

Kentucky Association of Superintendents

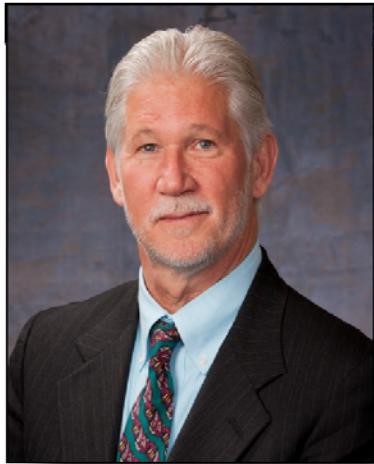
Lexington, Kentucky • June 14, 2012

Brian McNulty, Ph.D.

The
Leadership
and Learning
Center®

The Leadership and Learning Center®

Brian McNulty, Ph.D.



Dr. Brian McNulty is Vice President, Leadership Development for The Leadership and Learning Center.

Brian brings 30 years of experience as a nationally recognized educator in leadership development to his current position at the Leadership and Learning Center. Prior to this he served as the Vice President for Field Services at the Mid-continent Research for Education and Learning (McREL). Before coming to McREL, he was an Assistant Superintendent for Adams County School District 14, and the Assistant Commissioner of Education, for the Colorado Department of Education.

Brian's work and writing have been featured in books, scholarly journals and periodicals throughout the world. An author of more than 40 publications, Brian's most recent books include, ***Leaders Make It Happen*** with Laura Besser (an AASA member book) and ***School Leadership that Works: from Research to Results***, an ASCD best selling publication co-authored with Robert Marzano and Tim Waters.

Although Dr. McNulty is well known as a both a researcher and a keynote speaker, his primary work has focused on long-term intensive partnerships with schools, districts, state education agencies and educational service agencies in applying the current research to field based problems. His recent research has focused on developing continuous improvement frameworks based on data and inquiry.

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Kentucky Association of School Superintendents (KASS)

Outcomes For the Day

- Review and understand implications of the research on instruction and principal leadership
- Review and consider the role of the district in principal development
- Make decisions for follow-up

Questions

- Do you have the leadership effectiveness you need in your district (at the district and building levels)?
- Can you develop this capacity?
- What does this mean for your own leadership?

Review the connection between the requirements that are already on your plate...

... and the work we will be doing today.

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New Requirements

- Students assessed on the CCS beginning in the Spring of 2012 (KCAS).**
- Assessing teacher & leader effectiveness (are students learning?)**
 - Comprehensive / holistic approach incorporating multiple measures**

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Specifics on the Effectiveness Frameworks

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Teacher Effectiveness Framework

- Demonstrates content knowledge and research-based practices and strategies appropriate to student learning
- Plans formative and summative assessments to guide instruction and measure student growth toward learning targets

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Teacher Effectiveness Framework

- Develops and communicates student friendly learning targets that lead to mastery of national, state and local standards
- Designs and implements instructional plans that are data-informed and address students' diverse learning needs

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Principal Effectiveness Framework

- Create a comprehensive, rigorous, and coherent curricular program
- Develop and utilize assessment and accountability systems to monitor student progress
- Collaboratively develop and implement a shared vision and mission emphasizing a culture of collaboration, trust, learning, and high expectations

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Learning Organizations

- **Do you believe that teachers and support staff have the responsibility to continuously learn new more effective practices?**
- **Do you believe that principals have the responsibility to continuously learn new more effective practices?**

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Learning Organizations

- **Do you believe that central office staff have the responsibility to continuously learn new more effective practices?**
- **Do you believe that you have the responsibility to continuously learn new more effective practices?**

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What do we know about principal leadership and student achievement?

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What do we know about principal leadership?

- Marzano, R.J., Waters, J.T., & McNulty, B.A. (2005)
- Robinson, V., (2007, 2008, 2011)
- Leithwood (2007, 2008, 2012)
- Seashore Louis (2010)



Leithwood, Day, Sammons, Harris, & Hopkins (2007)

Seven strong claims about successful schools leadership



Activity # 1



- Form into groups of 7 at each table
- Read the Jigsaw directions
- Read your section
- Debrief all 7 sections
- Report out

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Seven Strong Claims About Successful Schools Leadership

- 1. School leadership is second only to classroom teaching as an influence on pupil learning**
- 2. Almost all successful leaders draw upon the same repertoire of basic leadership practices**

Leithwood, K., et al. (2007)



Seven Strong Claims About Successful Schools Leadership

- 3. The ways that leaders apply the leadership practices- not the practices themselves- demonstrate responsiveness to the context in which they work**
- 4. School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment, and working conditions**

Leithwood, K., et al. (2007)

Seven Strong Claims About Successful Schools Leadership

- 5. School leadership has a greater influence on schools and pupils when it is widely distributed**
- 6. Some patterns of distribution are more effective than others**

Leithwood, K., et al. (2007)



Seven Strong Claims About Successful Schools Leadership

7. A small handful of personal traits explains a high proportion of the variation in leadership effectiveness.

Leithwood, K., et al. (2007)

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Activity # 1



- Report out

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Of the 7 findings...

- What is the most important thing for your principals to learn and do?
- What is the most important thing for your central office to learn and do?
- What do you need to learn and do?

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What has the strongest effect on “altering teaching practices?”



Figure 1: The effects of school leadership on teacher capacity, motivation, commitment and beliefs about working conditions

All of this work is about developing greater “capacity” in yourself and your staff.

Define “Capacity”

Feel free to use technology

- First define the term yourself
- Then discuss as a table
- Develop a shared definition as a table
- Report out



Now Apply Your Definition

- What does “developing capacity” mean for your staff and yourself, especially your principals?
- Report out
- This is what we will be addressing today



The Impact of Leadership On Student Outcomes



Rank Order these Leadership Dimensions

Leadership Dimensions	Rank Order
Leading teacher learning and development	
Establishing goals and expectations	
Ensuring quality teaching	
Resourcing strategically	
Ensuring an orderly and safe environment	

The average impact of this leadership practice is 2X the effect of any other other leadership practice!

ASCD INNOVATION MEET LEARN

This finding refers to the direct involvement of the principal in the professional learning of their staff.

Robinson (2007, 2008, 2012)

ASCD INNOVATION MEET LEARN

School leaders should be actively involved as the “lead learner” of their school.



Robinson (2007, 2008, 2012)

ASCD INNOVATION MEET LEARN

Direct participation in the learning enables principals to more fully understand the challenges, opportunities, and conditions teachers need to be successful.

Robinson (2007, 2008, 2012)



Principals modeling the specific learning (e.g. teaching strategies, or teacher teams) demonstrates that this learning is a priority to everyone.

Robinson (2007, 2008, 2012)



At the same time, principals become stronger instructional leaders and teachers see them as more knowledgeable and as a source of instructional advice.

Robinson (2007, 2008, 2012)



Effective leadership of professional learning involves using evidence of student learning.

Robinson (2007, 2008, 2012)

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Becoming Learning Leaders

- Identify a recorder
- Conduct a Whip-Around:
– Identify one way that a principal in your district has lead “teacher learning and development.”
- Go around the table one person at a time – each person share one example
- Record
- Report out



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Becoming the “Lead Learner”

- What is one way you have publicly demonstrated your learning to staff?
- Go around the table and share your examples
- Report out

ASCD INSTITUTE FOR LEADERSHIP

The most important part of this leadership responsibility is creating high-quality collaborative opportunities for teachers to improve their teaching.

