Quality Leadership Matters!

Quality School Leadership Matters!

Quality Principals Matter!

Compared with others, public school principals viewed most positively by public for key performance attributes

Gallup Leadership Survey

What leader has had the most positive influence on your life?

Now, list three words that best describe what *this person contributes to your life?*

1. _____

2. _____

3. _____

Across more than 10,000 responses, FOUR WORDS sorted the most by a significant margin.

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Trust

(also: honesty, integrity, and respect)

The Results: What Followers Want

Compassion

(also: caring, friendship, happiness, and love)

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The Results: What Followers Want

Stability

(also: security, strength, support, and peace)

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Hope

(also: direction, faith, and guidance)

The Workforce has Changed.

Past	→	Future
My Paycheck		My Purpose
My Role		My Development
My Weaknesses		My Strengths
My Leader		My Coach
My Annual Review		My Ongoing Conversations
My Job		My Life

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Superintendent Thoughts on Strengths Based Development

55%
of superintendents strongly agree they know their personal strengths…

…but only

15%
of superintendents strongly agree the district has an effective leadership coaching program in place for school and district administrators.

Using a 5-point scale, where 5 means strongly agree and 1 means strongly disagree, please indicate your level of agreement with each of the following statements. You may use any number between 1 and 5.

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Takeaways: What are the Keys to Being a More Effective Leader?

- The most effective leaders are always investing in strengths.

- The most effective leaders surround themselves with the right people and then maximize their team.

- The most effective leaders understand their followers' needs.

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Effective Leadership Qualities

For without these qualities, there is nothing else!

CHARACTER

HONOR

INTEGRITY

Albert Schweitzer

When asked if he thought leading by example was the most important quality of leadership. Mr. Schweitzer, thought for a second, and then replied, *"No, it's not the most important one. It's the only one."*

The Fundamentals of Leadership

What do followers ask about their leaders?

- Have Competence - Do you know your job or are you striving to learn it?

- Have Courage - Will you make the right decision(s) even if it costs you personally?

- Have Compassion - Do you care as much about us as you do yourself?

Managing vs Leading

Longitudinal Research of the Practices of Campus Administrators with Assigned Interns

- 90 graduate interns in school leadership - Representing a relatively even mix of urban, suburban and rural schools
- Enrolled in a course on the changing roles of school leaders
- Interviewed/observed their principals

10 Common areas where administrators spend their daily time:

Facilities and Services	Fiscal Management
Safe & Orderly Environment	Parents & Community
Communication	Staff Issues
Special Education & 504's	Instructional Leadership
Administrivia	Event Supervision

Athletic supervision
Special program mgt.
Sweep cafeteria floor
Supervision of lobby
Early release schedule
Playground duty
Bus duty
Hall monitor
Restroom checks
Bus driver
ARD meetings
504 Chairman
Counseling
Raise/lower flag
Discipline hearings
Announcements
Nurse supervision
Home visits
Grant writing
Fund raising

Halloween parade organizing
Crisis Intervention Plan
Hurricane evacuations
Court attendance
Newsletter preparation
Supervising aides
PSAT administrator
Organize student awards
Class scheduling
Mediating fights
Filing police reports
Fire reports
Open house organizer
Lesson plan collector
Ordering/managing supplies
Red Cross coordinator
Donation organizer
Picture day scheduler
Assemblies
Duty Schedules

Football coaching
Phone calling
Parking lot duty
Textbook counting
Marching band contest
Attendance calling
PDAS training
Orientation/Observation
Web Site development
League meetings
Substitute coordination
Staff meetings
Count Homecoming vote
Head checks
Key distribution
Alarm duty
Facilities request
Maintenance work
Computer work

