



IMPROVING SCHOOLS: Focusing on What Matters Most



ALABAMA
ASSOCIATION OF
SCHOOL BOARDS

I saw the angel in the marble and
carved until I set him free.

Michelangelo

Focusing on What Matters Most



Creating Conditions for Success

Effective Principals
Effective Teachers



Setting Clear Expectations

Building Capacity

Board's Role



Building Public Will

Staying the Course




Holding the System Accountable


Role of Data

Learning Together as a Board Team

Focusing on What Matters Most



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The Impact of an Effective Principal

Schools with highly effective principals have:

- Test scores 5-10 percentile points higher than those led by an average principal
- Fewer student and teacher absences
- Effective teachers who stay longer





The Impact of an Effective Principal

In schools with highly effective principals:

- Ineffective teachers typically are replaced with more effective teachers
- Principals are more likely to stay for at least three years

**Having an effective principal has the most impact in elementary schools and in high-poverty, high-minority schools.
(Hull, 2012)**





Research on Effective Principals



Read the article in your handout - either “The Effective Principal” or “Good Leaders Make Good Schools”



Note the attributes of effective leadership



Be prepared to share the highlights of your reading



Role of the Principal as Instructional Leader

Instructional Leadership

Support and monitor “how” we provide high quality instruction

Content Leadership

Support and monitor “what” we teach

Assessment Leadership

Support and monitor how we measure progress in teaching and learning





What do you think?

“If a principal does not vocally, symbolically, and authentically stress the importance of instructional improvement, then it most likely won’t happen.”

JIM KNIGHT

Unmistakable Impact, p.50



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The single most important factor that
impacts student learning is
the quality of teaching.





Impact on Learning at the End of a Year



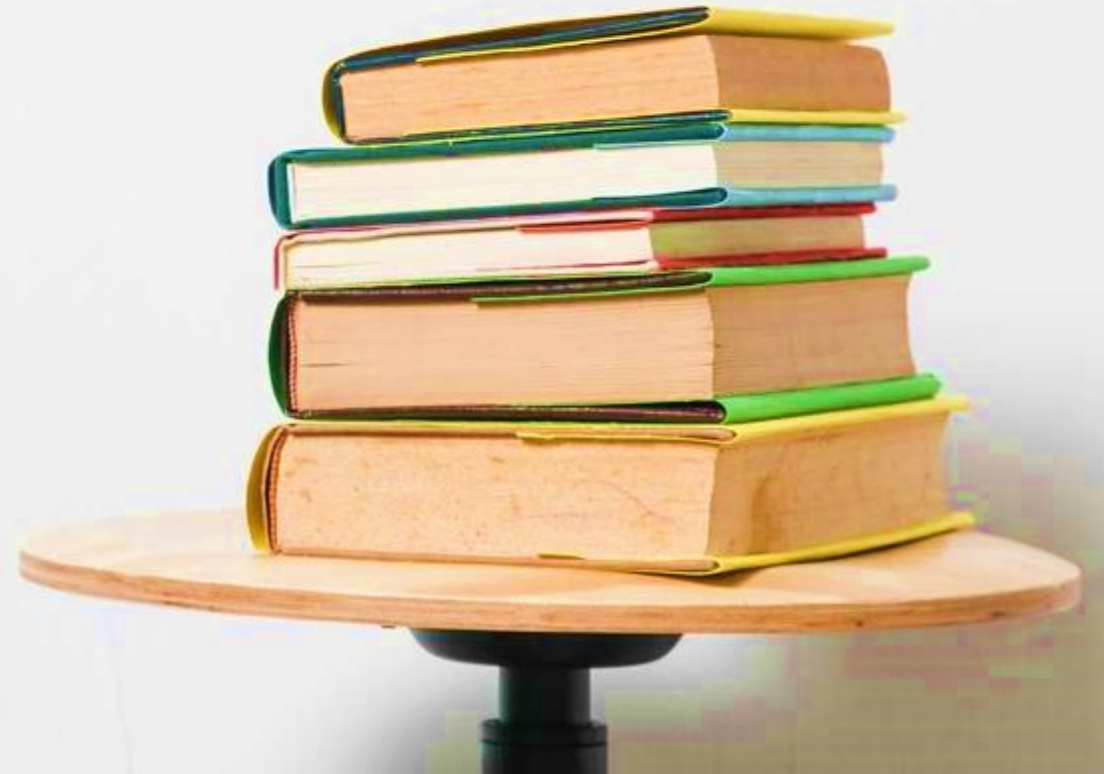
Figures represent the impact on an average student scoring at the 50th percentile when entering school (Marzano 2004 and Nye & Colleagues 2004)