Robinson (2007, 2008, 2012)

ASCD INNOVATION BY DESIGN

2. Ensuring quality teaching



Average ES = 0.42

Robinson (2007, 2008, 2012)

ASCD INNOVATION BY DESIGN

Ensuring Quality Teaching Involves Four Primary Responsibilities

- 1. Effective leaders were distinguished by active oversight and coordination of the instructional program.**
- 2. Leaders were actively involved in collegial discussions of instruction (including student achievement).**

Robinson (2007, 2008, 2012)

ASCD INNOVATION BY DESIGN

How are your principals providing “active oversight and coordination of the instructional program?”



- Provide at least one example
- Identify how much time are they devoting to this work

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Are your principals actively involved in collegial discussions of instruction?

Discuss and report out

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Ensuring Quality Teaching Involves Four Primary Responsibilities

- 3. Leaders adhere to clear performance standards for teaching through classroom observations and feedback**
- 4. Leaders systematically monitor student progress**

Robinson (2007, 2008, 2012)

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Do your principal have a clear understanding of what high quality instruction looks like?

Do they provide formative feedback?



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

Robinson (2007, 2008, 2012)

ASHE PUBLICATION NUMBER 1040007

There's a greater emphasis in higher performing schools on ensuring that staff systematically monitor student progress and use assessment results for program improvement.

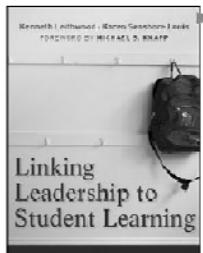
Robinson (2007, 2008, 2012)

ASHE PUBLICATION NUMBER 1040007

Principal Instructional Leadership

ASCD INSTRUCTIONAL LEADERSHIP

Leithwood & Seashore Louis, (2012)



ASCD INSTRUCTIONAL LEADERSHIP

Large-Scale, Six-Year Leadership Research Study

- This is the largest leadership study of its kind to date**
- Nine states, 43 school districts, and 180 elementary, middle, and secondary schools**

Leithwood and Seashore-Louis, 2012

ASCD INSTRUCTIONAL LEADERSHIP

Large-Scale, Six-Year Leadership Study

Survey data from 8,391 teachers and 471 school administrators; interview data from 581 teachers and administrators, 304 district level informants, and 124 state personnel; and observational data from 312 classrooms.

Leithwood and Seashore-Louis, 2012



Two Primary Findings

- 1. Collective leadership has a stronger influence on student achievement than individual leadership**
- 2. Higher-performing schools award greater influence to teacher teams**

Leithwood and Seashore-Louis, 2012



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



Both of these factors were significant in terms of the schools overall achievement.

Leithwood and Seashore Louis, 2012



The last time we were together, we focused more on Teacher-Based Teams or Data Teams.

This session we will focus more on the Classroom Practices area.



Short Review

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Instructional leadership includes two complementary approaches that are both 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

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Leithwood and Seashore Louis, 2012

Leadership effects on student achievement occur largely because effective leadership strengthens professional community, where teachers work together to improve their practice and improve student learning.

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Professional Community

Professional community, in turn, is a strong predictor of instructional practices that are strongly associated with student achievement.

ASCD INSTRUCTIONAL LEADERSHIP

Teacher-based teams are the only in-school source of collective leadership related to achievement.

Leithwood and Seashore-Louis, 2012

ASCD INSTRUCTIONAL LEADERSHIP

Instructional leadership includes two complementary approaches that are both 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

ASCD INSTRUCTIONAL LEADERSHIP

Research shows that consistent, well-informed support from the principal makes a difference.

Leithwood and Seashore Louis, 2012



While teachers understand that principals have many administrative responsibilities, they also believed that there was no excuse for principals not visiting classrooms more often.

Olaf Jorgenson, O., and Peal, C., 2008



Principal Walkthroughs and Observations

- Teacher perceptions are that principals were hardly ever in classrooms
- Teachers believed that this spoke loudly about where principals' priorities lay and this represented an abdication of instructional leadership.
- It also undermines the principals' credibility

Olaf Jorgenson, O., and Peal, C., 2008



**“A sense of being left alone in
the classroom frequently resulted
in a loss of respect for the
principal and subpar performance
by teachers.”**

Olaf Jorgenson, O., and Peal, C., 2008



High Scoring Principals Do Three Things



High Scoring Principals

- 1. High-scoring principles have an acute awareness of teaching and learning in their schools. (One way is collecting and examining lesson plans. Low-scoring principles described a “hands-off” approach.)**

Leithwood and Seashore Louis, 2012



Do your principals know which teachers are making progress and those that are not? Discuss

- Do they know why?
- Discuss and report out

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High Scoring Principals

2. High-scoring principles have direct and frequent involvement with teachers providing them with formative assessments of teaching and learning.

Both high and low scoring principals said they frequently visit classrooms and are very visible, however, the difference was the reason for making classroom visits.

Leithwood and Seashore Louis (2012)

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Based On What You Just Read

- What matters in terms of principals visiting classrooms?
- Why do you think this might matter more than other reasons for visiting classrooms?

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High Scoring Principals

2. High-scoring principals frequently observed classroom instruction for short periods of time, making 20 to 60 observation weekly, and most of the observations were spontaneous.

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High Scoring Principals

2. These visits enabled them to make formative observations that were clearly about learning and professional growth coupled with immediate feedback.

High-scoring principals meet each teacher where they are by finding something good and providing feedback in an area that needs growth.

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How many classroom walkthroughs and observations do your principals make per week?

How many do you make?

• Discuss and debrief

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What do your principals do on their walk-throughs and observations?

Discuss and report out.

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High Scoring Principals Did 3 Things:

3. High-scoring principals have the ability and interpersonal skills to empower teachers to learn and grow and provide differentiated opportunities for them to learn and grow (including individual and team feedback and support).

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How do these findings relate to Robinson's findings?

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Additional Leadership Is Needed At The Secondary Level

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**Secondary school principals
repeatedly said that there was not
enough time in the day to complete
all of their responsibilities...**

Leithwood and Seashore Louis, 2012

© HUNTER SCHAFFNER

**While principals frequently delegated
instructional leadership to department
chairs, teachers did not regard that sort
of delegation as a source of instructional
leadership...**

Leithwood and Seashore Louis, 2012

© HUNTER SCHAFFNER

...We did not find any evidence that the department chairs or content area colleagues were providing instructional leadership in the form of ongoing classroom visits and dialogues about instructional practices.

Leithwood and Seashore Louis, 2012



The Role of Department Head Should Be Radically Redefined

Leithwood and Seashore Louis, 2012



What do these findings mean for your district?

Discuss and report out.



Strong shared and instructional leadership, strong professional community, and strong instruction moderate the effects of concentrated poverty.

Leithwood and Seashore Louis, 2012



If principals are going to lead the instructional work in their buildings...

Then they need to:

- 1. Develop a deeper understanding and working knowledge of what good instruction looks like, and**
- 2. They need to spend more time in their TBTs/BLTs and classrooms providing formative feedback**

Leithwood and Seashore-Louis, 2012

Teachers Need To Work Together To Improve Instruction

... But principals, administrators, and central office staff must also be a part of the process.

Leithwood and Seashore-Louis, 2012



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

- There needs to be leadership and consistent support from the Central Office.

ASCD INNOVATION LABS KEYNOTE

Leaders in high performing districts were more likely than others to promote and support the implementation of particular instructional strategies regarded as effective...

Leithwood and Seashore Louis, 2012

ASCD INNOVATION LABS KEYNOTE

...This included both general and subject specific teaching methods regarded as “best practices.”

Leithwood and Seashore Louis, 2012

ASCD INNOVATION LABS KEYNOTE

**What does good instruction, or
“best practices,” look like?**

**Going Deeper into the Topic of
Instruction**

- How well grounded are you and your staff in instruction? Discuss
- Have you defined what high quality teaching and learning look like?
- How much are you and the other central office staff willing to learn and invest in this work? Discuss

Let's start that process here...