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Athletic supervision
Special program mgt.
Sweep cafeteria floor
Supervision of lobby
Early release schedule
Playground duty
Bus duty
Hall monitor
Restroom checks
Bus driver
ARD meetings
504 Chairman
Counseling
Raise/lower flag
Discipline hearings
Announcements
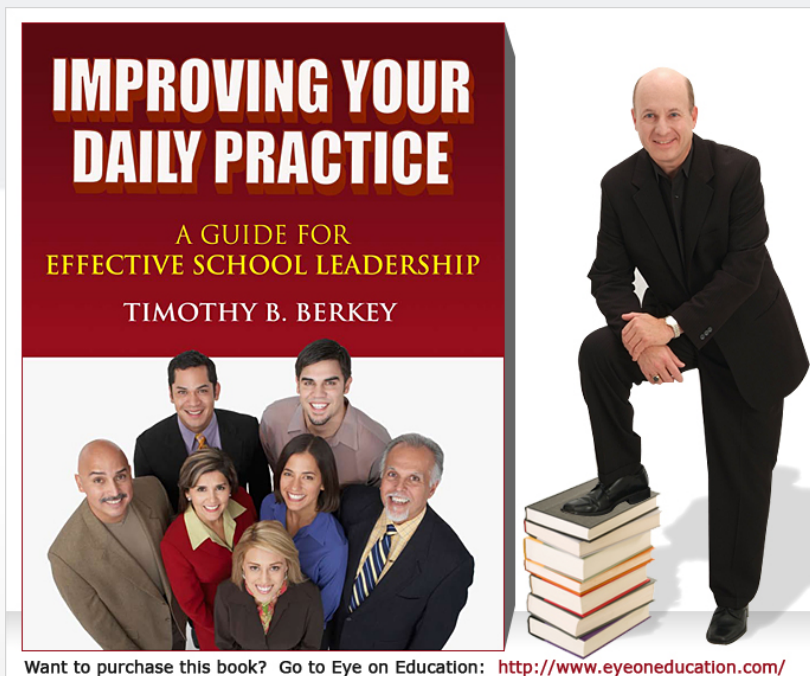Nurse supervision
Home visits
Grant writing
Fund raising

Halloween parade organizing
Crisis Intervention Plan
Hurricane evacuations
Court attendance
Newsletter preparation
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PSAT administrator
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Alarm duty
Facilities request
Maintenance work
Computer work

IMPROVING YOUR DAILY PRACTICE

A GUIDE FOR EFFECTIVE SCHOOL LEADERSHIP

TIMOTHY B. BERKEY

Want to purchase this book? Go to Eye on Education: http://www.eyeoneducation.com/

The key to effective leadership is found in moving away from low impact practices and investing time in those that are directly linked to improved results.

Figure 5.1. Leadership Audit

Area	Examples of Practices	Your Practices
Safe and Orderly Environment	♦ Discipline ♦ Attendance ♦ Supervision of students ♦ Campus security ♦ Nursing and health services	
Fiscal Management	♦ Budgets ♦ Purchasing ♦ Fundraising ♦ Activity accounts ♦ Grant funds	
Communication	♦ E-mails ♦ Phone calls ♦ Memos ♦ Mail ♦ Newsletters ♦ News media ♦ Correspondence	
Instructional Leadership	♦ Observations ♦ Walk-throughs ♦ Data analysis ♦ Team meetings ♦ Curriculum work	

Figure 6.2. Leadership Analysis

Area of Responsibility:

Directions: List each item from the Leadership Audit. Check the descriptor that best identifies the item. Make notes that support your rating.

Weak: Bears little or no relationship to the improvement of learning for every child. This item appears to be a traditional managerial task that does not require knowledge of curriculum, instruction, and assessment. Typically justified as an important responsibility, it is usually operational in nature and routine in delivery.

Mild: Has some relationship to the improvement of learning for every child. This item could be classified as supportive of structures and processes that build capacity in the school for improved learning. However, this item falls short of direct involvement in the instructional process and collaboration with teachers to improve student achievement.

Moderate: Has a relationship to the improvement of learning for every child. This item demonstrates a daily effort to support the instructional process through direct contact with students and teachers in the instructional setting. Performance of this item is grounded in collaborative work with teachers to improve curriculum, instruction, and assessment.

Strong: Has an influential relationship to the improvement of learning for every child. This item demonstrates out-of-the-box thinking to support the instructional process. This item requires a deep understanding of curriculum, instruction, and assessment and engages teachers in collaborative work to strengthen academic achievement.

		Weak	Mild	Mod.	Strong
Item	**Notes**	1	2	3	4

Figure 7.2. Leadership Transformation Plan

General Area of Responsibility _____

Directions: List each item from your Leadership Analysis and determine if you will eliminate, restructure, reassign, or enhance this item in order to transform your leadership to one that is deeply rooted in daily work to improve teaching and learning.

Item #1 _____

☐ Eliminate	☐ Restructure	☐ Reassign	☐ Enhance

Strategies:

Item #2 _____

☐ Eliminate	☐ Restructure	☐ Reassign	☐ Enhance

Strategies:

Item #3 _____

☐ Eliminate	☐ Restructure	☐ Reassign	☐ Enhance

Strategies:

Item #4

☐ Eliminate	☐ Restructure	☐ Reassign	☐ Enhance

Strategies:

Three Pillars of the Principalship:

- ☐ **Build Culture**
- ☐ **Empower People**
- ☐ **Optimize Systems**

Effective principals:

☐ **Build culture** to create schools that are great places to teach and learn.