| | ave school | - school | + school | - school | + school | + school |
|-----|-------------|-----------|-----------|-----------|-----------|-------------|
| | ave teacher | - teacher | - teacher | + teacher | + teacher | ave teacher |
| 100 | | | | | 96 | |
| 90 | | | | | | |
| 80 | | | | | | 78 |
| 70 | | | | 63 | | |
| 60 | | | | | | |
| 50 | 50 | | | | | |
| 40 | | | | | | |
| 30 | | | 37 | | | |
| 20 | | | | | | |
| 10 | | | | | | |
| 0 | | 3 | | | | |



What does this say to you?

Turn to a neighbor and discuss the impact of a good school and a good teacher.





Effects of High & Low Support

In the Classroom and Home

| | High Home Support | Low Home Support |
|-------------------------|-------------------|------------------|
| High Classroom Support | | |
| Mixed Classroom Support | | |
| Low Classroom Support | | |

Snow, Barnes, Chandler, Goodman, and Hemphill. *Unfulfilled Expectations: Home and School Influences on Literacy*, p. 161. Harvard University Press.



OUTCOME: Percent of students in a group making expected gains in reading outcomes



Effects of High & Low Support

In the Classroom and Home

| | High Home Support | Low Home Support |
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| High Classroom Support | 100% | |
| Mixed Classroom Support | 100% | |
| Low Classroom Support | 60% | |

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Effects of High & Low Support

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| Low Classroom Support | 60% | 0% |

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OUTCOME: Percent of students in a group making expected gains in reading outcomes



Effects of High & Low Support

Key Takeaways



Parental support cannot overcome all of the effects of a poor-quality teacher for ALL students.



Effective classroom instruction CAN overcome poor support at home.



Your focus needs to be on what the adults in your building are doing – that's what you can change.

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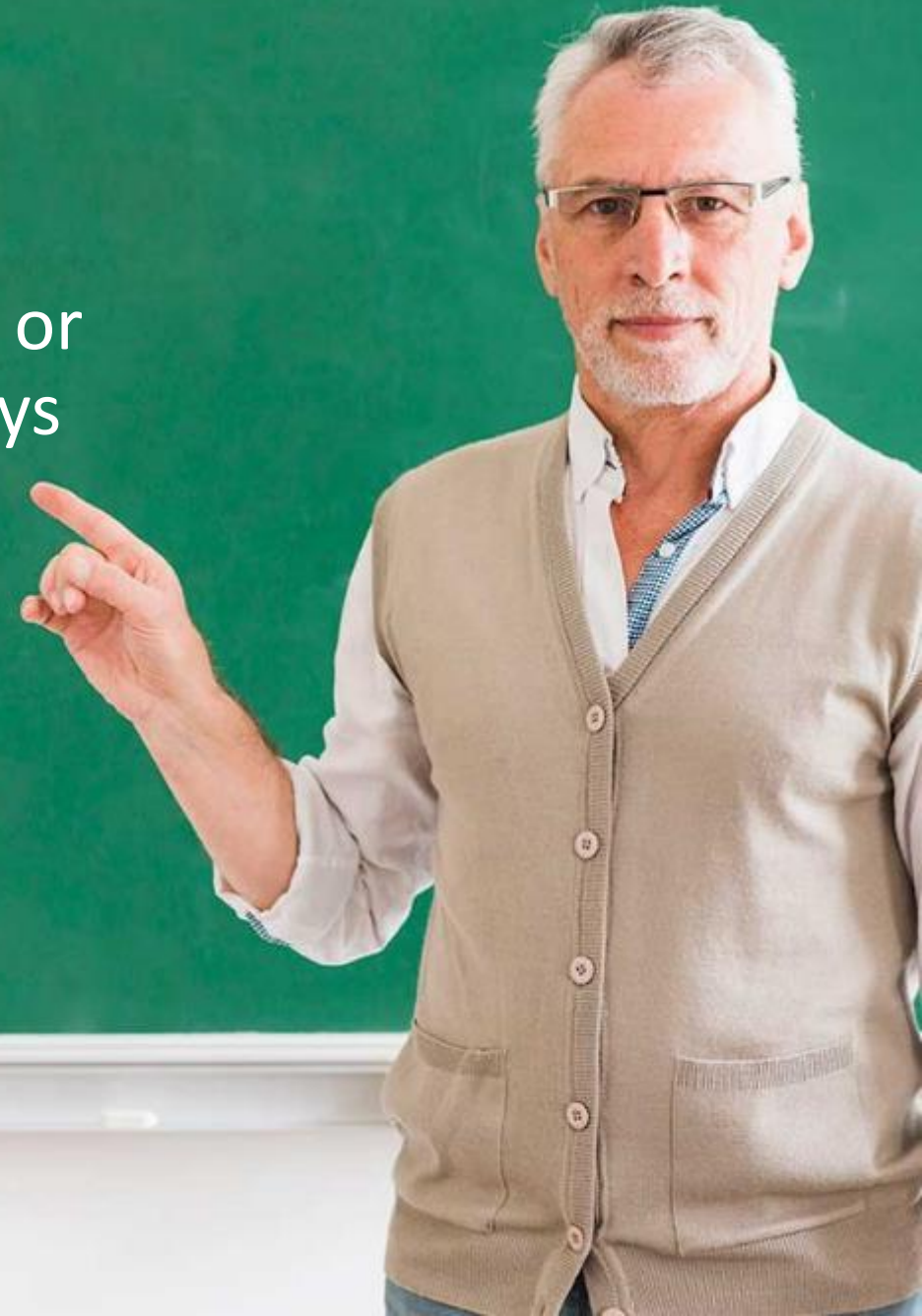
Role of Data



