

# School Leadership and Teaching Conditions

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Center on  
**GREAT TEACHERS & LEADERS**  
at American Institutes for Research ■



NORTHEAST COMPREHENSIVE CENTER



# Welcome, Introductions, and Agenda



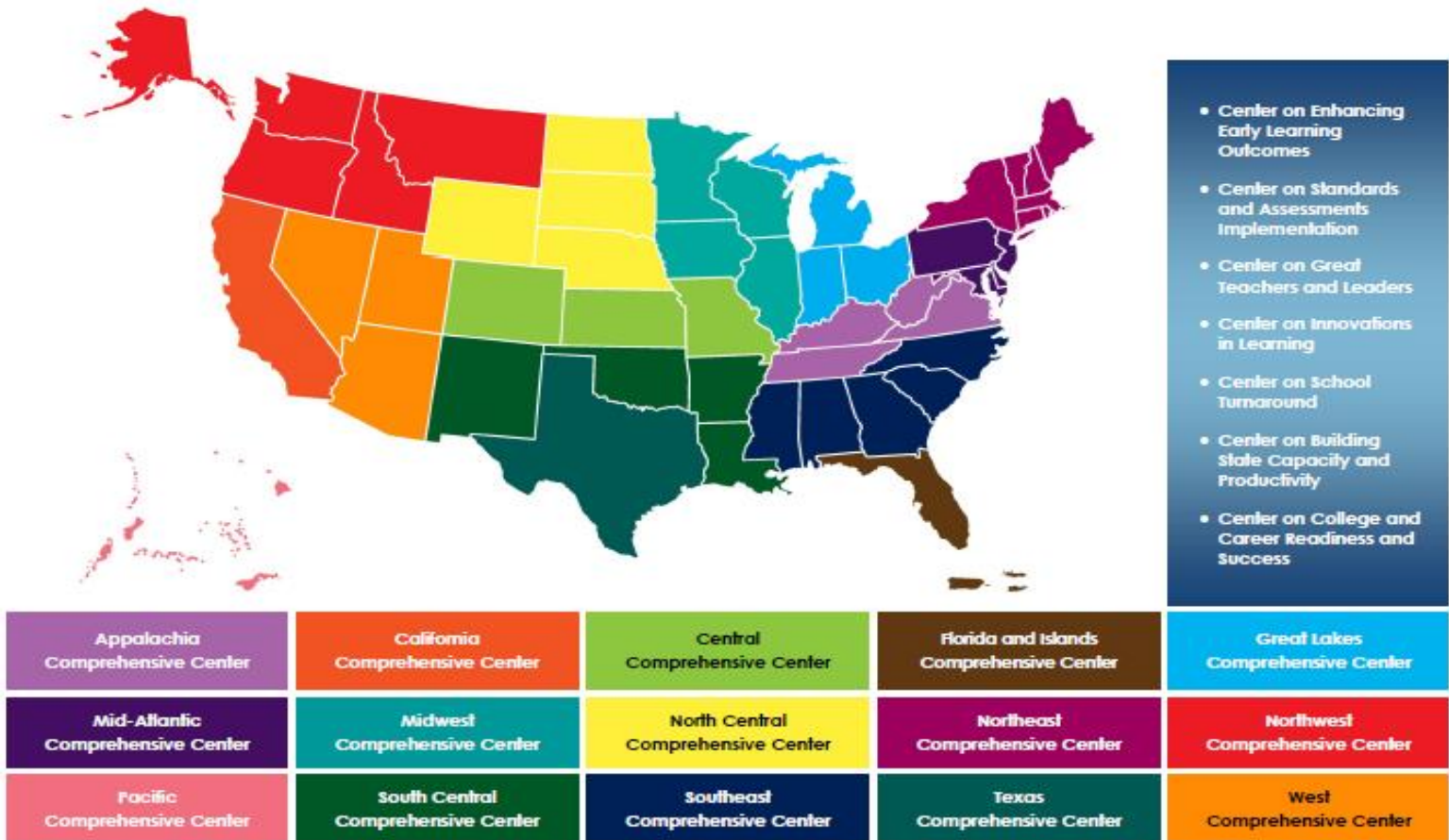
# Center on Great Teachers and Leaders' Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.