☐ **Empower people** to lead learning in ways that bring out the best in teachers and students.

☐ **Optimize systems** to ensure that school operations, processes, and contexts support effective teaching and learning.

Effective principals <u>build culture </u>by:

❑ Establishing shared values and vision for schools

❑ Engaging and communicating with families and the community

❑ Emphasizing personal and professional well-being and development

Effective principals **empower people** by:

❑ Leading personalized and collaborative teaching and learning

❑ Distributing leadership among a community

❑ Supporting the academic, social and emotional, and physical needs of children and adults

Effective principals <u>optimize systems</u> by:

❑ Managing talent and resources to maximize effective teaching and learning

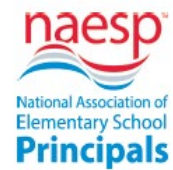❑ Cultivating support in the district and community

❑ Focusing on what matters most

Results from the NAESP Ten-Year Study of K-8 Principals

University Council for Educational Administration *since 1954*

uc
ea

Quality Leadership Matters

Value of Types of Preparation and Experience to Success as Elementary Principal

Type	Very valuable	Somewhat Valuable	Little/no value
On-the-job experience as principal	96.2		
Experience as a teacher	84.7	13.1	
Experience as assistant principal	79.6	16.2	
Graduate education	41	46.1	
Principal mentorship program	39.7	35.4	
Coaching	35.9	34.4	
State principal organization	32	34.4	
Assistance and feedback from supervisor	30.2	36.2	
Internship as part of graduate program	27.3	31.6	
Local-level professional development	26.7	44.8	
National-level professional development	26.4	35.4	
State-level professional development	25.9	43.4	
Internet or other online resource	9.7	33.5	