Rosenshine (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know. *American Educator*

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Rosenshine, 2012

- 1. Begin the lesson with a short review of previous learning**
- 2. Present new material in small steps with student practice after each step**
- 3. Ask a large number of questions and check the responses of all students**
- 4. Provide models**
- 5. Guide student practice**

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Rosenshine, 2012

- 6. Check for student understanding**
- 7. Obtain a high success rate**
- 8. Provide scaffolds for difficult tasks**
- 9. Require and monitor independent practice**
- 10. Engage students in weekly and monthly review**

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Principles of Instruction

Based on the number of people at your table, divide up so that you can carefully read the 10 findings.

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Principles of Instruction

- Everyone read the introduction (p.12)
- Jigsaw the 10 findings
 - Read over your section of the reading at least twice and become familiar with it.
 - Highlight specific quotes.
- Each person present their section. Encourage people to ask questions for clarification before moving on.
- Be prepared to report out your learning at the end of the session.

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Debrief

- What was new or interesting?
- How many of you feel confident that your principals have this depth of knowledge around instruction?
- What actions do you need to take to get them there?

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**Now compare
Rosenshine's 10 points
to the next slide...**

How closely do they match?

© HATTIE DIRECT INSTRUCTION

7 Steps of Direct Instruction

1. Define the learning outcomes
2. Define the performance criteria
3. Define specific engagement activities
4. Present the lesson, including input, modeling, and checking for understanding
5. Guided practice
6. A planned closure – review and clarify the key points to ensure that they will be applied by the student
7. Independent practice is provided on a repeating schedule

Hattie 2009

© HATTIE DIRECT INSTRUCTION

**We have known quite a bit about
instruction for quite a while...**

- However, we continue to support the idea that all instructional practices are equal...
- They are not!!!

© HATTIE DIRECT INSTRUCTION

**Visible Learning &
Visible Learning for Teachers
John Hattie Ph.D. (2009, 2012)**

**What is the typical
effect across...**

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



Look at the Next Slide

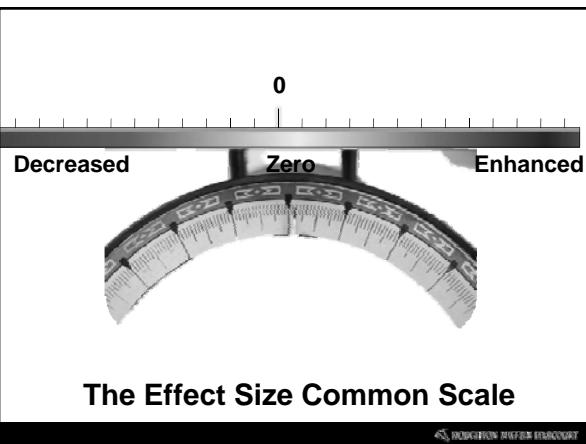
- Do you agree or disagree?
- Why?

**The greatest challenge that most
students experience is the level
of competence of the teacher.**

Hattie 2009

Using A Common Metric To Evaluate Influences On Achievement

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A one standard deviation increase is typically associated with advancing children's achievement by two to three years.

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**So we all profess to using
“research-based practices...”**

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Example of Negative Effect

- What is one educational practice that has been studied extensively and consistently found to have a negative effect on student performance that we continue to use every year in our schools and districts?**

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95% of all the effect sizes in education are positive.

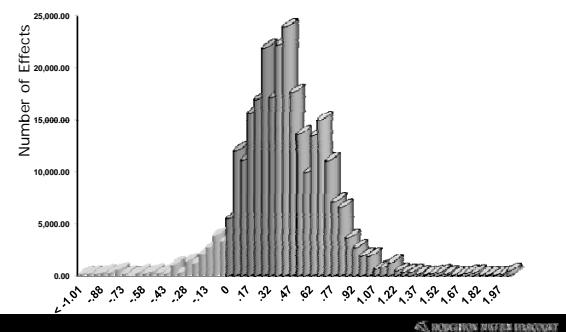


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The most significant finding from the evidence is that almost any intervention can claim that “it works” in terms of making some difference in student learning.



Distribution of Effects



The Hinge Point

Typical Effect Size



Decreased Zero Enhanced

Zero  **Enhanced**

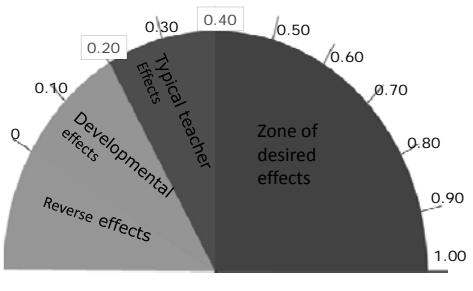
Enhanced



Effect on Achievement Over Time



Influences on Achievement



Rank Order the Following

Area	Rank order
1. Teacher subject matter knowledge	
2. Teacher / student relationship	
3. Professional development	
4. Class size	

There Are Many Practices That Have A Significant Effect On Student Performance

Contributions From the Teacher

Area	Effect Size
1. Goal setting	1. $d = 0.56$
2. Mastery learning	2. $d = 0.58$
3. Questioning	3. $d = 0.43$
4. Reciprocal teaching	4. $d = 0.74$
5. Direct instruction	5. $d = 0.59$

Hattie, J., 2009

ASCD PUBLICATION NUMBER 10000000000000000000

Contributions From The Teacher

Area	Effect Size
1. Spaced practice	1. $d = 0.71$
2. Peer tutoring	2. $d = 0.55$
3. Study skills (outlines, notes, reviewing, mnemonics)	3. $d = 0.59$
4. Self-verbalizing and questioning	4. $d = 0.64$

Hattie, J., 2009

ASCD PUBLICATION NUMBER 10000000000000000000

Which Of The Following Matters Most?

- Ability grouping
- Teaching to learning style
- Whole language
- Co-teaching or team teaching

ASCD PUBLICATION NUMBER 10000000000000000000

Why is it that we tend (often passionately) to believe in ideas even when they do not work?

It is often attributed to;

- an over reliance on anecdotes
- dressing up one's own belief in the trappings of science
- relying on one's past experiences
- the need for certainty, control, and simplicity
- the lack of seeking evidence to demonstrate what is not working

Hattie, 2009

Why do we believe in ideas even when they do not work?

- Another reason for the lack of change is the overreliance on teacher judgments, rather than evidence
- We have a long history of placing more reliance on “professional judgments” than on evidence

Hattie, 2009

What works best for students is similar to what works best for teachers

- Attention to setting challenging learning intentions
- Clarity about what success means
- Attention to learning strategies for developing conceptual understanding.

Hattie 2009

The biggest effect on student learning occurs when teachers become learners of their own teaching, and when students become their own teachers.

Hattie, 2009



The single highest effect size is...

- Self Reported grades
- Student expectation
- $d = 1.44$

Hattie, 2009

If students are not doing enough thinking, something is seriously wrong with the instruction.

Hattie, 2009



Schools that doubled their performance followed a set of similar strategies:

- Goal setting
- Analyzing student data
- Formative assessments
- Collectively reviewed evidence on good instruction
- Used time more productively
- Were led by leaders providing instructional leadership

Hattie, J. 2009



How many of your principals are grounded in:

- What works to increase student performance?
- Why these practices work?
- How to help the people they work with to examine their own effectiveness on an ongoing way?
- “Know Thy Impact”

ASCD logo

The Role of the Superintendent and Central Office In Leading Instruction

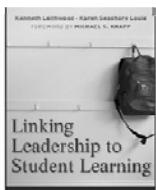
ASCD logo

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

Leithwood and Seashore Louis, 2012



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



Leithwood and Seashore Louis, 2012



Increased accountability must be matched with increased commitment to build the capacity of staff to meet new performance expectations.