# Comprehensive Centers Program

## 2012–17 Award Cycle



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NORTHEAST COMPREHENSIVE CENTER

# Objectives

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- To review teaching conditions and why the quality of teaching conditions matter
- To understand the school leader's role in setting and maintaining teaching conditions
- To assess current level of school leadership teaching conditions
- To explore resources that support effective school leadership and teaching conditions

# Agenda

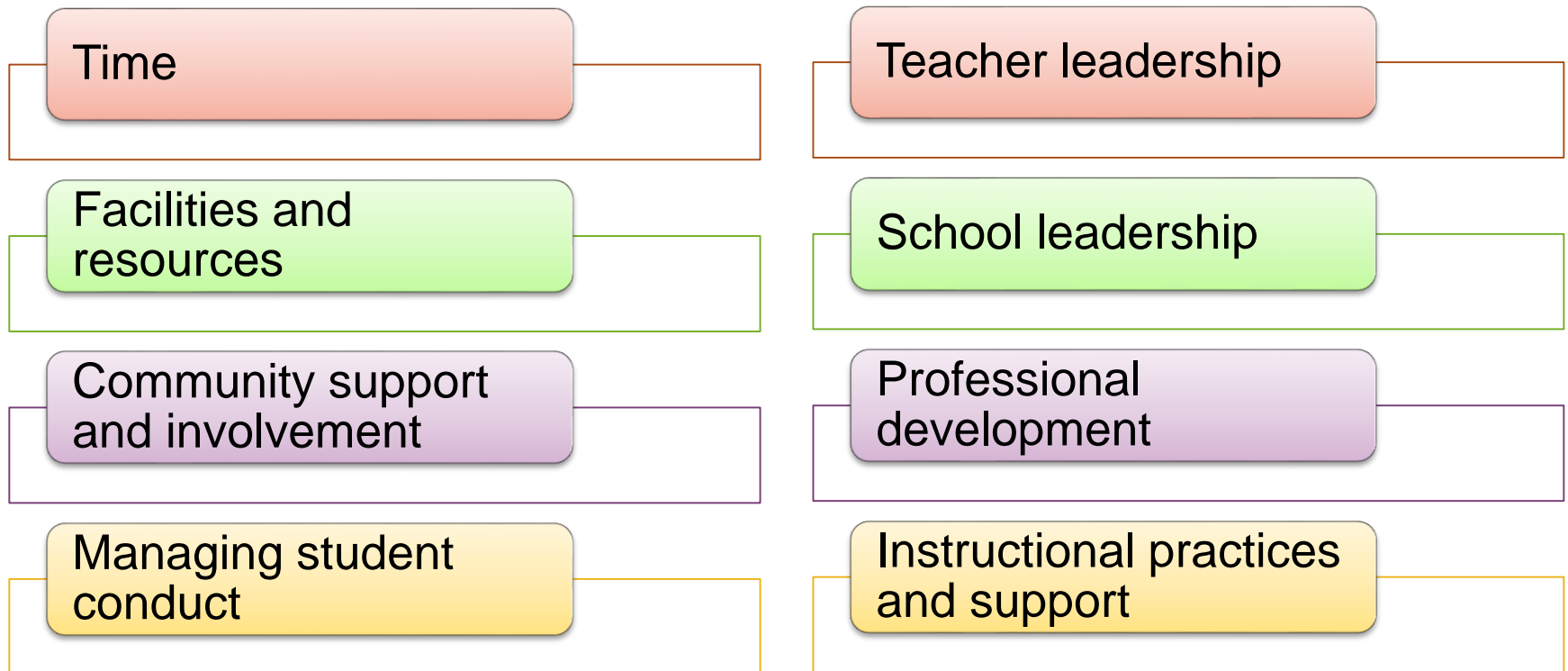
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- Review of teaching conditions
- Research on school leadership
- Assess School Leadership Teaching Condition Standard
- Utilize Teaching Conditions tools to identify what's working and not working and move to identifying action steps
- Share resources

# Teaching Conditions Revisited



# What Are Teaching and Learning Conditions?



Source: <http://teachingconditions.org/constructs>



# Why Do Teaching Conditions Matter?

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- 1. It's About Kids**
- 2. It's About Keeping Effective Teachers**
- 3. Where You Sit Shapes How You See Things**



# It's About Keeping Effective Teachers

North Carolina Survey Item	Future Employment Plans of Educators		Stayers Minus Movers
	Stayers <i>n</i> = 74,954 82.3%	Movers <i>n</i> = 6,906 7.6%	
<b>School Leadership</b>	76.0%	34.8%	41.2%
<b>Teacher Leadership</b>	70.3%	37.0%	33.3%
<b>Managing Student Conduct</b>	82.8%	50.4%	32.4%
<b>Instructional Practices and Support</b>	69.6%	40.7%	29.0%
<b>Time</b>	72.0%	47.1%	24.9%
<b>Community Support</b>	76.3%	51.6%	24.7%
<b>Professional Development</b>	65.9%	41.3%	24.6%
<b>Resources</b>	84.1%	65.2%	18.9%

