LEADERSHIP MATTERS: BUILDING LEADERSHIP CAPACITY IN PRINCIPALS & ASPIRING PRINCIPALS
Review why tending to our own leadership development & knowing our strengths/needs as leaders is important.

Examine leadership focus areas for high-poverty school leaders aligned with four key roles and 17 impactful criteria of effective instructional leaders.

Sample a few leadership development strategies and practices aligned to the focus areas.


Participate in self-reflection around your next steps in each focus area.
THE BIG PICTURE
Keeping the same school leaders in place with ongoing leadership development has positive effects on student achievement.

The negative effect of high principal turnover on student performance reveals itself the year after the vacancy, and it can take the next principal up to three years to regain positive momentum in math and English language arts performance.
SOME FINDINGS

- Positive results occur when dedicated leaders invest in schools over multiple years, and that continuity produces better learning opportunities for students and best supports teachers.

- There has been significant attention given to developing new leaders, but once they are in place, support for continuous improvement and development wanes.

- Ongoing leadership development, collaboration within a community of practice and coaching makes a difference for instructional leaders so that they can influence changes in teacher practice that will impact student learning.
Reflection Research- In schools where principals practice reflective leadership, consistent student and teacher learning growth is the norm.

We do not learn from experience...we learn from reflecting on experience.

— John Dewey —
We are so busy that we often…

- don’t take the time to tend to our own leadership development needs.
- don’t take the time to think about the decisions we make, problems we address & lessons we learn to inform our practice.
Paying attention to our strengths & needs
WHY NEEDS ASSESSMENT?

- Informs your planning & focus for your ongoing leadership growth.
- Models professional growth best practice you should use with your teachers to differentiate your support.
- Supports leadership for differentiated professional learning.
<table>
<thead>
<tr>
<th>Rating</th>
<th>Rating Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsure</td>
<td>I don’t know what this is; I don't understand the question</td>
</tr>
<tr>
<td>Novice</td>
<td>I have heard of this, but need a lot of help with it</td>
</tr>
<tr>
<td>Apprentice</td>
<td>Somewhat uncomfortable with this; I could use more leadership development and/or practice</td>
</tr>
<tr>
<td>Practitioner</td>
<td>Somewhat comfortable with this; I can do this well, but need to refine my skills</td>
</tr>
<tr>
<td>Expert</td>
<td>Totally comfortable with this; I could help others</td>
</tr>
</tbody>
</table>
EXPLORING LEADERSHIP FOCUS AREAS
Four key roles of the building administrator:

- Visionary
- Instructional Leader
- Engager
- Learner and Collaborator

Offers 17 Critical Descriptors of Effective Practice
The Principal Influence Framework

- Provides clear targets for educational leadership excellence along with the pathways & tools to get there.
- Can be used as the development and learning tool to complement any administrator standards & accountability system.
- Integrates and supports reflective practice and growth through the Principal’s Continuum of Self-Reflection.
Two Pathways to Build Leadership Capacity

Figure 1.2 Two Pathways for Accessing and Utilizing the ASCD Principal Leadership Development Framework

Pathway One: Individual Professional Growth (school level)
- Growth and Development of Principals
- Growth & Development of Assistant Principals
- Growth & Development Of Aspiring Principals

Pathway Two: Sustainable District Systems (district level)
- District Supervisors, Mentors & Coaches
- District Leadership Development Programs
- District Succession Planning

Teacher Professional Growth
Student Learning
LEADERSHIP LEARNING ACTIVITY

UNPACKING THE FRAMEWORK
MAKING CONNECTIONS TO EFFECTIVE PRACTICES

- Get into groups of 4.
- Decide as a group which role you will work with.
- List & discuss the 3 most important things you would look for in schools where the principal is acting on the criteria in the role.
- List how the “look for’s” connect to effective teacher practice. What would you see teachers and students doing in classrooms?
- Be prepared to report out
1. Where Am I Now?

2. Where Am I Going?

3. How Am I Going to Get There?
THE REFLECTIVE CYCLE

- How responsive am I to the results of my assessment and the changing needs of the school community?
- How aware am I of the status of learning and teaching in my school, our current reality and needs, and my leadership role?
- How do I know whether my leadership actions are positively impacting the staff and school community?
- How intentionally do I align decisions, actions, policies and resources to meet our needs?

**Capability to Adjust Actions**  
**Awareness of Leadership Context**

**Ability to Accurately Assess**  
**Intentionality of Actions**
As we go through each area of the reflective cycle, jot down on a post-it note an example from this school year in your role.

Be prepared to trade post-its with a colleague.
• How intentionally do I align decisions, actions, policies and resources to meet our needs?

