



Districts and DLTs Do they matter? How?

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This training is offered in collaboration with BASA and the Ohio Transition to Teaching (T2T) Project





Outcomes

- Participants will understand the critical role of the DLT and central office leadership
- Participants can describe the role & functions of District Leadership Teams (DLTs), and the necessary interactions between the Building Leadership Teams (BLTs) & Teacher-based Teams (TBTs)
- Participants will understand the critical role of the principal and need for on-going support and development

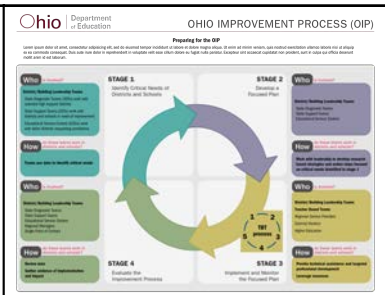


Our History Resources

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**OIP is the enactment
of Ohio's Leadership
Development Framework**

Does district/DLT leadership matter?



Yes it does!


- Supovitz (2006).
- Marzano & Waters (2009)
- Honig, et al. (2008, 2010, 2012, 2013, 2014)
- Zavadsky (2012)
- McNulty & Besser (2014)
- Mitgang et al. (2013)
- Leithwood & Seashore-Louis (2012)
- Fink and Silverman 2014

“Turnaround efforts won’t succeed if they are only school-focused and are not complemented by system change”

Zavadsky, (2012)



Without district support, other schools in the district are unable to learn from an effective school



Furthermore, the effective school was unlikely to sustain a commitment to continuous improvement

9 Du Four & Fullan 2013

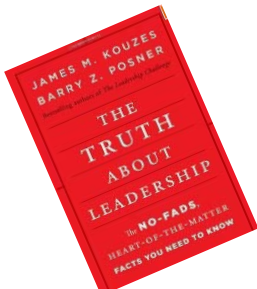
The primary issue is to change the culture of the school and the district so that learning is the work



Fullan (2014)

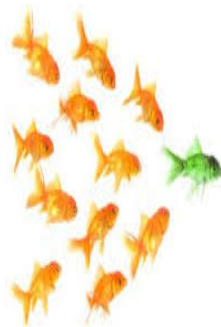
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Learning is the master skill

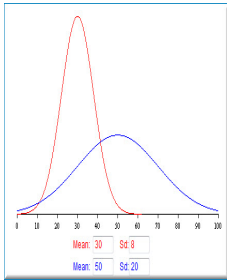


Kouzes & Posner (2010)

There is now clear empirical evidence on the influence of district-level practices on the quality of instructional leadership...



Leithwood and Seashore Louis, 2012



Leithwood and Seashore Louis, 2012

There remains considerable variability, however, in the concrete actions taken to support this priority.



Central office reform movements need to focus on improving teaching and learning.

Honig, et al., (2010).

**How much time does you, your DLT spend on improving teaching and learning?
Estimate a %**



**How effective is your DLT in improving the performance of the district?
How do you know?**

**Leaders
(teachers and administrators)
who believe
their major role is to
evaluate their impact**



(ES .91).



Hattie 2015

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**Getting colleagues focused on
evaluating their impact.**



ES = .91



Hattie 2015

Know Thy Impact!



Hattie, 2009, 2011, 2014

What is your DLT doing?



What DLT members said at the regional meetings...

- A majority said that they were reviewing student performance data
- Some DLT members said that they were looking at monitoring data
- Some DLT members said that the DLT was providing/arranging for PD



Who is responsible?



WHO is responsible for the improvement of the district?

Collectively – We all are!

But the DLT has this as their primary responsibility

If you don't want to be responsible for the progress of the district...



You shouldn't be on the DLT

A Question?



Does your DLT assume responsibility for the improvement of the whole district?

If so, how do you know if what they are doing is making an impact?

Talk this over with you DLT!

What is the first and primary responsibility of the DLT?

- Help support and strengthen your



What should DLT be looking at?

3 primary areas of focus

- 1. Strengthening their TBTs**
- 2. Improving the effectiveness of your interventions/ supports.**
- 3. Supports to your principals**



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I asked BLT members where their TBTs were on a 1-4 scale?