# Where You Sit Shapes How You See Things

2013 TELL Kentucky Questions With the Greatest Difference Between Principals and Teachers	Percent Agreement		
	Principals	Teachers	Difference
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	93.0	54.1	38.9
Teachers feel comfortable raising issues and concerns that are important to them.	98.8	70.2	28.6
School administrators consistently enforce rules for student conduct.	99.0	71.3	27.7
Teachers are allowed to focus on educating students with minimal interruptions.	95.5	69.0	26.5
Teachers are assigned classes that maximize their likelihood of success with students.	98.1	72.1	26.0
The noninstructional time provided for teachers in my school is sufficient.	90.8	65.2	25.6
There is an atmosphere of trust and mutual respect in this school.	97.6	73.0	24.6
Students at this school follow rules of conduct.	97.0	72.9	24.1

# Data Collection Methods

## Macro Level

1. Anonymous Survey
2. Practice Rubric

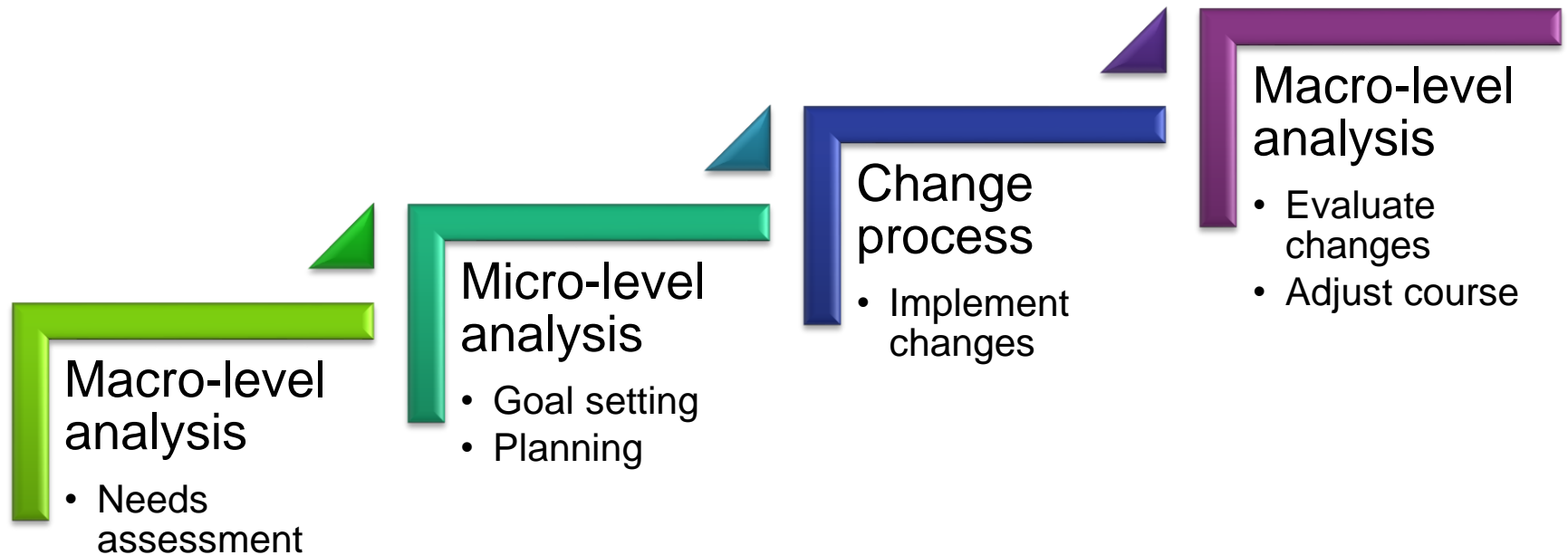


## Micro Level

1. Guided Discussion
2. Individual Item Prompts



# Data Collection Cycle of Continuous Improvement



# School Leadership



# School Leadership Matters

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Research indicates the following:

- Leaders effect dramatic change; there are no documented cases of school turnaround without a strong leader.
- Leaders affect teaching, either directly through feedback on instruction or indirectly by attracting and retaining effective teachers.
- Leaders affect student achievement; leadership is second only to classroom instruction among all school-related factors that contribute to student achievement.

(Leithwood, Louis, Anderson, & Wahlstrom, 2004)



# School Leadership: A Critical Component

- The difference in student achievement attributable to effective principals can be as high as 0.21 standard deviation. The difference is more pronounced in high-poverty schools.