• How do I know whether my leadership actions are positively impacting the staff and school community?

• How aware am I of the status of learning and teaching in my school, our current reality and needs, and my leadership role?

• How responsive am I to the results of my assessment and the changing needs of the school community?

The Principal Influence: A Framework for Building Principals’ Leadership Capacity; Hall, Childs-Bowen, Cunningham, Morris, Pajaro, & Simeral, ASCD 2016
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The Principal Influence: A Framework for Building Principals’ Leadership Capacity; Hall, Childs-Bowen, Cunningham-Morris, Pajardo, & Simeral; ASCD 2016.
- Take a look at the reflective tendencies in each stage.

- Quick Write: How could understanding & using the continuum of self-reflection stages help you to better identify & use your strengths.
<table>
<thead>
<tr>
<th>CONTINUUM OF SELF REFLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unaware Stage</strong></td>
</tr>
<tr>
<td><strong>Leader’s Reflective Tendencies</strong></td>
</tr>
</tbody>
</table>

*The Principal Influence: A Framework for Developing Leadership Capacity in Principals; Hall, Childs-Bowen, Cunningham, Pajaro, & Simeral; ASCD 2016.*
FOCUSED REFLECTION

- If operating in the **Unaware stage** in a particular criterion, then in order to grow as a reflective leader, **focus on building awareness** of the leader's role within that criterion.

- If operating in the **Conscious stage** in a particular criterion, then in order to grow as a reflective leader, **focus on planning and being more intentional** with leadership actions within that criterion.
FOCUSED REFLECTION

- If operating in the **Action stage** in a particular criterion, then in order to grow as a reflective leader, **focus on accurately assessing the impact of actions** within that criterion.

- If operating in the **Refinement stage** in a particular criterion, then in order to grow as a reflective leader, **focus on becoming more responsive** to the changing dynamics of the school environment within that criterion.
LEADERSHIP ROLE STRATEGIES
○ Strategies for providing focus in order to address initiative fatigue

○ Strategies for monitoring/measuring the use of resources against the vision
LEADERSHIP LEARNING ACTIVITY

INITIATIVE FATIGUE
Tackling Initiative Fatigue

- Collaborate with other district/school leaders and departments to connect the “big ideas” of initiatives requiring professional learning

- Determine how you can organize the big ideas under one “umbrella”

- Determine the multiple ways you will communicate the connections to staff
CREATE A VISUAL

Work Individually or with Your Team:

- List your initiative
- Create a “rough draft” visual connecting your initiatives
- Explain your visual to another individual or team
TIME FOR REFLECTION & ACTION

**STEPS**

<table>
<thead>
<tr>
<th>What Do We Have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Do We Need?</td>
</tr>
<tr>
<td>What Are My/Our</td>
</tr>
<tr>
<td>Next Steps?</td>
</tr>
</tbody>
</table>
INSTRUCTIONAL LEADER

- Strategies for supporting PLC’s that are more than “data meetings”
  - Agreed upon consistency in implementation of focus area instructional & assessment practices
  - Practice on how to coach as a principal
  - Strategies for differentiating supervision and feedback
### Principal as Instructional Leader

<table>
<thead>
<tr>
<th>Unaware Stage</th>
<th>Conscious Stage</th>
<th>Action Stage</th>
<th>Refinement Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus on Building Awareness</strong></td>
<td><strong>Focus on Planning and Being More Intentional</strong></td>
<td><strong>Focus on Accurately Assessing the Impact of Your Actions</strong></td>
<td><strong>Focus on Becoming More Responsive</strong></td>
</tr>
<tr>
<td>- Has not enacted steps towards developing a PLC</td>
<td>- Organizes school staff with some elements of PLC present</td>
<td>- Facilitates the implementation of the structural elements of a PLC</td>
<td>- Builds collective capacity of entire staff through the cultivation of a robust and equitable student focused PLC</td>
</tr>
<tr>
<td>- Adheres to the formal observation process and does not go beyond that</td>
<td>- Completes the formal evaluation process and may or may not pursue further monitoring of instruction</td>
<td>- Supervises and monitors instruction, providing feedback to teachers</td>
<td>- Builds individual and collective capacity of entire staff through differentiated supervision, coaching, and evaluation practices</td>
</tr>
<tr>
<td>- Maintains status quo regarding curriculum, instruction, and assessment</td>
<td>- Takes steps to update curriculum, instruction, and assessment practices</td>
<td>- Coordinates curriculum, instruction, and assessment practices</td>
<td>- Assures the alignment of curriculum, instruction, and assessment that meet all students’ needs</td>
</tr>
<tr>
<td>- Does not understand, access, or use available data</td>
<td>- Collects data, and may or may not use it to update action plans</td>
<td>- Analyzes data to create and refine action plans</td>
<td>- Promotes monitoring systems that utilize real-time data to inform teams’ and teachers’ instruction and intervention decisions</td>
</tr>
</tbody>
</table>