- Using effective structures? (time, protocols)**
- Effective facilitation in the TBT process?**
- A clear understanding of teaching practices?**
- Use of student work/student thinking**
- Effective use of formative assessment practices to understand the impact of those teaching practices**





Where are Your Teacher Teams?

- BLT members, on average, rated their teams a 2
- So TBTs need more help from their DLTs

1. What can, and should the DLT do to strengthen your TBTs?



TBT 

Some recommendations to DLTs

1. Have principals and BLTs present to DLT
 - What have BLTs learned from monitoring that their TBTs need?
 - What has helped their TBTs make progress i.e. What supports have helped?

TBT 

More recommendations to DLTs

- 1. DLTs should be **reviewing TBT monitoring data** (on a quarterly basis) to assess the progress of their TBTs
- 2. DLTs should be **compiling “what works”** in terms of supports to TBTs
- 3. DLTs should be **assessing** which **BLTs** are making progress and why?
- 4. DLTs should be **sharing** what works with the rest of the schools



What should DLT be looking at?

3 primary areas of focus

- 1. Strengthening their TBTs
- 2. Improving the effectiveness of your interventions/ supports.
- 3. Supports to your principals



The 2nd BIG question for DLTs (and BLTs)...



**Are your student supports and interventions working?
How do you know?**

According to NAEP data, **when general education teachers are effective with Tier I instruction and take responsibility for all students, those with special needs do better.**



Levenson & Cleveland 2016

RtI

There is a statistically significant and **negative effect** of assignment to RtI **Tier 2 or Tier 3** intervention services



Balu, et al.(2015)

An IEP student whose score was just below the cut point and who participated in the intervention would fall further behind a counterpart who was just above the cut point and had no exposure to the intervention



Balu, et al USDOE.(2015)

Actual assignment to intense reading intervention services did not improve the reading skills of early readers



Balu, et al.(2015)

The most significant gains among struggling students with or without IEPs (are achieved) by providing these students, ... with **teachers skilled in content instruction** during extra instructional time



Levenson & Cleveland 2016

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Research consistently show that supporting adult learning is directly and positively linked to enhancing children's achievement.



Drago-Severson, Eleanor, 2009

Recommendations

to DLTs

- 2. DLT should begin **examining the outcome data from:**
 - Categorical programs (sp. ed., Title I, ESL)
 - Other interventions and support (e.g. reading supports, summer school, etc.)
- What can you **learn from the data** and analysis?
- **What actions** can/should the DLT take to make these efforts more effective?



Recommendations

to DLTs

- Also begin to **look at what school interventions/supports are working**
 - **Why** are these supports working?
 - **Can you generalize** these findings
 - What are the most effective ways to **share** these with other schools?

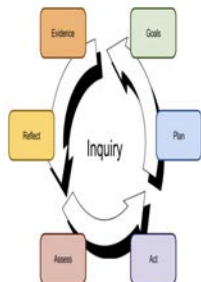


Inquiry and Learning

Your DLT/BLTs should be able to answer the BIG Inquiry questions?

1. **Are you making progress** as a district/school?

- How do you know?
 - What is your evidence?
- Do you know Why?



Inquiry and Learning

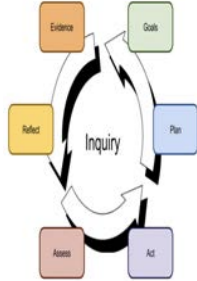
Your DLT/BLT should be able to answer the BIG Inquiry questions?

2. If you are **NOT** making progress?

- How and when do you know?

What is your evidence?

- Do you know Why?



Can you make progress if you can't answer these questions?



- What does this mean for your DLT and district?
- Stop here and have a short discussion

IF you don't know what is working...



How do you expect to make progress?

What should DLT be looking at?

3 primary areas of focus **DLT**

1. Strengthening their TBTs
2. Improving the effectiveness of your interventions/ supports.
3. Supports to your principals

Improving building-level leadership is one of the most promising approaches districts can take to foster change.



Leadership is second only to classroom instruction as an influence on student learning.



Louis, et al. 2010

To date we have not found a single example of a school improving its student achievement in the absence of principal leadership.