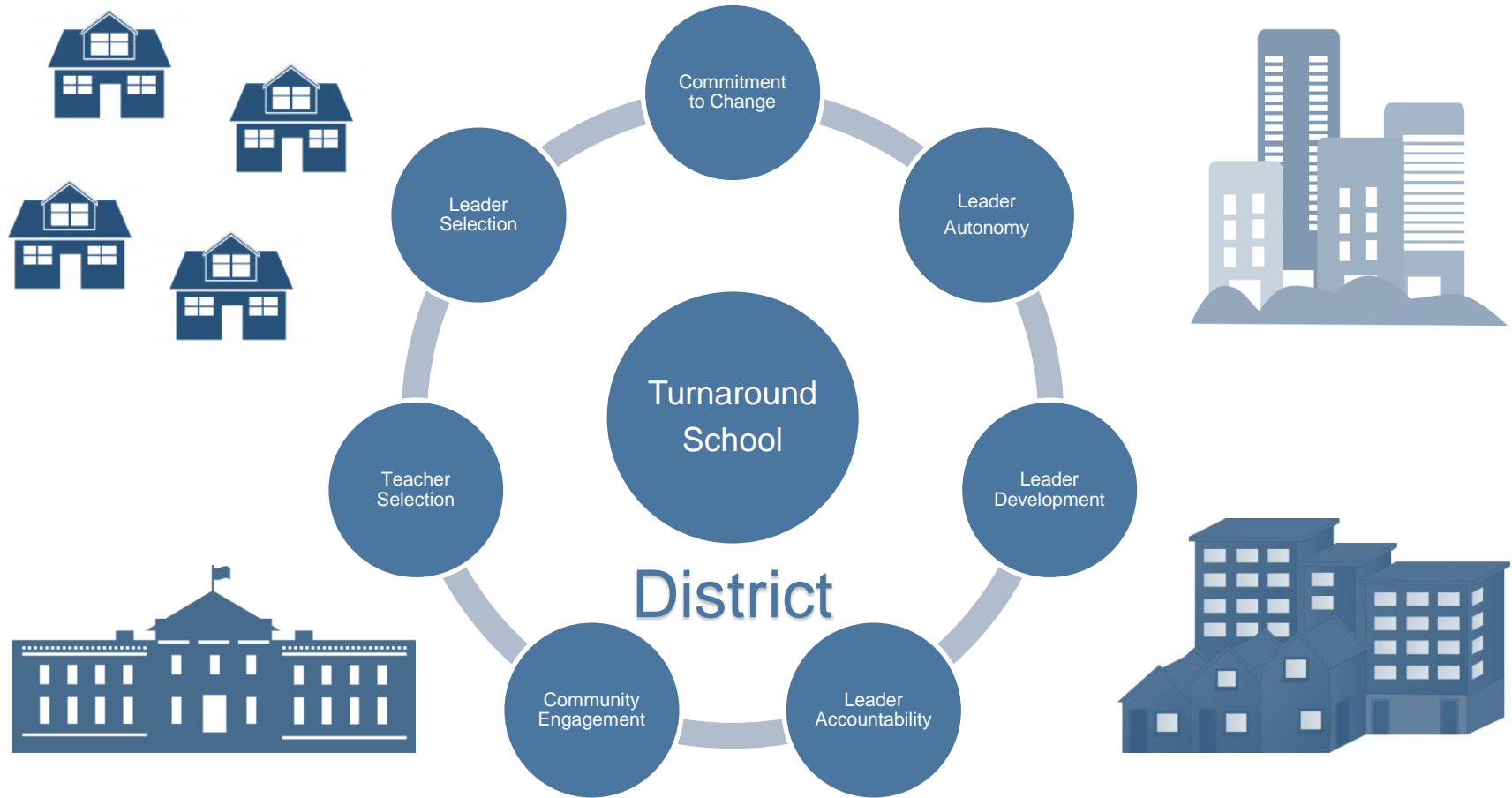
“Every system is perfectly designed to get the results it gets.”



—Quotation from Paul Batalden, M.D.

# School Turnaround Context

## Community



# Assessing the School Leadership Standard

# School Leadership Standard

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School leadership maintains trusting, supportive environments that advance teaching and learning.

6a. An atmosphere of *trust and mutual respect* is pervasive in the school.

6b. Teachers' performance is assessed *objectively and effective feedback is provided* that improves performance and enhances student learning.

6c. School leadership *articulates a vision and implements effective strategies* for school improvement.

6d. School leadership makes *sustained efforts to improve teaching and learning conditions*.

The Teacher Center Teaching Conditions Standards

# Activity: Assess School Leadership

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- Read through the School Leadership Standard Continuum
- Consider what other sources of data at your school may inform your placement on the continuum
- Which element is below proficient?
- If more than one element is below proficient, where should the focus be made?
- If no element is below proficient, which area is the most relevant to your school's current improvement planning?

# Identifying Strategies



# Definition—Trust

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“Trust is an individual’s or group’s willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open”

(Hoy & Tschannen-Moran, 1999, p. 189)

# Research—Trust and Schools

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- Trust among educators and administrators is a stronger predictor of student achievement than socioeconomic status.
- When teachers, parents, and school leaders work together in high-performing schools, trust is built and sustained.
- The level of teachers' trust in the principal appears to be predictive of other relationships within the school environment, and improving teacher–principal relationships improves teaching, learning, and student achievement.