**Fig. 2.2: P-CSR Describing Instructional Leadership**

- Cultural competence, equity/access practices and strategies that integrate student voice

- Strategies for creating reflective practitioners schoolwide

- Strategies for implementing Whole Child practices in the school community
Strategies for how to make sure professional learning is differentiated

Strategies for how to provide support for job-embedded practices

Strategies for how to gather the right evidence to show impact on teacher practice & student outcomes

Strategies for how to build capacity of teacher leaders with specific roles, responsibilities, & decision making

Strategies for how to build capacity of assistant principals as instructional leaders
LEADING & SUPPORTING DIFFERENTIATED PROFESSIONAL LEARNING
DIFFERENTIATED PL PLANS

- Level 1..... Awareness or Introductory
- Level 2..... Skill Development
- Level 3..... Implementation
- Level 4..... Institutionalization of Practices

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DIFFERENTIATED PL PLANS

- Level 1 - raises awareness, introduces new constructs, terminology/language, concepts

- Level 2 - initial attempts to try out new behaviors/practices, experiences major discomfort

- Level 3 - makes refinements and adjustments with support, problem solves within context

- Level 4 - maintaining, sustaining, institutionalizing behaviors, practices, protocols
DIFERENTIATED PROFESSIONAL LEARNING

- Incorporate pre-assessments
- Incorporate individual goal setting
- Provide concurrent learning opportunities to fit different teachers’ needs
- Make multiple contexts available at different times during the year
- Vary learning preferences - teams, small groups, large groups, at different times, locations, delivery models and formats
DIFFERENTIATED PROFESSIONAL LEARNING

- Use student work to help adults understand their own learning needs
- Incorporate individual, real world projects
- Recognize and use expertise
- Develop personalized approaches and plans based on needs
- Incorporate blended professional learning
SUPPORTING JOB EMBEDDED PRACTICES
SUPPORT & ACCOUNTABILITY FOR JOB-EMBEDDED PRACTICES

- Small group workshops or work sessions
- PLC’s that are more than “data meetings”
- Faculty meetings used as opportunities for learning
- Use of Web tools, professional learning networks and virtual PD options
- Peer visits, feedback, coaching & demonstration classrooms
- Protocols for examining student work & other student data; adjusting instruction based on results
- Collaborative instructional and assessment planning based on student learning data
- Lesson study using protocols
EXAMPLES: REDESIGNING FACULTY MEETINGS

- Sharing “administrivia” in alternative ways
- Shining the Light - Having PLC’s or departments share their SMART goals & what they are working on collaboratively to reach them.
- Small group work sessions focused on school-wide instruction or assessment initiative.
- Teacher leaders facilitating peer review of unit/lesson plans.
- Practicing modified lesson study
GATHERING THE RIGHT IMPACT EVIDENCE
Plans developed before implementation should not focus only on evidence of:

- Level 1- Satisfaction
- Level 2- Self-reporting of what was learned

Adapted From: Does It Make A Difference?, Guskey, Tom; Educational Leadership, March 2002, ASCD
Include an evaluation plan that gathers evidence on:

- Level 3 - Organization Support and Change
- Level 4 - Use of New Knowledge and Skills
- Level 5 - Student Learning Outcomes
- Level 6 - Capacity Building Sustainability

Adapted From: Does It Make A Difference?, Guskey, Tom; Educational Leadership, March 2002, ASCD
GATHERING THE “RIGHT” EVIDENCE

- Level 6- What capacity building practices do we need to put in place to ensure transfer and sustainability?

- Level 5- What student learning goals/outcomes do we want to impact or achieve?

- Level 4- What instructional practices and policies will be selected to achieve student learning goals/outcomes?

- Level 3- What organizational support needs to be in place?

- Level 2- What knowledge, skills, and understandings do adult learners need to implement practices and policies?

- Level 1- What set of experiences will enable adult learners to acquire needed knowledge, skills, and understandings?
TIME FOR REFLECTION & ACTION

STEPS

What Do We Have?
What Do We Need?
What Are My/Our Next Steps?
SUGGESTED RESOURCES

**THE PRINCIPAL INFLUENCE**
A Framework for Developing Leadership Capacity in Principals

**PROTOCOLS for Professional Learning**
Lois Brown Easton