Quality of Relationships with Various Individuals and Groups
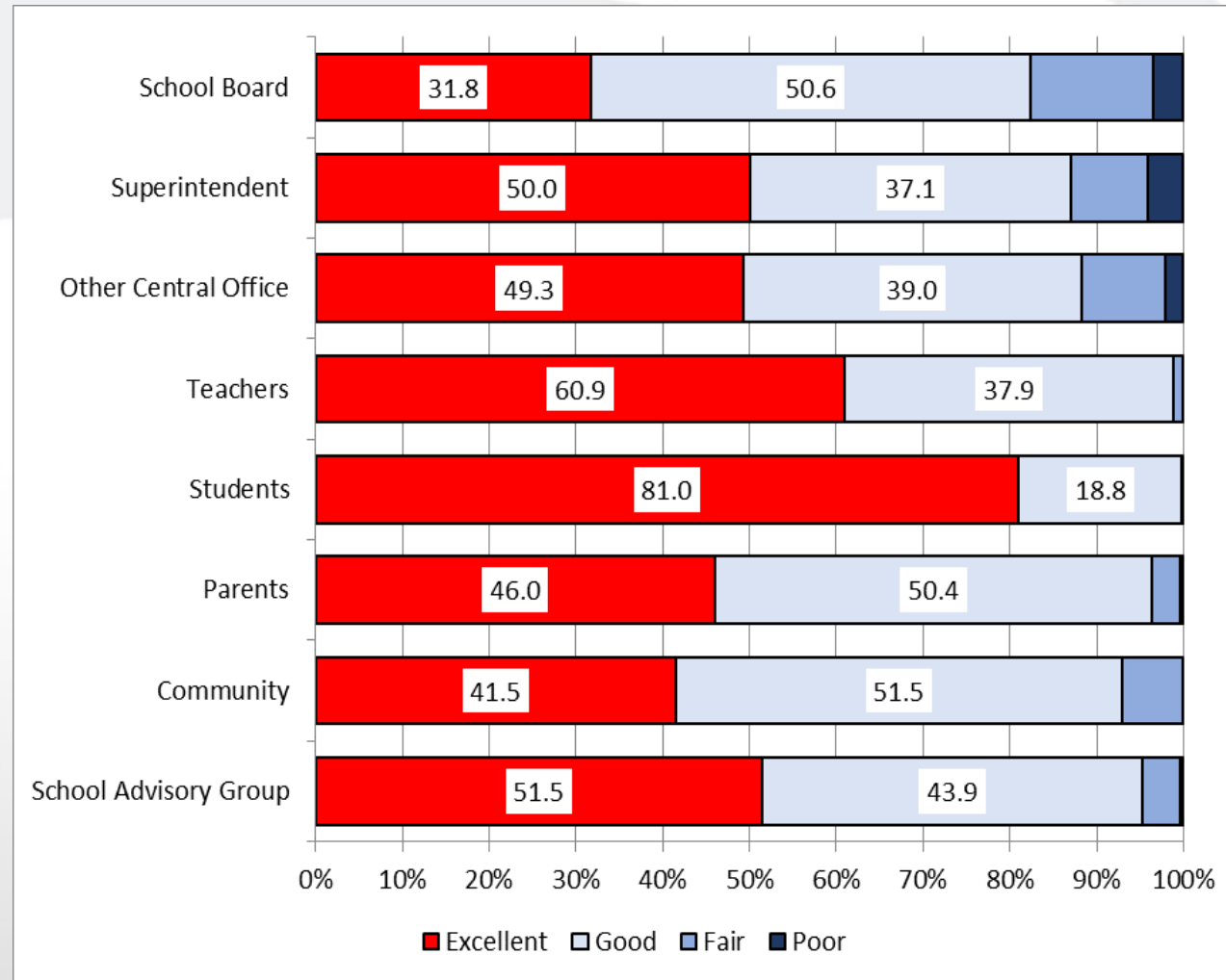
Time Involvement—Top Five Areas
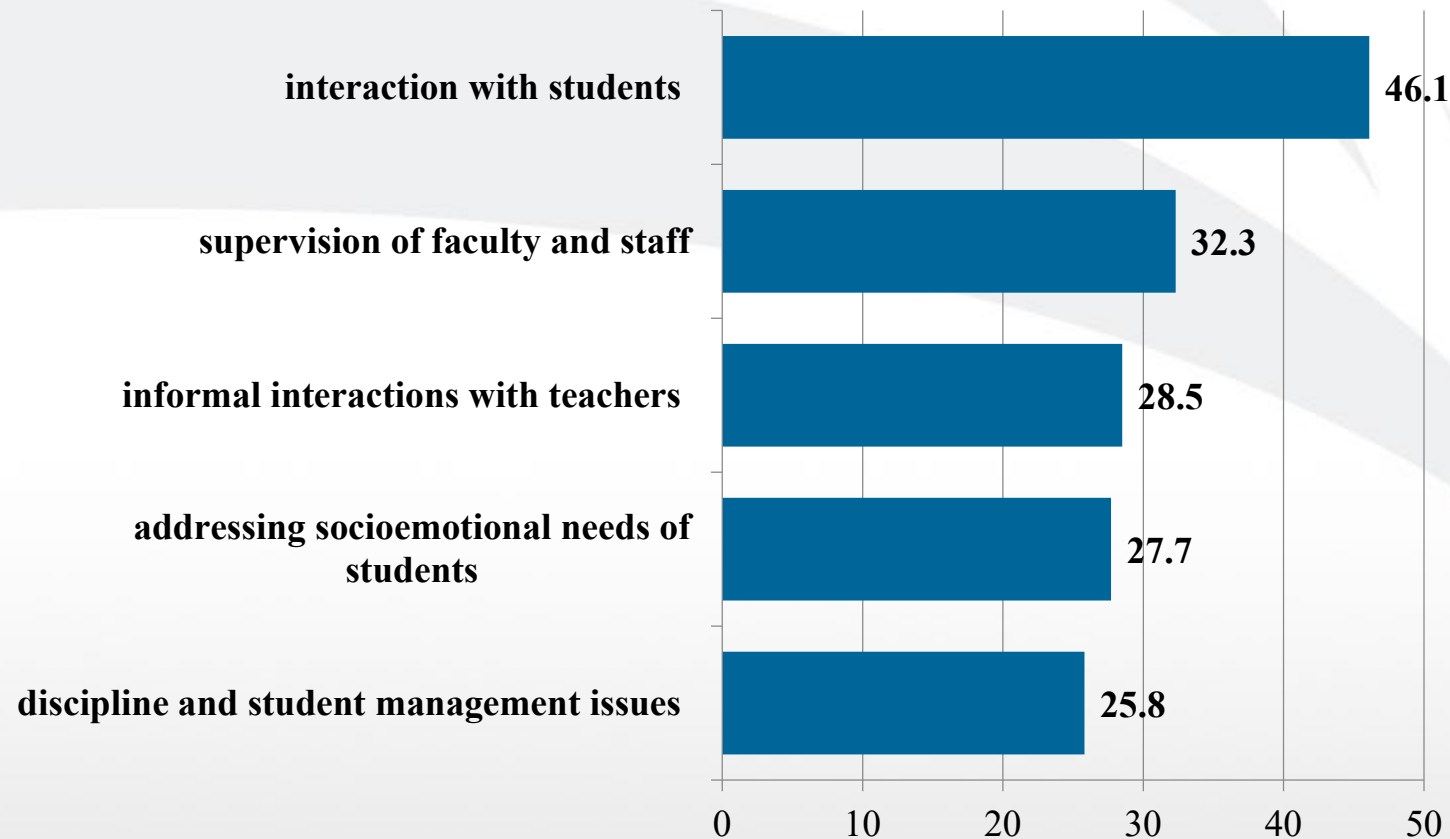
Areas with Largest Increase in Level of Involvement