# Indicators of Low Trust

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- People are reluctant to take risks or try new ideas.
- Meetings provide for a limited exchange of ideas.
- Most communication occurs in private conversations or via the “grapevine.”
- People who disagree are cut off, embarrassed, or ignored.
- People have a fear of making mistakes or being embarrassed.
- Some people compete for attention and approval or exchange secrets and gossip for favoritism.
- People keep mistakes, problems, and concerns to themselves.
- People make minimal effort and do just enough to get by.

# Additional Resources: Building Trust

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- Bryk, A. S., & Schneider, B. (2003). Trust in schools: A core resource for school reform. *Educational Leadership, 60*(6), 40–45.
- Hoy, W. K. (2002). Faculty trust: A key to student achievement. *Journal of School Public Relations, 23*(2), 88–103.
- Hoy, W. K., & Tschannen-Moran, M. (1999). Five faces of trust: An empirical confirmation in urban elementary schools. *Journal of School Leadership, 9*(3), 184–208.
- Hoy, W. K., & Tschannen-Moran, M. (2003). The conceptualization and measurement of faculty trust in schools: The omnibus T-scale. In W. K. Hoy & C. G. Miskel (Eds.), *Studies in leading and organizing schools* (pp. 181–208). Greenwich, CT: Information Age Publishing.
- Louis, K. S. (2007). Trust and improvement in schools. *Journal of Educational Change, 8*, 1–24.
- Tschannen-Moran, M., & Hoy, W. K. (2000). A multidisciplinary analysis of the nature, meaning, and measurement of trust. *Review of Educational Research, 70*(4), 547–593.

# Observation and Feedback

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- Feedback is a gift
- Constructive and actionable in the next lesson
- Frequency drives improvement process
- Shared understanding of effective teaching
- Growth versus fixed mindset

# Additional Resources From the GTL Center

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- *Principals Using Teacher Effectiveness Data to Make Talent Management Decisions*
- *Using Evaluation Data to Inform Professional Learning*
- *Preparing Educators for Evaluation and Feedback*

Visit <http://www.gtlcenter.org/> to access more resources.

# Strategic Leadership: Findings From a National Study of School Turnaround

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- Twelve of the 25 principals did not articulate a theory of action.
- These principals described improvement actions as externally driven and compliance oriented.
- Five principals reported that they were not a key player in the improvement process.
- Some principals recognized the need to drive the change process but felt they had to “put out fires” or operate in “survival mode.”

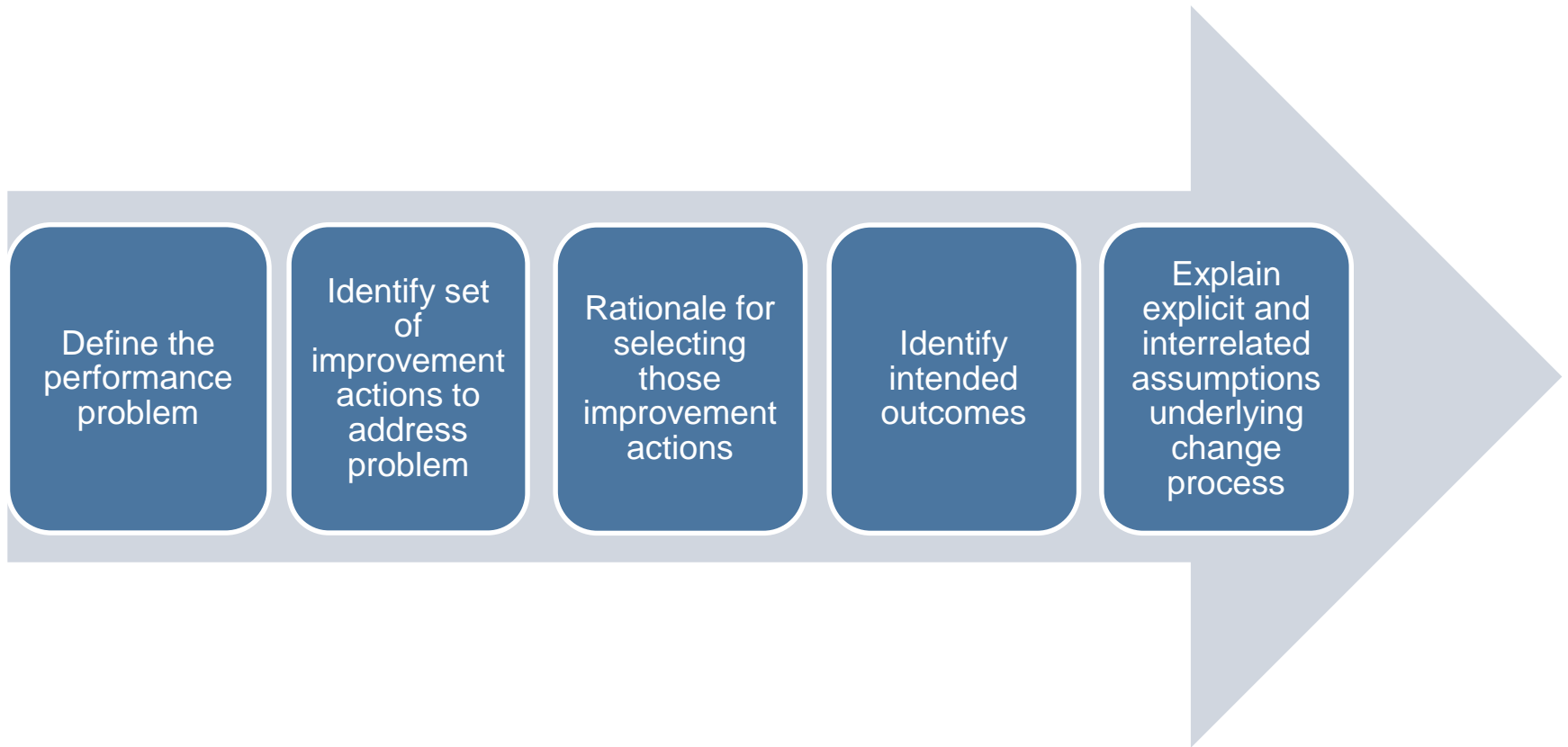
# Strategic Leadership: Findings From a National Study of School Turnaround

