



SUMMER LEADERSHIP SERIES MA EARLY COLLEGE

Session 1: Leadership

AGENDA

- Introductions
- Overview and Focus on Leadership
- Research and Best Practices
- Group Discussion
- Sharing from Each Group Discussion
- Synthesis of the Session
- Overview and Closing



Introductions



Great schools do not exist apart from great leaders.

NAESP & NASSP, 2013

Overview

A Focus on Leadership

Discuss

Leadership is core to the success of a school

Define

We know success within an ECP is largely dependent upon leadership

Support

Supporting principals in their development as leaders is a critical foundation to outcomes within the ECP

Evaluate

Constant re-evaluation and direction

Research and Best Practices

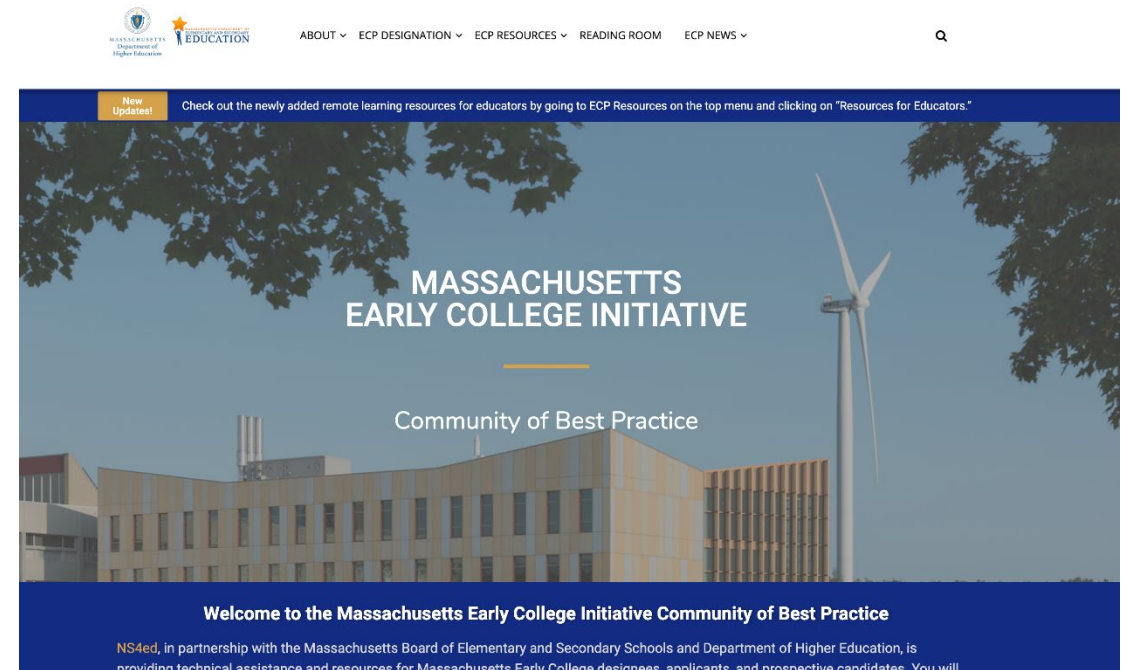


Great schools do not exist apart from great leaders.

NAESP & NASSP, 2013

MA ECP Technical Assistance and Support

<http://www.maearlycollege.com/>



Community of Best Practice

- Curate best practices
- Share information and outcomes
- Promote a shared vision and shared growth within the ECP



Resource

- Provide research
- Tools
- Common source of content

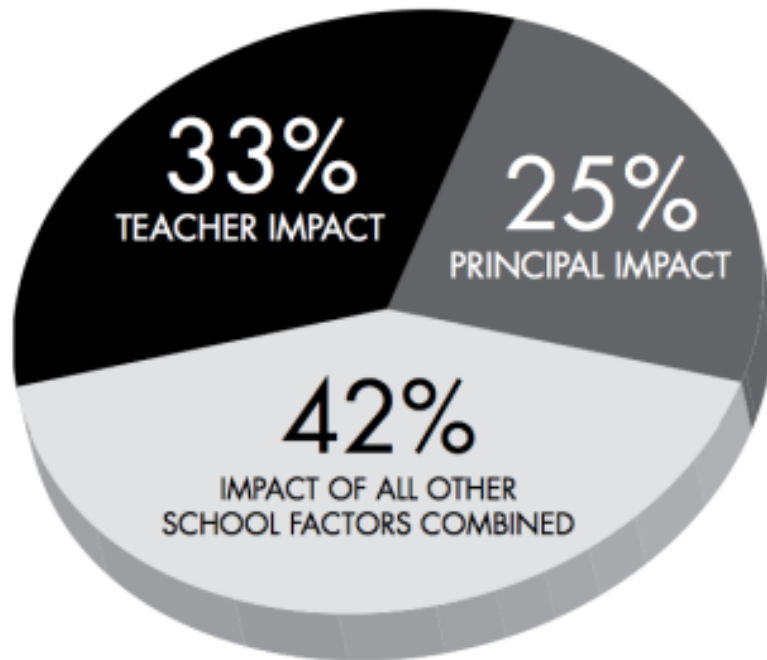


Collaboration

- Promote leadership strategies
- Provide a safe place for growth and development through community forums

WHAT RESEARCH SAYS ABOUT PRINCIPAL IMPACT ON LEARNING

Exhibit 1: Teacher and Principal Impact on Student Learning



Source: Walters, Marzano & McNulty, 2003.