Robinson, 2011



Research shows that consistent, well-informed support from the principal makes a difference.

Leithwood and Seashore Louis, 2012



However, many principals do not provide either consistent or well informed feedback to their staff.

ASCD EDUCATION SUPERVISOR CURRICULUM DEVELOPMENT

There is a high degree of convergence across districts in terms of the priority provided by district leaders to improving instruction as a focus for improving student learning...

Leithwood and Seashore Louis, 2012



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

Leithwood and Seashore Louis, 2012



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

Leithwood and Seashore Louis, 2012



In higher performing districts, central office leaders... set expectations for implementation of specific sets of leadership practices.

(e.g. classroom observations and walk-throughs, the use of student performance data, clinical supervision, and school improvement planning.)



One of the most important strategies for district improvement is investing in the professional development of school leaders.

Leithwood and Seashore Louis, 2012



... however, this will have a limited effect on the principals efficacy and on student achievement unless the district also has clear goals for improvement.

Leithwood and Seashore Louis, 2012



District leaders striving to improve the effectiveness of principal instructional leadership should take two actions:

- 1. Strengthen teacher professional community**
- 2. Provide direct efforts to develop the principals competence and confidence**

Leithwood and Seashore Louis, 2012



Developing Confidence and Competence For Principals In Instructional Leadership

Leithwood and Seashore Louis, 2012



School leaders who believe they are working collaboratively toward clear and common goals with district personnel, other principals, and teachers in their schools are more confident about their leadership.

Leithwood and Seashore Louis, 2012



Districts contribute most to school leaders' sense of efficacy by:

- 1. Unambiguously assigning priority to the improvement of student achievement and instruction**

- 2. Making significant investments in the development of instructional leadership**

Leithwood and Seashore Louis, 2012



Districts contribute most to school leaders sense of efficacy by:

- 3. Ensuring that personnel policies support the selection and maintenance of the best people for each school**
- 4. Emphasizing teamwork and professional community**

Leithwood and Seashore Louis, 2012



Districts contribute most to school leaders sense of efficacy through:

Worthwhile programs of professional development.

Leithwood and Seashore Louis, 2012



Principals Can Benefit From Support (e.g. Professional Development)

Those who do get support are more likely than others to enact this leadership role consistently.

Leithwood and Seashore Louis, 2012



District Professional Development

- Coherent leadership development program
- Grounded in data
- Aligned with district improvement targets

Leithwood and Seashore Louis, 2012



District Professional Development

Districts must also consistently emphasize the improvement of instruction as the primary goal and means for improving student performance in the district.

Leithwood and Seashore Louis, 2012



What does this mean for the Superintendent and central office staff?

- Discuss and be ready to report out

Leithwood and Seashore Louis, 2012



Leaders In Higher Performing Districts

- Communicate explicit expectations for principal leadership
- Provide learning experiences in line with these expectations
- Monitor principal follow-through
- Intervene with support when needed

Leithwood and Seashore Louis, 2012



Principal Development

- Clear goals for improvement
- A focus on instructional improvement and instructional leadership
- Differentiated professional development and support
- Clear leadership expectations

Leithwood and Seashore Louis, 2012



Changes in Central Office

- | | |
|--|--|
| • From enforcing procedures | • to building school capacity |
| • From managing compliance | • to managing improvement |
| • From rewarding staff for following orders and “doing things right” | • to rewarding staff for getting results by “doing the right things” |

Darling-Hammond, 2010



Leading Change

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**The effective change leader
actively participates as a learner
in helping the organization
improve.**

Fullan, 2011

© HUNTER PUBLISHING GROUP

**The assumption that massive
external pressure will
generate intrinsic motivation
is patently false.**

Fullan, 2011

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Don't expect other people in the organization to change if you are not changing, learning, and acting differently too.

ASCD PUBLICATION NUMBER 100000000000

Principal Leadership and Change

ASCD PUBLICATION NUMBER 100000000000

**Marzano, Waters, & McNulty, (2005)
What Works In School
Leadership: Research To Results.**

Second Order Change Responsibilities

ASCD PUBLICATION NUMBER 100000000000

Findings

- Principal leadership matters. There is a relationship between leadership and student achievement.
- We identified 21 leadership responsibilities each with a statistically significant effect on student achievement.

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Findings

- **Caveat: Strong leaders don't always have a positive effect on student achievement.**

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Why don't strong leaders always have a positive effect on student achievement?

Ideas?

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The Focus and Magnitude of Change

ASCD INNOVATION MARKETPLACE

Responsibilities – Positively Correlated with 2nd Order Change

- 1. Knowledge of curriculum, instruction,
& assessment**
- 2. Optimizer**
- 3. Intellectual stimulation**
- 4. Change agent**
- 5. Monitor/Evaluate**
- 6. Flexibility**
- 7. Ideals/Beliefs**

(rank ordered)

Marzano, Waters, and McNulty, 2005

ASCD INNOVATION MARKETPLACE

Responsibilities – Negatively Correlated with 2nd Order Change

- 1. Culture**
- 2. Communication**
- 3. Order**
- 4. Input**

(rank ordered)

Marzano, Waters, and McNulty, 2005

ASCD INNOVATION MARKETPLACE

What does this mean?

- **What is your principals understanding of the change process and their own professional development needs?**
- **What is the central office's understanding and support for change in the buildings?**
- **Discuss and report out**

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The Centerpiece of Action Should Be Based On Learning and Instruction

Fullan 2011

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There is one final thing you should remember...

... the concept of collective capacity

Fullan, 2010

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Collective Capacity Is The Hidden Resource We Fail To Understand And Cultivate

Fullan, 2010



And the One that Ultimately Counts Is...

- **Collective,**
- **Collaborative capacity**

Fullan, 2010



Collective Capacity Building

Only collective action will be strong enough to change the system.

Fullan, 2010



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

Fullan, 2010

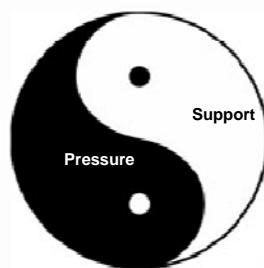
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**Improving practice can only be
done by teachers, not to teachers.**

Wurtzel, 2007

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Leadership is a Balance of...