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- Schools with strategic leaders demonstrated improvement in their first year of having a turnaround grant.
- Schools without strategic leaders stagnated or went into decline.
- And, schools with strategic leaders had higher levels of program coherence.

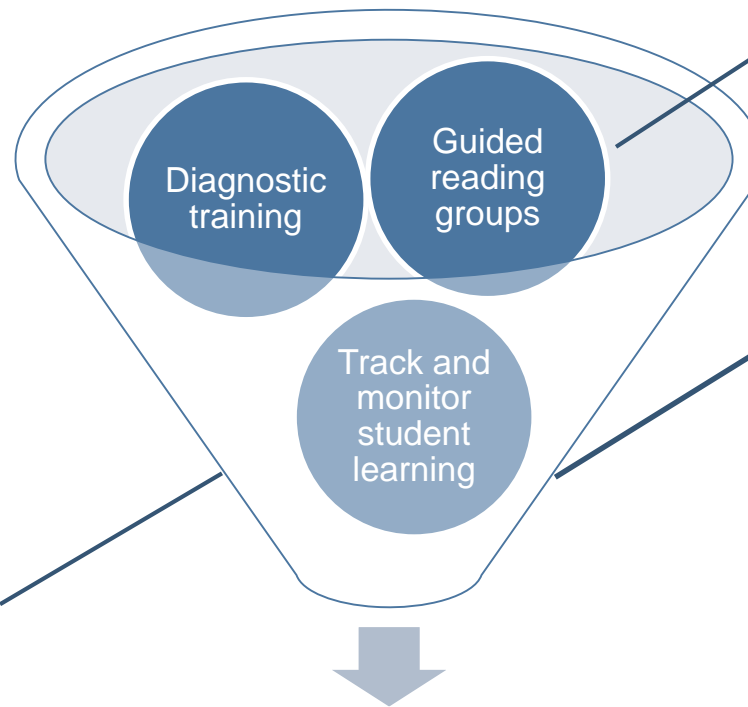
# Theory of Action Definition

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# Reading Initiative

- Understand how to administer a running record and interpret results.
- Understand diagnostic results from STAR reading level assessment
- Understand PALS data.



- Flexible grouping adjusted every four weeks
- Instruction based on reading level and identified SOL skills
- Authentic text, high interest, leveled

- Establish and post school, grade-level, teacher, and student reading achievement targets for each nine weeks
- Conduct nine-week PLC grade-level reading data analysis to determine student progress and identify students for specific type of intervention
- Conduct quarterly teacher–student goal-setting meeting





**PLCs**  
**Instructional Coaches**  
**Common Curriculum and Assessments**

- Student- and class-level data
- Planning and collaboration
- Innovations to instruction
- Support for teachers

**Teacher Development Dialogue**  
**Instructional Rounds**

- Feedback for teachers
- Administrator and coach collaboration
- System of support for teachers

**School Leadership Team**

- Progress monitoring
- Focus on school goals, mission, and vision
- Staff leadership capacity

**MTSS**

- Focus on needs of all students
- Student-specific data analysis
- Reduction in failure rates
- School climate

**College and Career Counseling**

- Number of students applying to college
- Number and value of scholarships

• **Teaching**

• **Professional Learning Culture**

• **School Leadership**

• **Parent and Community Relations**

• **College and Career Readiness**

• **Graduation Rates**

• **Student Enrollment**

• **Attendance**

• **Higher Student Achievement**

• **Model for Successful School Turnaround**

# Improve Teaching Conditions

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- Process in place to collect teaching conditions data from teachers
- Decisions are made to improve teaching conditions based on input and are not merely reactive
- Communication systems are in place to create trust and transparency
- Opportunities are in place for teachers to have input into progress of improvement efforts