Louis, et al. 2010

School districts must make the development of stronger school leadership a top priority



Mitgang et al. 2013

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3 negative conditions and areas of action for DLTs/districts



3 negative conditions for principals

- 1. Many principals work in systems that have not developed consensus on the day-to-day work that principals should be engaged in to affect teaching practice at scale.



Fink and Silverman 2014

Areas of action for districts

1. A Shared Vision

School districts must define, clearly and in detail, what it expects principals to do as the instructional leaders of their schools.



Develop consensus agreements on the principal practices that would be most emphasized in professional development and evaluation

Fink and Silverman 2014

Caveat

HIGH PRIORITY !!

While most states and districts have adopted new principal evaluation systems and performance rubrics, they still do not provide principals clear direction on the highest-priority activities they should be involved in on a day-to-day basis.

Fink and Silverman (2014)

Being the lead learner - OPES Rubric

4.3 Principals develop and sustain leadership

Principal serves as a role model for leadership behaviors.

Principal participates in leadership development activities with staff and identifies strengths and interests to identify potential leaders.

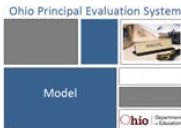


Team Development - OPES Rubric

4.1 Principals promote a collaborative learning culture.

Principal develops structures for collaboration between all teachers and other educational support personnel.

Principal establishes and reinforces expectations, roles, norms and responsibilities for effective working teams.

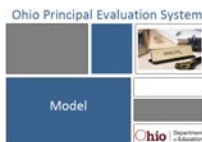


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Team Development -- OPES Rubric

4.2 Principals share leadership with staff, students, parents and community members

Principal consistently shares leadership responsibilities with staff.



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Classroom Observations with Coaching - OPES Rubric

2.2 Principals ensure instructional practices are effective and meet the needs of all students.

- Principal makes systematic and frequent classroom visits and provides feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats...
- Principal connects teachers to other faculty for aid in the development of their instructional



How can your DLT/ district develop consensus on the day-to-day work (practices) that principals should be engaged in to affect teaching practices and learning?



Discuss

3 negative conditions for principals



2. Principals do not receive the intensive, coordinated and embedded professional development they need to improve their skills.

Fink and Silverman 2014

3 areas of action for districts

2. A Reciprocal System of Support



At the heart of this is a new role for dedicated central-office leaders, principal supervision, designed to improve the instructional leadership of principals through teaching and coaching

Fink and Silverman 2014



Sustained, job-embedded supports may be fundamental to helping principals build their capacity for instructional leadership

Honig (2012)

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Do principals receive intensive, coordinated and embedded professional development from your DLT/district?

How do the roles of central office staff need to change to support this?



Discuss

3 negative conditions for principals

3. Districts do not provide principals the time they need on a daily basis to engage with teachers and students focusing on the improvement of teaching and learning.



Fink and Silverman 2014 ⁶⁴

Areas of Action for Districts/DLTs

3. Making It Possible-

Help Principals find the time!



Focus central-office action on reducing the overwhelming demands placed on principals.

Fink and Silverman (2014)

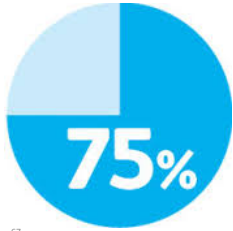
District/DLT Role



The most serious hurdle facing instructional leadership is whether districts/DLTs are willing to reorganize schools such that principals have more time for this work.

Johnson, (2008).

75 % of principals find that the job has become too complex, and thereby unsatisfying



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Fullan (2014)

How can your DLT/district provide principals the time they need on a daily basis to engage with teachers and students focusing on the improvement of teaching and learning?



Discuss

If principals are going to be successful at this work...

Then there needs to be leadership and consistent support from the DLT and Central Office (mentoring, coaching, PD, etc.)



STOP and Process

How Are These ideas Consistent With Your Perceptions?

• Confirmed my perceptions:

• Surprising – not my previous perceptions:

Taking Action

What are three actions that your DLT could take right now?





All successful school systems have come to trust and respect teachers.

Fullan (2010)

Other questions?



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