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Questions and Discussion

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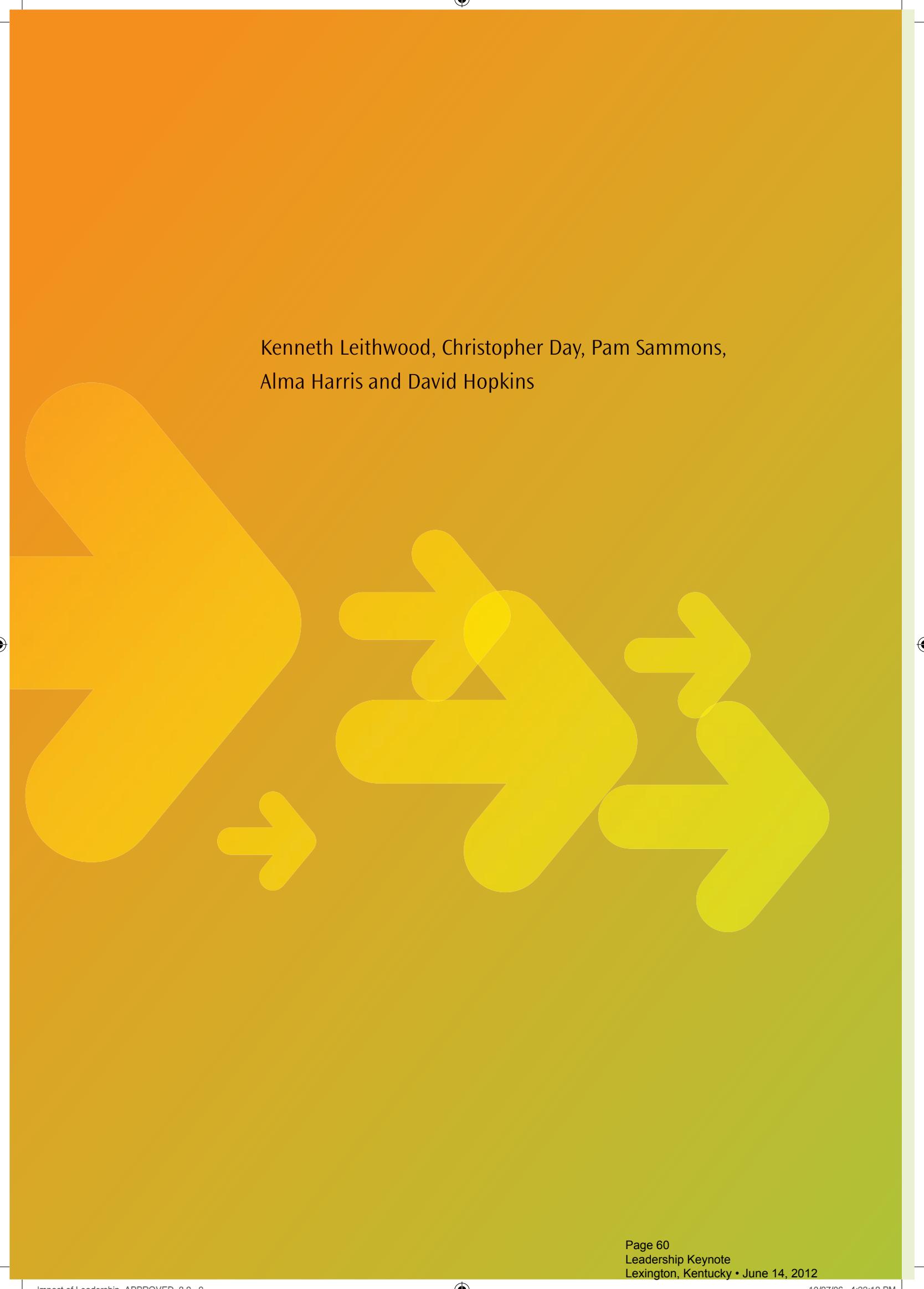
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Seven strong claims about successful school leadership



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Kenneth Leithwood, Christopher Day, Pam Sammons,
Alma Harris and David Hopkins

Introduction

This is a summary of the key findings of a review of literature undertaken by the authors as a point of departure for a large-scale empirical study organised around what we refer to as 'strong claims' about successful school leadership. These claims are not all strong in quite the same way, as we shall explain, but they all find support in varying amounts of quite robust empirical evidence, the first two having attracted the largest amount of such evidence. Those in leadership roles have a tremendous responsibility to get it right. Fortunately, we know a great deal about what getting it right means. The purpose of this paper is to provide a synopsis of this knowledge.

Seven strong claims

1. *School leadership is second only to classroom teaching as an influence on pupil learning.*
2. *Almost all successful leaders draw on the same repertoire of basic leadership practices.*
3. *The ways in which leaders apply these basic leadership practices – not the practices themselves – demonstrate responsiveness to, rather than dictation by, the contexts in which they work.*
4. *School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.*
5. *School leadership has a greater influence on schools and students when it is widely distributed.*
6. *Some patterns of distribution are more effective than others.*
7. *A small handful of personal traits explains a high proportion of the variation in leadership effectiveness.*



Claim 1: School leadership is second only to classroom teaching as an influence on pupil learning

This claim will be considered controversial by some. We could have claimed simply that school leadership has a significant effect on pupil learning, but our choice of wording captures the **comparative** amount of (direct and indirect) influence exercised by successful school leaders. Leadership acts as a catalyst without which other good things are quite unlikely to happen. Five sources of evidence justify this claim. While the middle three sources we identify are quite compelling, it is the first and fifth sources that place leadership in contention with instruction.

Five sources of evidence

1. The first justification for this claim is based upon primarily qualitative case study evidence. Studies providing this type of evidence are typically conducted in exceptional school settings.¹ Such settings are believed to contribute to pupil learning and achievement that is significantly above or below normal expectations (defined, for example, by research on effective schools based on comparing value-added similarities and differences among high and low performing schools). Studies of this type usually report very large leadership effects, not only on pupil learning but on an array of school conditions as well.² What is lacking in this evidence, however, is external validity or generalisability.
2. The second type of evidence about leadership effects is from large-scale quantitative studies of overall leader effects. Evidence of this type reported between 1980 and 1998 (approximately four dozen studies across all types of school) has been reviewed in several papers by Hallinger and Heck.³ These reviews conclude that the combined direct and indirect effects of school leadership on pupil outcomes are small but educationally significant. **While leadership explains only five to seven per cent of the difference in pupil learning and achievement across schools** (not to be confused with the typically very large differences among pupils within schools), this difference is actually about one-quarter of the total difference across schools (12 to 20 per cent) explained by all school-level variables, after controlling for pupil intake or background factors.⁴ The quantitative school effectiveness studies providing much of this data indicate that **classroom factors explain more than one-third of the variation in pupil achievement**.
3. A third type of research about leadership effects is, like the second type, large scale and quantitative in nature. However, instead of examining overall leadership effects, it enquires about the effects of specific leadership practices. A recent meta-analysis,⁵ for example, identified 21 leadership responsibilities and calculated an average correlation between each one and the measures of pupil achievement used in the original studies. From this data, estimates were made of the effects on pupil test scores. **The authors concluded that a 10 percentile point increase in pupil test scores would result from the work of an average headteacher who improved her demonstrated abilities in all 21 responsibilities.**

¹ For example, see Gezi (1990) and Reitzug & Patterson (1998).

² See Mortimore (1993) for evidence on this point from England, and Scheurich (1998) for evidence from the United States.

³ See Hallinger & Heck (1996a; 1996b; 1998).

⁴ Evidence justifying this point has been reported by Creemers & Reezigt (1996) and by Townsend (1994).

⁵ Results have been reported in more or less detail in two sources: Marzano, Waters & McNulty (2005) and Waters, Marzano & McNulty (2003).

4. A fourth source of evidence has explored leadership effects on pupil engagement. In addition to being an important variable in its own right, some evidence suggests that school engagement is a strong predictor of pupil achievement.⁶ At least 10 mostly recent large-scale, quantitative, similarly designed studies in Australia and North America have concluded that **the effects of transformational school leadership on pupil engagement⁷ are significantly positive.**
5. The leadership succession research indicates that **unplanned headteacher succession is one of the most common sources of schools' failure to progress**, in spite of what teachers might do. These studies demonstrate the devastating effects of unplanned headteacher succession, especially on initiatives intended to increase pupil achievement.⁸ The **appointment and retention of a new headteacher is emerging from the evidence as one of the most important strategies for turning around struggling schools or schools in special measures.⁹**

Our conclusion from this evidence as a whole is that leadership has very significant effects on the quality of school organisation and on pupil learning. **As far as we are aware, there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership.** One explanation for this is that leadership serves as a catalyst for unleashing the potential capacities that already exist in the organisation.

⁶ This evidence has been comprehensively reviewed by Frederick, Blumenfeld & Paris (2004).

⁷ Such evidence can be found in Leithwood & Jantzi (1999a; 1999b); Leithwood, Riedlinger, Bauer & Jantzi (2003); Silins & Mulford (2002) and Silins, Mulford & Zarins (2002).