# Moving to Action



# What Is Working?

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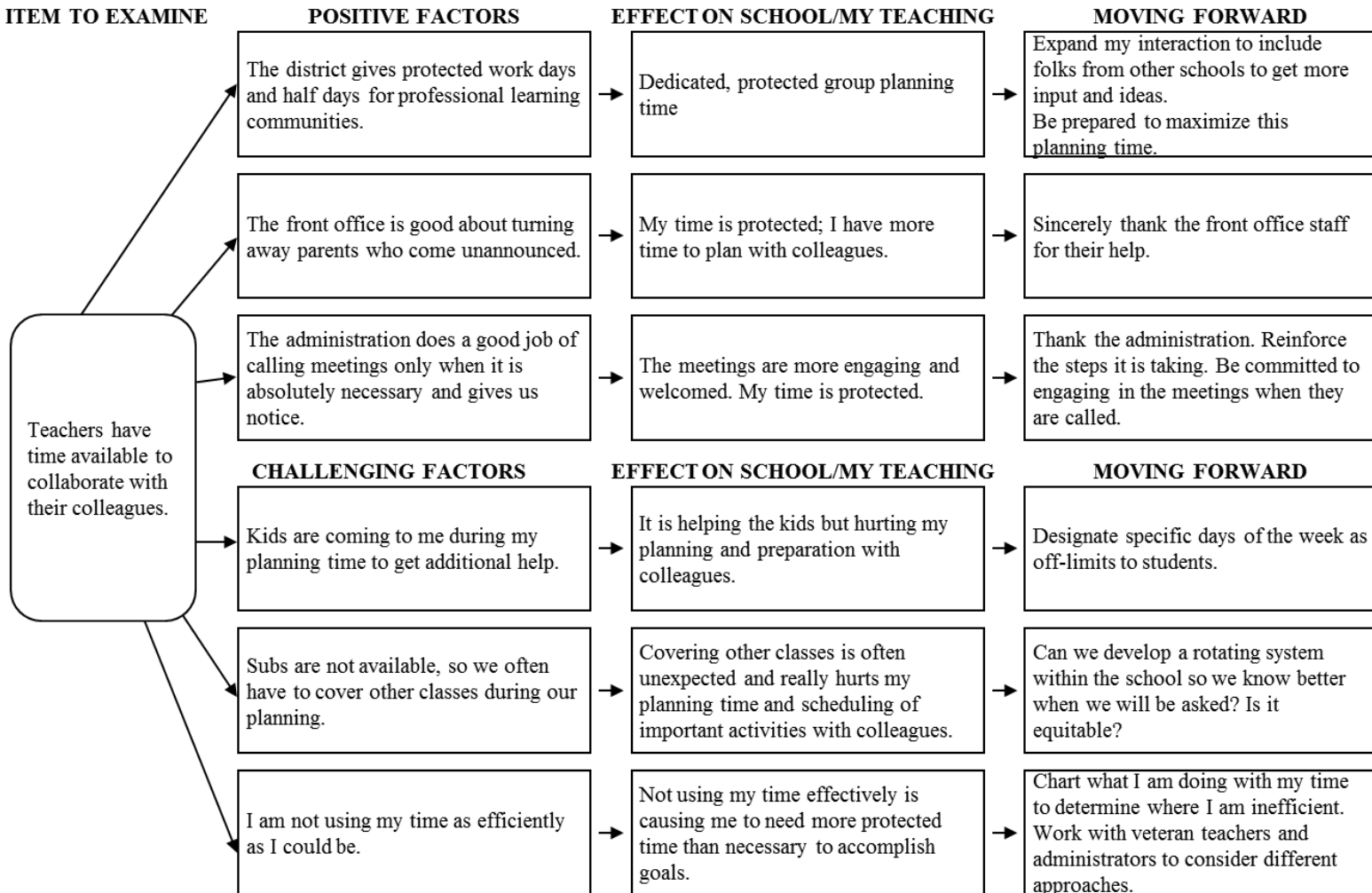
What is working?

What is not working?

What would be ideal?

What are the challenges to achieving the ideal?

# What Is and Is Not Working?



# What Is Ideal? What Are the Challenges?

## Item:

Teachers have time available to collaborate with their colleagues.

### WHAT WOULD THE IDEAL LOOK LIKE?

Teachers never have to cover other teachers' classes.

Teachers are never asked to a last-minute meeting for a child study or a local screening meeting.

School team, grade-level, and subject area meetings are efficient and pertinent. Everyone gets along and contributes equally.

### WHAT ARE THE CHALLENGES?

Not practical.  
There will be times teachers must cover for one another.