Investing in Our People

So what if we have less than stellar teachers or less than stellar principals? We have two ways to fix the problem:

- 1. Fire the ones we have and hire more**
- 2. Train the ones we have**





Excellent Instruction: Wagner's Point of View

“If good instruction — in every classroom and for all students — is the central focus of systemic change in education, then districts need to define “goodness” and come to a shared understanding of what is meant by great or even competent teaching.”

Change Leadership, p. 37





Spending Impact and Student Achievement

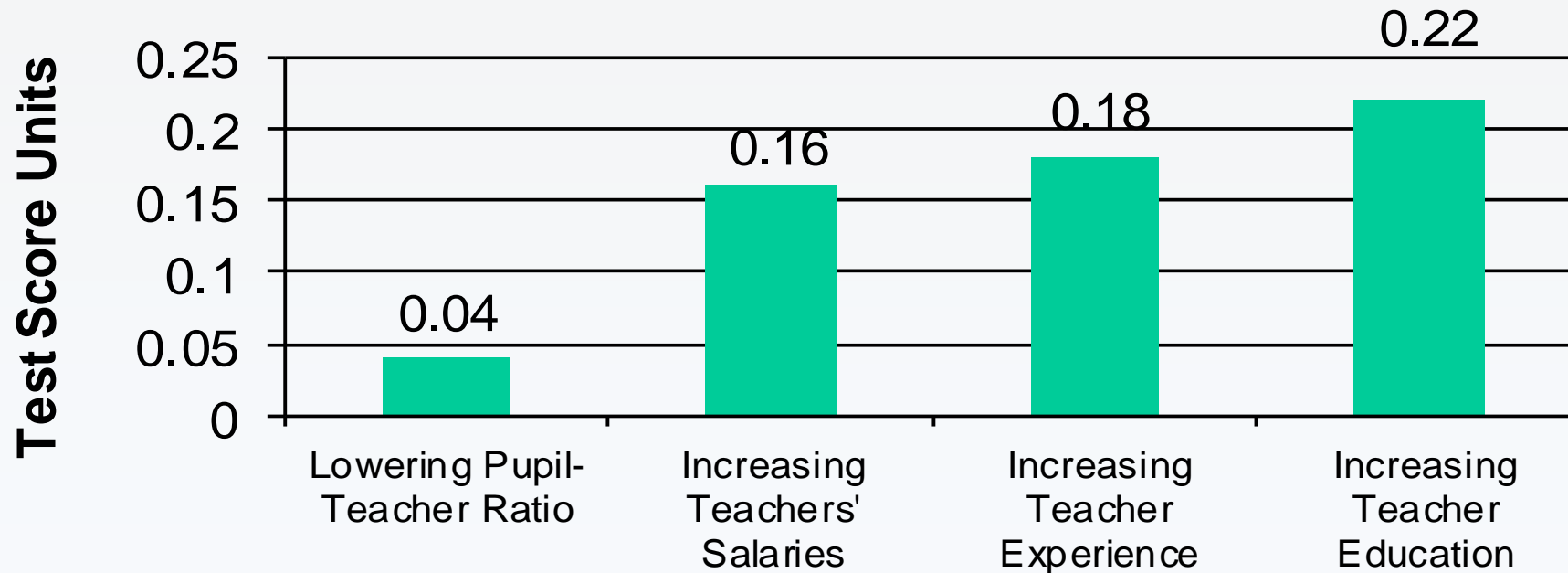
For every \$500 spent, which of the following do you think has the greatest impact on increased student achievement?