⁸ See Macmillan (2000); Fink & Brayman (2006).

⁹ See Matthews & Sammons (2005). Murphy (in press) reviews extensive evidence about the importance of new leadership in the case of private sector turnarounds.



Claim 2: Almost all successful leaders draw on the same repertoire of basic leadership practices

This claim emerges from recent research initiatives, and we believe that its implications for leadership development have not yet been fully grasped. The basic assumptions underlying the claim are that (a) **the central task for leadership is to help improve employee performance**; and (b) **such performance is a function of employees' beliefs, values, motivations, skills and knowledge and the conditions in which they work**. Successful school leadership, therefore, will include practices helpful in addressing each of these inner and observable dimensions of performance – particularly in relation to teachers, whose performance is central to what pupils learn.

Recent syntheses of evidence collected in both school and non-school contexts provide considerable evidence about **four sets of leadership qualities and practices in different contexts** that accomplish this goal.¹⁰ We have organised these core practices into four categories: building vision and setting directions; understanding and developing people; redesigning the organisation; and managing the teaching and learning programme. Each includes more specific sub-sets of practices: 14 in total. To illustrate how widespread is the evidence in their support, we have compared each set of practices to a widely known taxonomy of managerial behaviours developed by Yukl¹¹ through a comprehensive synthesis of research conducted in non-school contexts.

- **Building vision and setting directions.** This category of practices carries the bulk of the effort to motivate leaders' colleagues. It is about the establishment of shared purpose as a basic stimulant for one's work. The more specific practices in this category are building a shared vision, fostering the acceptance of group goals and demonstrating high-performance expectations.¹² These specific practices reflect, but also add to, three functions in Yukl's managerial taxonomy: motivating and inspiring, clarifying roles and objectives, and planning and organising.
- **Understanding and developing people.** While practices in this category make a significant contribution to motivation, their primary aim is building not only the knowledge and skills that teachers and other staff need in order to accomplish organisational goals but also the dispositions (commitment, capacity and resilience) to persist in applying the knowledge and skills. The more specific practices in this category are providing individualised support and consideration, fostering intellectual stimulation, and modelling appropriate values and behaviours.¹³ These specific practices not only reflect managerial behaviours in Yukl's taxonomy (supporting, developing and mentoring, recognising, and rewarding) but, as more recent research has demonstrated, are **central to the ways in which successful leaders integrate the functional and the personal**.

¹⁰ Lowe, Kroec & Sivasubramaniam (1996) review evidence collected mostly in non-school contexts. Waters, Marzano & McNulty (2003) provide evidence of all these practices in school contexts, although they use different labels and categories. Leithwood & Riehl (2005) describe these practices using these categories. Day & Leithwood (in press) synthesise the case study work of researchers with 64 successful leaders across 8 countries.

¹¹ See Yukl (1989). Gary Yukl is among the most influential and prolific of leadership researchers focused on non-school organisations.

¹² Evidence about the contribution of these practices can be found, for example, in Hallinger & Heck (2002).

¹³ Evidence about the contribution of these practices can be found, for example, in Bass & Avolio (1994); Gray (2000) and Harris & Chapman (2002).

- **Redesigning the organisation.** The specific practices included in this category are concerned with establishing work conditions which, for example, allow teachers to make the most of their motivations, commitments and capacities. School leadership practices explain significant variations in teachers' beliefs about and responses to their working conditions.¹⁴ Specific practices are **building collaborative cultures, restructuring [and reculturing] ... the organisation, building productive relations with parents and the community, and connecting the school to its wider environment.**¹⁵ Comparable practices in Yukl's managerial taxonomy include managing conflict and team building, delegating, consulting, and networking.
- **Managing the teaching and learning programme.** As with *Redesigning the organisation*, the specific practices included in this category aim to create productive working conditions for teachers, in this case by fostering organisational stability and strengthening the school's infrastructure. Specific practices are **staffing the teaching programme, providing teaching support, monitoring school activity and buffering staff against distractions from their work.**¹⁶ Yukl's taxonomy includes monitoring as a key part of successful leaders' behaviours.

These four categories of leadership practices, and the 14 more specific sets of behaviours they encompass, capture the results of a large and robust body of evidence about what successful leaders do. Leaders do not do all of these things all of the time, of course (you don't have to create a shared vision every day), and the way they go about each set of practices will certainly vary by context, as we discuss in the next section. That said, the core practices provide a powerful new source of guidance for practising leaders, as well as a framework for initial and continuing leadership development.

¹⁴ See Leithwood (2006) and Day et al (in press).

¹⁵ Evidence about the contribution of these practices can be found, for example, in Louis & Kruse (1998); West, Ainscow & Stanford (2005); Chrisman (2005); Muijs et al (2004); Jackson (2002) and Reynolds et al (2001).

¹⁶ Evidence about the contribution of these practices can be found, for example, in Duke (2004); Hallinger (2003); Reynolds, Stringfield & Muijs (forthcoming).



Claim 3: The ways in which leaders apply these leadership practices – not the practices themselves – demonstrate responsiveness to, rather than dictation by, the contexts in which they work

Much has been written about the high degree of sensitivity successful leaders bring to the contexts in which they work. **Some would go so far as to claim that ‘context is everything’. However, based on our review of the evidence, this reflects a superficial view of what successful leaders do.**

Without doubt, successful leaders are sensitive to context, but this does not mean they use qualitatively different practices in every different context. It means, rather, that they apply contextually sensitive combinations of the basic leadership practices described above. By way of example, consider the leadership of schools in special measures during each stage of being turned around. Beginning at the end of a period of declining performance, these stages are typically characterised, in both corporate and school literature,¹⁷ as early turnaround (or crisis stabilisation) and late turnaround (or achieving and sustaining success). Evidence suggests differences in the application of each of our four core sets of successful leadership practices.

- **Building vision and setting directions.** This category is particularly important for turnaround school leaders at the early crisis stabilisation stage, but the context requires enactment of these practices with a sense of urgency, quickly developing clear, short-term priorities.¹⁸ **At the late turnaround stage, much more involvement of staff is necessary in crafting and revising the school’s direction, so that ownership of the direction becomes widespread,** deeply held and relatively resistant to the vagaries of future leadership succession.
- **Understanding and developing people.** This category of practices is essential in all stages of school turnarounds, according to evidence from both US and UK contexts.¹⁹ Although this evidence is not yet sufficiently fine-grained to inform us about how these practices are enacted, it is consistent in highlighting its importance in all contexts.
- **Redesigning the organisation.** These practices are quite central to the work of turnaround leaders. For example, transition from early to later turnaround stages depends on organisational reculturing.²⁰ However, much of what leaders do in the early stage of the turnaround process entails restructuring to improve the quality of communication throughout the organisation and setting the stage for the development of new cultural norms related to performance and the more distributed forms of leadership required to achieve and sustain high levels of performance.²¹

¹⁷ A good review of corporate turnaround leadership can be found in Slatter, Lovett & Barlow (2006). For a review of evidence about state- and district-prompted turnaround processes in the US, see Mintrop & Papazian (2003). In the UK context, see, for example, Day (2005) and Harris (2002).

¹⁸ Evidence in support of this claim can be found in Harris (2002) and Billman (2004).

¹⁹ See Mintrop & Papazian (2003) for US evidence and West, Ainscow & Stanford (2005) for evidence from England.

²⁰ See Ross & Glaze (2005).

²¹ See Foster & St Hilaire (2004).

- **Managing the teaching and learning programme.** All the practices within this category have been associated with successful turnaround leadership but their enactments change over time. For example, the flexibility leaders need in order to recruit staff with the dispositions and capacities required to begin the turnaround process often means negotiating for special circumstances with local authorities and unions.²² Ongoing staffing of the school at the later turnaround stage, however, cannot be sustained outside the framework of established policies and regulations.

