Moving the work forward through OPES

- Review the principal standards and the OPES rubric in relation to your TBTs and BLT.
- Review and understand implications of the research on the importance of being a learning leader.
- Review and reconsider priorities and role redefinition for principals.
- Consider follow-up actions.

Research has clearly shown that every school, even those in the most challenging circumstances can improve, and more importantly, sustain improvement.

Strong professional community paired with strong instruction moderate the effects of concentrated poverty.

What do we know about teacher and principal evaluation?
Supervising individual teachers into better performance is simply impossible.

Improving teaching simply by sorting the better (from) the worse...

What do we know about what works to develop principals?

A new, more powerful role is becoming clear...
That of the principal as lead learner

• One who models learning,
• But also shapes the conditions for all to learn on a continuous basis

The principal must make both teacher learning and his or her own learning a priority
The principal’s role is to lead the school’s teachers in a process of learning to improve their teaching, while learning alongside them about what works and what doesn’t.

Research establishes that groups of teachers, working together in purposeful ways over periods of time, will produce greater learning in more students. So, if principals directly influence how teachers can learn together, they will maximize their impact on student learning.

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

OPES Weighting
The Ohio Principal Evaluation System
- 50% student growth
- 50% other standard
However, many of these standards are also tied to student and staff learning.

OPES Rubric
2.4 Principals know, understand, and share relevant research.
*Principals keeps informed and shares current research and theory on effective schooling.

Research
Personalized Teacher Learning
Leithwood and Seashore Louis, 2012
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.

When principals serve effectively as instructional leaders, student achievement increases.

Leithwood and Seashore Louis, 2012

Instructional leadership includes two complementary approaches and both are necessary:
1. A focus on classroom practice
2. Shared leadership (through teacher teams – TBTs and BLT) to create a learning organization

Leithwood and Seashore Louis, 2012

1. Strengthening Classroom Practices

2. Strengthen Instruction

1. Specific effective teaching practices
   – The school or district has agreed on everyone learning some specific effective practices that are learned, implemented, monitored, and provided feedback on.

2. Continuous learning of effective practices
   – Teacher-Based Teams (TBTs) use data to determine needs; develop shared lessons and units; develop, administer, and score shared assessments; and develop interventions.

There are Many Research-Based Strategies

• Common Formative Assessments
• Nonfiction Writing
• Feedback
• Clarity and communication of learning outcomes
• Marzano
Visible Learning and Visible Learning for Teachers

What is the typical effect across...

- 900+ meta-analyses?
- 50,000+ studies?
- 240+ million students?

Contributions From the Teacher Area

<table>
<thead>
<tr>
<th>Area</th>
<th>Effect Size</th>
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<tbody>
<tr>
<td>1. Formative Assessment</td>
<td>1.d = 0.90</td>
</tr>
<tr>
<td>2. Feedback</td>
<td>2.d = 0.73</td>
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<tr>
<td>3. Mastery learning</td>
<td>3.d = 0.58</td>
</tr>
<tr>
<td>4. Questioning</td>
<td>4.d = 0.43</td>
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<tr>
<td>5. Reciprocal teaching</td>
<td>5.d = 0.74</td>
</tr>
<tr>
<td>6. Direct instruction</td>
<td>6.d = 0.59</td>
</tr>
</tbody>
</table>

Hattie (2009)

A strong message from the findings in Visible Learning is that more often than not, when students do not learn, they do not need more.

• They need different.

The degree of leader involvement in classroom observations and feedback is associated with higher performing schools.


2. Strengthen Instruction

1. Specific effective teaching practices
   - The school or district has agreed on everyone learning some specific effective practices that are learned, implemented, monitored, and provided feedback on.

2. Continuous learning of effective practices
   - Teacher-Based Teams use data to determine needs; develop shared lessons and units; develop, administer, and score shared assessments; and develop interventions.

OPES Rubric

4.1 Principals promote a collaborative learning culture.

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

• Principal establishes and reinforces expectations, roles, norms and responsibilities for effective working teams.
OPES Rubric
4.2 Principals share leadership with staff, students, parents, and community members.

• Principal consistently shares leadership responsibilities with staff.

Develop Broad-Based Instructional Leadership through Collaborative Inquiry at All Levels

• District Leadership Team (DLT)
• Building Leadership Teams (BLTs)
• Teacher-Based Teams (TBTs)

The only way to achieve large-scale and sustainable improvement is to invest in collective capacity

Disciplined Professional Collaborative Learning

Harris (2014)

The work is not focused on promoting teams.
Performance is the primary objective.

Katzenbach & Smith, 2011

Develop Broad-Based Instructional Leadership through Collaborative Inquiry at All Levels

• District Leadership Team (DLT)
• Building Leadership Teams (BLTs)
• Teacher-Based Teams (TBTs)

Teacher Based-Teams

TBTs are the most effective method for teacher learning and for continuous improvement for schools and districts (when well implemented).
Teacher-Based Teams are the only in-school source of collective leadership related to achievement.

Leithwood and Seashore-Louis, 2012

Supported by Study After Study

• Collaborative schools do better than individualistic ones
• Teachers who work in professional cultures of collaboration tend to perform better than teachers who work alone

Hargreaves & Fullan, 2012

Only one in ten teacher teams functions at a level that would result in any improvement of instructional practice and student learning in the classroom.

Troen & Boles, 2012

TBTs

• Often are not actively facilitated or fully implemented
• You can’t over-structure the teams (especially new or less effective teams)
• One critical structure is the consistent use of protocols

Collaborative inquiry is among the most promising strategies for strengthening teaching and learning.

The biggest risk, however, is not providing the necessary leadership and support.

David, J. L., 2008 and 2009
Where are Your Teacher Teams? *

1. Based on a scale of 1 (low) to 5 (high), rate where are your teacher teams right now?
2. The measure of effective teams is improved student outcomes – now rate your teams.

OPES Rubric

1.3 Principals lead the change process for continuous improvement

- Principal articulates well-defined beliefs about teaching and learning in response to the environment and levels of student achievement.
- Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication.

A New Way to Think about Change

Using Groups To Lead Change

- Christakis, & Fowler (2009, 2011)
- Kegan & Lahey (2009)
- Prochaska, Norcross, & DiClemente, (2007)
- Oz, M., (2012)

Changes in Culture

Follow Changes in Practice

Troen & Boles, 2012

Collective Action

Equals Effective Outcomes

Troen & Boles, 2012
We Have a Misplaced Focus
On Individual Teacher Quality
Hargreaves & Fullan 2012

Collective Capacity Building
Only collective action will be strong enough to change the system.
Fullan, 2010

OPES Road blocks

Negative Conditions For Principals
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

Leaders need to own the inquiry…
The job of leaders is to draw others out.
Edmondson, 2012

Reflection
Questions and Reflection

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