- Increasing teacher salaries
- Increasing teacher education levels
- Increasing teacher experience
- Lowering pupil-teacher ratios



The Biggest Spending Impact: Teacher Professional Development

Size of Increase in Student Achievement for Every \$500 Spent On:



Source: Greenwald, R., L.V. Hedges, and R.D.Laine (1996) "The Effect of School Resources on Student Achievement," Review of Education Research 66 (3), pp. 362-396



3 Pillars of Teaching and Learning For Teachers and Administrators

Instruction

- Best practices
- Developmentally Appropriate
- Engaging
- Targeted and intentional
- Problem based
- Small groups
- Intervention
- Use of appropriate technology
- Differentiated approaches

Curriculum

- Standards based
- Appropriately paced
- Mastery standard
- Conceptual learning
- Scaffolded
- Differentiated
- Integrated
- Cross curricular
- Rigorous activities

Assessment

- Formative to guide instruction
- Summative to guide decision making
- Assessment for and of learning
- Walkthroughs/instructional rounds
- Grades and grading policies
- Standards based vs. traditional
- Role of homework



Important Principles

“Increases in student learning occur only as a consequence of improvements in the level of content, teachers’ knowledge and skill, and student engagement.”

“If you change any single element of the [three pillars of instruction], you have to change the other two.”

Instructional Rounds in Education, pp. 24-25



5 Roles of the Board: Leadership Regarding System Professional Development

Read over each of the 5 Roles of the Board in
building district capacity.



The Board's Role

In Improving Teaching and Learning

Turn to a partner and talk about what you have learned about improving teaching and learning and one idea the board and superintendent might implement to increase capacity in your district.



idea



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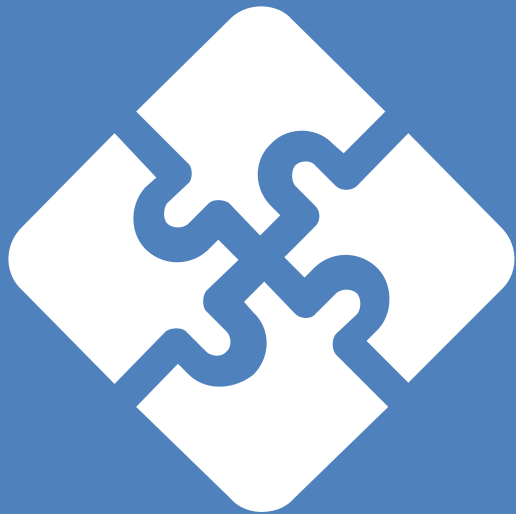
Learning Together as a Board Team

Governing For Achievement

One role of the board is learning together as a team.

If you would like to learn more about:

- **Committing to high expectation**
- **Understanding your culture and beliefs**
- **Key elements of teaching and learning**
- **Using your data to inform decisions, or**
- **How to have oversight for excellence**



AASB has a 5-module training called Governing for Achievement. Contact Susan Salter at AASB if you are interested.