Additional evidence for the enactment of these basic successful leadership practices in contextually sensitive forms can now be found in relation both to highly accountable policy contexts and to the contexts found in schools serving highly diverse student populations.²³

²² See Bell (2001).

²³ For example, in relation to accountable policy contexts, see Belchett & Leithwood (in press) and Day & Leithwood (in press); in relation to diverse student contexts, see Giles et al (2005).



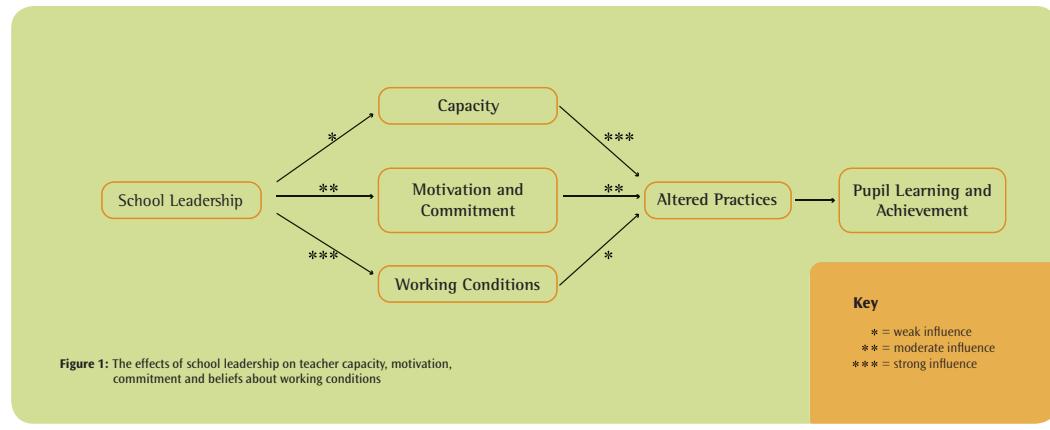
Claim 4: School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions

As we pointed out in relation to Claim 2, a key task for leadership, if it is to influence pupil learning and achievement, is to improve staff performance. Such performance, we also claimed, is a function of staff members' motivations, commitments, capacities (skills and knowledge) and the conditions in which they work. Considerable emphasis has recently been placed on school leaders' contributions to building staff capacity in particular. This emphasis is reflected, for example, in the popularity in many countries of the term 'instructional leadership' and in fledgling efforts to discover the curriculum content knowledge that successful school leaders should possess.²⁴

There is, however, very little evidence that most school leaders build staff capacity in curriculum content knowledge, or at any rate that they do so directly and by themselves. Indeed, to suggest they should is, in our view, to advocate, yet again, an 'heroic' model of school leadership – one based on content knowledge rather than on charisma, as in the past. Such heroic aspirations do more to discourage potential candidates from applying for leadership jobs than they do to improve the quality of incumbent leadership.

Our review suggested that, while school leaders made modest direct contributions to staff capacities, they had quite strong and positive influences on staff members' motivations, commitments and beliefs about the supportiveness of their working conditions. The nature of the evidence is illustrated by the results of a recent study²⁵ carried out across England.

Based on a national sample of teacher survey responses, the study enquired about the effects of most of the basic or core leadership practices described above, as enacted by headteachers, on teachers' implementation of the Primary Strategies (originally the National Literacy Strategy and National Numeracy Strategy) and the subsequent effects of such implementation on pupil learning and achievement. Figure 1 is a simplified (number-free) model of the sort typically used to represent results of the kind of complex statistical analyses used in this study.²⁶ Such analyses are designed to test the direction and strength of relationships among variables in a model, as well as the amount of variation in certain variables that can be explained by other variables.



²⁴ A series of papers devoted to this problem can be found in the fourth issue of *Educational Evaluation and Policy Analysis* (2003). The case for pursuing this focus has recently been made in a compelling paper by Viviane Robinson (2006).

²⁵ Leithwood & Jantzi (2006).

²⁶ We refer here to path modelling techniques, in this case structural equation modelling.

The model indicates that the more headteachers enacted the core leadership practices described earlier, the greater was their influence on teachers' capacities, motivation and beliefs about the supportiveness of their working conditions. In turn these capacities, motivations and beliefs had a significant influence on classroom practices, although in this study such practices seemed unrelated to pupil learning and achievement. As Figure 1 indicates, **the influence of leadership practices was strongest on teachers' beliefs about working conditions, followed by their motivation to implement the Primary Strategies and then by their views of their preparedness to implement those strategies.** Figure 1 also suggests that the strongest direct contribution to altered classroom practices was teachers' beliefs about their capacity to implement the strategies. **Thus it is clearly important to develop teachers' capacities,** although school leaders, in this study, have less influence on this dimension of teachers' performance than they do on the motivation and working conditions dimensions.

These results have been replicated most recently in separate very large English and American studies.²⁷ Further weight is added to these results by a recent synthesis of evidence about the emotions that shape teachers' motivations (levels of commitment, sense of efficacy, morale, job satisfaction, stress and the like) and the effects on their pupils' learning. This evidence indicates strong effects of teachers' emotions on their practices, and strong effects of leadership practices on those emotions. **The recent four-year mixed-methods national study²⁸ of variations in the work, lives and effectiveness of teachers in English schools confirms the importance of leadership – alongside other mediating influences – to teachers' commitment, resilience and effectiveness, and the key role of emotional understanding in successful leadership.**

In the face of such evidence, the position most often advocated is that leaders ought to make greater direct contributions to staff capacities, and that this is a challenge to be addressed in the future.

²⁷ The American study, funded by the Wallace Foundation in New York, was conducted by research teams from the University of Minnesota and the University of Toronto. A report of their findings is in Mascall & Leithwood (in press). The English study, funded by DfES, has been reported by Day et al (2006) and is to be published in book form (Day et al, in press).

²⁸ The English study, funded by DfES, has been reported by Day et al (2006)



Claim 5: School leadership has a greater influence on schools and pupils when it is widely distributed

Despite the popularity of this claim, evidence in its support is less extensive and in some cases less direct than that in support of the previous claims. Nevertheless, it is quite compelling. We begin with an illustration of this evidence using a recent study²⁹ designed in much the same way as the one used to illustrate Claim 4. Results of this study are summarised in Figure 2, a path analysis model (with numbers included this time) representing the strength of relationships among the same variables (except altered teacher practices) considered in the study illustrating Claim 4. The leadership measured in this case was not provided exclusively by headteachers: **we asked about the leadership provided by many possible sources – individual teachers, staff teams, parents, central office staff, students and vice-principals – as well as the principal or headteacher.** ‘Total leadership’ refers to the combined influence of leadership from all sources.

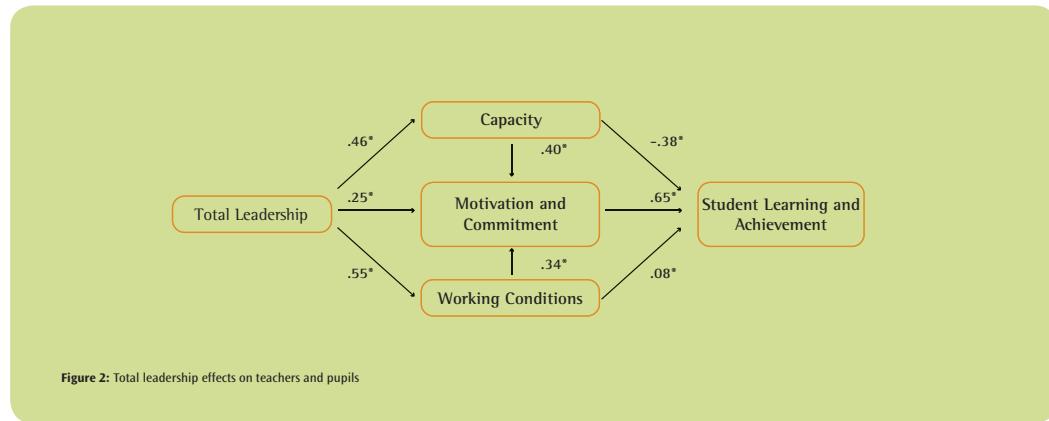


Figure 2 indicates the following.

