Better Teaching and Learning

Resources

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

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

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