Teachers and school administrators play significant roles in student performance. Walter, Marzano, and McNulty found that *principal impact accounts for 25 percent of the student learning.*

...based on a preliminary review of research, leadership is second only to classroom instruction as an influence on student learning. After six additional years of research, we are even more confident about this claim. *To date we have not found a single case of a school improving its student achievement record in the absence of talented leadership.*

Indeed, there are *virtually no documented instances of troubled schools being turned around without intervention by a powerful leader.* Many other factors may contribute to such turnarounds, but leadership is the catalyst. (Leithwood, Louis, Anderson, & Wahlstrom, 2004, p. 5)

Leadership

Effective Strategies

“The principal’s job is complex and multidimensional, and the effectiveness of principals depends, in part, on...how they allocate their time across daily responsibilities” (Rice 2010, p. 2)

Organizational

01

Effective instructional leadership **combines an understanding of the instructional needs of the school with an ability to target resources where they are needed**, hire the best available teachers, provide teachers with the opportunities they need to improve, and keep the school running smoothly. (p. 32)

School Turnaround

02

Indeed, there are ***virtually no documented instances of troubled schools being turned around without intervention by a powerful leader***. Many other factors may contribute to such turnarounds, but leadership is the catalyst. (Leithwood, Louis, Anderson, & Wahlstrom, 2004, p. 5)

Community impact

03

....the quality of a principal affects a range of school outcomes including **teachers’ satisfaction** and their decisions about where to work, **parents’ perceptions** about the schools their children attend, and, ultimately, the academic performance of the school.

Vision

04

The “transformers” [the more effective principals] had an explicit vision of what their school might be like and brought a “can-do” attitude to their job.... [They] focused intently on creating a culture in which each child can learn. Giving up is not an option. (Johnson, Rochkind, & Doble, 2008, p. 3)

Additional Research

Leadership

Education research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables **combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal.** (Wallace Foundation, 2011, p. 2)



Using data from a study of North Carolina teachers, Ladd (2009) found that “school leadership emerges as the most consistently relevant measure of working conditions.” (p. 29).

School leaders improve teaching and learning indirectly and most powerfully through their **influence on staff motivation, commitment, and working conditions.** (Leithwood, Day, Sammons, Harris, & Hopkins, 2006, p. 5)

School leadership was the most important condition affecting teachers’ willingness to remain teaching at their school. Teachers who indicated that they plan to remain teaching in their school were twice as likely to agree they work in trusting and supportive environments. (Hirsch, Sioberg, & Germuth, 2010, p. vii)

In a long-term study of Chicago schools, sociologists Anthony Bryk and Barbara Schneider showed that the single greatest factor in improving student achievement was trust among teachers and the principal. (Scribner, Hager, & Warne, 2002).



Changes in Education Enterprise

A Punctuated Equilibrium Model

	PHASE 1	PHASE 2	PHASE 3
	Convergence #1	1890-1920 Recreation #1	1990-2020 Recreation #2
	1800-1890	1920-1990	2010→
Core values (purpose & mission)	Unitary Intellectual development	Differentiated Social efficiency Hold youngsters	Intellectual development Educate all youngsters
Strategy (learning & teaching)	Faculty psychology	Experimental psychology Behavioral perspective	Constructivist psychology Social-constructivist perspective
Structure (organization & management)	Craft management	Scientific management Hierarchy and bureaucracy	Transformational & instructional management Community-anchored organization
Control & distribution of power (governance)	Lay control	Government and professional control	Market-anchored control, direct citizen control, government control, & professional control

Changing conceptions of high school education, 1800-2010: A punctuated equilibrium framework (Murphy, 2006)

Group Discussion




Great schools do not exist apart from great leaders.

NAESP & NASSP, 2013

Participant Check-in and Reflection

Group Questions



Name, Role, School
How are you?

In your role as related to the ECP, what's your greatest leadership challenge?

Within your ECP system, which includes all your partner organizations, what has been your greatest success in leading collaboratively?

Group Synthesis

1 Person from each group share:



Greatest Leadership
Challenge in Role



Greatest Successes in
Leading
Collaboratively

Follow Up

Summer Leadership Series

Evaluation	Survey 1 - MA Summer Early College Leadership Series
Equity	https://survey.zohopublic.com/zs/JSb176
Topics and/or Questions	Bi-Weekly Check-in on July 14 th
Next Leadership Session	Session on Equity July 21 st



<http://www.maearlycollege.com/>



jgoins@ns4ed.com
hasan@hasandavis.com



865-414-0033

Thank You Contact Us