- There are significant relationships between total leadership and the three dimensions of staff performance.
- The strongest relationships are with teachers' perceived working conditions.
- The weakest relationships are with teacher motivation and commitment.
- The relationship between total leadership and teachers' capacity is much stronger than the relationship (illustrated in Figure 1) between the headteacher's leadership alone and teachers' capacity.

The most significant results of this study for our purposes, however, were the indirect effects of total leadership on student learning and achievement, through its direct effects on the three dimensions of staff performance. **Total leadership accounted for a quite significant 27 per cent of the variation in student achievement across schools. This is a much higher proportion of explained variation (two to three times higher) than is typically reported in studies of individual headteacher effects.**

In addition to this direct evidence about the effects of distributed leadership, less direct evidence in support of this claim can be found in research on formal leadership succession, school improvement initiatives, processes used to successfully turn around low-performing schools, and the movement toward flatter organisational structures and team problem-solving.

²⁹ See Mascall & Leithwood (in press).



Claim 6: Some patterns of distribution are more effective than others

This claim grows directly from evidence about the superiority, in most but not all contexts, of distributed rather than focused (single-person) leadership. Research on a sample of 110 schools demonstrated that **there are relationships between the use of different patterns of leadership distribution and levels of value-added student achievement.**

- Schools with the highest levels of student achievement attributed this to relatively high levels of influence from all sources of leadership.
- Schools with the lowest levels of student achievement attributed this to low levels of influence from all sources of leadership.
- Schools with the highest levels, as compared with those in the lowest levels, of student achievement differed most in their ratings of the influence of school teams, parents and students.
- Headteachers were rated as having the greatest (positive and negative) influence in all schools.

This evidence is at least consistent with claims about the ineffectiveness of laissez-faire forms of leadership.³⁰ It also reflects earlier findings about power as a relatively unlimited resource in organisations.³¹ **There is no loss of power and influence on the part of headteachers when, for example, the power and influence of many others in the school increase.**

While the evidence strengthens the case that some leadership distribution patterns are more helpful than others, it sheds little light on the range of patterns that actually exists in schools and, most importantly, the relative effects of these patterns on the quality of teaching, learning and pupil achievement. Evidence on these key questions is extremely limited, and efforts to fill this gap represent the advancing edge of current leadership research. A number of theorists have proposed leadership patterns that they believe capture the range currently found in schools: for example, additive patterns reflecting unco-ordinated patterns of practice by many people in an organisation, as compared with parallel patterns that reflect greater co-ordination.³² A recent report on evidence from private sector organisations³³ begins to support the sensible assertion that **more co-ordinated patterns of leadership practice are associated with more beneficial organisational outcomes.** No comparable evidence has yet been reported in schools.

³⁰ See Bass (1985).

³¹ See Malen (1995).

³² These are terms used by Gronn (2003) and Spillane (2006) respectively.

³³ See Ensley, Hmieski & Pearce (2006).



Claim 7: A small handful of personal traits explains a high proportion of the variation in leadership effectiveness

Why are some leaders more expert than others? Why do some people seem to develop leadership capacities to higher levels and more quickly than others? These important questions direct our focus to what is known about successful leaders' personal traits, dispositions, personality characteristics and the like. A substantial body of research conducted outside schools provides a reasonably comprehensive answer to these questions as it applies to private sector leaders.³⁴ However, within schools the evidence is less comprehensive. Little research has focused on personality characteristics or intelligence, though there have been significant contributions concerning cognitive processes³⁵ and leaders' values.³⁶

One recent American study³⁷ on school leaders' confidence or sense of collective efficacy illustrates the potential value of future research about headteacher traits. Using a database comparable to the ones summarised in Figure 2 and noted under Claim 6, this study found that some characteristics of school districts (for example, a clear focus on pupil learning and achievement and a commitment to data-based decision-making) had a significant influence on school leaders' sense of how well they were doing their jobs. This sense of efficacy in turn shaped the nature of headteachers' leadership practices; highlighted the relationship between these practices and such things as decision-making processes in their schools; and had an indirect but significant influence on pupils' learning and achievement.

Although not setting out to be research on leader traits, recent studies of leaders' efforts to improve low-performing schools³⁸ have begun to replicate evidence from private sector research. This evidence warrants the claim that, at least under challenging circumstances, **the most successful school leaders are open-minded and ready to learn from others. They are also flexible rather than dogmatic in their thinking within a system of core values, persistent (eg in pursuit of high expectations of staff motivation, commitment, learning and achievement for all), resilient and optimistic.** Such traits help explain why successful leaders facing daunting conditions are often able to push forward when there is little reason to expect progress.

³⁴ This research has recently been summarised by Zaccaro, Kemp & Bader (2004), for example.

³⁵ One line of research on school leaders' problem-solving expertise has been pulled together in Leithwood & Steinbach (1995).

³⁶ See Begley & Johansson (2003) for a representative sample of this research.

³⁷ Leithwood and Jantzi, in press.

³⁸ One relevant set of data has been reported by Jacobson et al (2005).



Conclusion

A recent publication³⁹ sponsored by Division A of the American Educational Research Association (the largest association of its kind in the world, with many international members) claimed that research on school leadership has generated few robust claims. The main reason cited for this gap in our knowledge was a lack of programmatic research; a paucity of accumulated evidence from both small- and large-scale studies, the use of a variety of research designs, and failure to provide evidence in sufficient amounts and of sufficient quality to serve as powerful guides to policy and practice. We have no quarrel with this assertion.

This assertion, however, should not be taken to mean that we know nothing of importance about successful school leadership. There are some quite important things that we do know, and claims that we can now make with some confidence. Not taking pains to capture what we know not only risks squandering the practical insights such evidence can provide; it also reduces the likelihood that future leadership research will build cumulatively on what we already know. Failure to build on this would be a huge waste of scarce resources.

This executive summary has presented, in the form of seven strong claims, the most important results of previous school-leadership research. We explore these claims in more detail in our full review of the literature.⁴⁰ This literature review, the jumping-off point for a large-scale, mixed-methods empirical study, will extend the number of robust claims that we can legitimately make about successful leadership in a range of schools. In so doing, it will significantly increase the quality and quantity of evidence of what successful school leadership means in practice.

³⁹ See Firestone & Riehl (2005).

⁴⁰ Leithwood et al (in press).



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Jigsaw of Reading on “Seven Strong Claims about Successful School Leadership”

- 1. Re-form so that there are 7 people at your tables.**
- 2. Assign one person as the group leader and facilitator.**
- 3. Assign one person to learn about each of the 7 sections of the reading.**
- 4. Take 15 minutes to read over your section of the reading at least twice and become familiar with it. Highlight specific quotes. There is no need to memorize.**
- 5. Have each person present their section to the group. The leaders should encourage others in the group to ask questions for clarification before moving on to the next section.**
- 6. Be prepared to report out your learning at the end of the session.**

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Your feedback is very important. It fosters continuous improvement for me and for this work. Feel free to make additional comments on the back of this page.

What was the most helpful thing you learned as a result of this session?

What would have helped you learn more effectively/efficiently?

What questions do you still have about the discussion?

What else would you like the presenter to know about this session?

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