It is difficult to know when manifestations are due.  
It is difficult to schedule all parties ahead of time and keep everyone up to speed.

The success of the meetings depends on the skill of the facilitator and the group members' relationships.  
The needs of staff are different.

### OVERCOMING CHALLENGES?

Put a rotation in place for teacher coverage so the amount of times each teacher is called on is equitable.  
Reward teachers who do cover other classes.

Reflect on the meeting process and improve the efficiency of the process. Mandate that teachers are notified ahead of time. Teachers are chosen who work with the child. The process is equitable for teachers.

Provide an outline for each kind of meeting, perhaps a model of what the meeting should look like. Make some meetings optional for skilled staff.

# Activity: What's Working?

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- Use the “What Is and Is Not Working?” graphic organizer to determine key root causes for one of the school leadership elements that was identified as proficient or below.
- Then use the “What Is Ideal? What Are the Challenges?” graphic organizer for the same element.

# Group Share-Out

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- What did you learn from using the graphic organizers for a microanalysis of the school leadership standard?
- What is working? What is not working?
- What will be your next steps? Why?



# Resources

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# Individual Item Prompts

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- Prompts are used to guide reflective, collaborative conversations about specific school conditions.
- There is a series of reflective prompts for nearly every question in the survey; prompts are available online at <http://teachingconditions.org/individual-item-prompts>.
- Prompts are not the only questions to ask, but they do provide a starting point for dialogue.

The screenshot shows the homepage of the TELL Resource Library. At the top left is a logo of a laptop with books on it. The main title "TELL RESOURCE LIBRARY" is in large blue letters. To the right is the "New Teacher Center" logo. Below the title is a navigation menu with links: Introduction, Constructs, Resources, Forums, TELL Initiatives, and Log in. A search bar is on the right. The main content area features a large image of four women in a meeting, with "prev" and "next" buttons on either side. Below the image is the text "Teacher Leadership". To the right of the image is a "Most Common Tags" section with a list of tags including "1a", "1b", "1c", "1d", "2a", "2b", "2c", "2d", "3a", "3b", "3c", "4a", "4b", "5a", "5b", "5c", "6a", "6b", "6c", "6d", "7a", "7b", "7c", "8a", "8b", "8c", "Case Study", "Community Support and Involvement", "Facilities and Resources", "How-To Article", "Instructional Practices and Support", "Managing Student Conduct", "NTC Resources", "PLC", "Professional Development", "Professional Learning Community", "Research Report", "School Leadership", "Teacher Empowerment", "Teacher Leadership Time", and "Webinar". Below the image is a "Recently Posted Resources" section with a list of 10 training topics. To the right of the image is a "Latest Comments" section. Below the image is a "Welcome and User Agreement" section with a paragraph of text and a "Read more" link. At the bottom left of the page is a "Recently Posted Forum Topics" section with a list of 3 topics.

**TELL RESOURCE LIBRARY**

New Teacher Center

Introduction ▾ Constructs ▾ Resources ▾ Forums ▾ TELL Initiatives ▾ Log in

Search the site

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Teacher Leadership

**Most Common Tags**

1a 1b 1c 1d 2a 2b 2c 2d 3a 3b 3c 4a 4b 5a 5b 5c 6a 6b 6c 6d 7a 7b 7c 8a 8b 8c  
Case Study Community Support and Involvement Facilities and Resources How-To Article Instructional Practices and Support Managing Student Conduct NTC Resources PLC Professional Development Professional Learning Community Research Report School Leadership Teacher Empowerment Teacher Leadership Time Webinar

**Recently Posted Resources**

- Online 90-minute training: Finding Time for Teachers to Plan and Collaborate
- Online 90-minute training: Professional Learning Communities
- Online 90-minute training: Supporting Students with Academic English Needs
- Online 90-minute training: Effective Professional Development
- Online 90-minute training: Principals: Applying Differentiated Leadership Support to your Own School Context
- Online 90-minute training: Teacher Empowerment
- Online 90-minute training: Differentiated Instruction
- Online 90-minute training: Vision
- What teachers need and reformers ignore: time to collaborate
- Empowering Teachers as Leaders

**Latest Comments**

**Welcome and User Agreement**

Welcome to the TELL Resource Website. We hope you will find useful articles, case studies and research to help improve the teaching and learning conditions at your school. In order to get maximum benefit from this site, we hope you will join our community. [Read more](#)

**Recently Posted Forum Topics**

- Welcome to the Instructional Practices and Support Forum
- Welcome to the School Leadership Forum
- Welcome to the Teacher Leadership Forum

# Reference

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Leithwood, K., Louis, K. S., Anderson, A., & Wahlstrom, K. (2004). *How leadership influences student learning*. Toronto: Center for Applied Research and Educational Improvement and Ontario Institute for Studies in Education.



More questions?  
Contact the GTL Center!

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