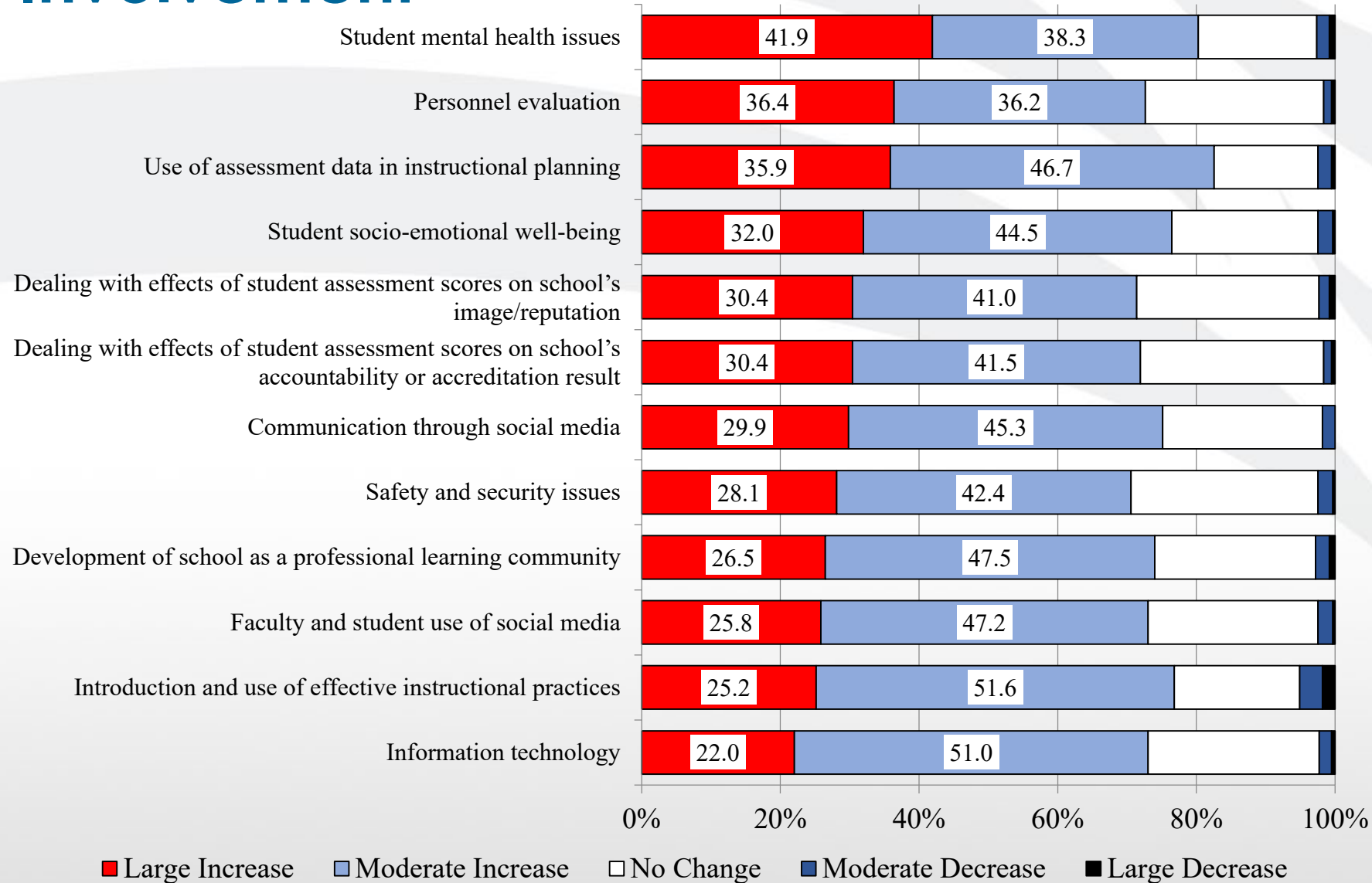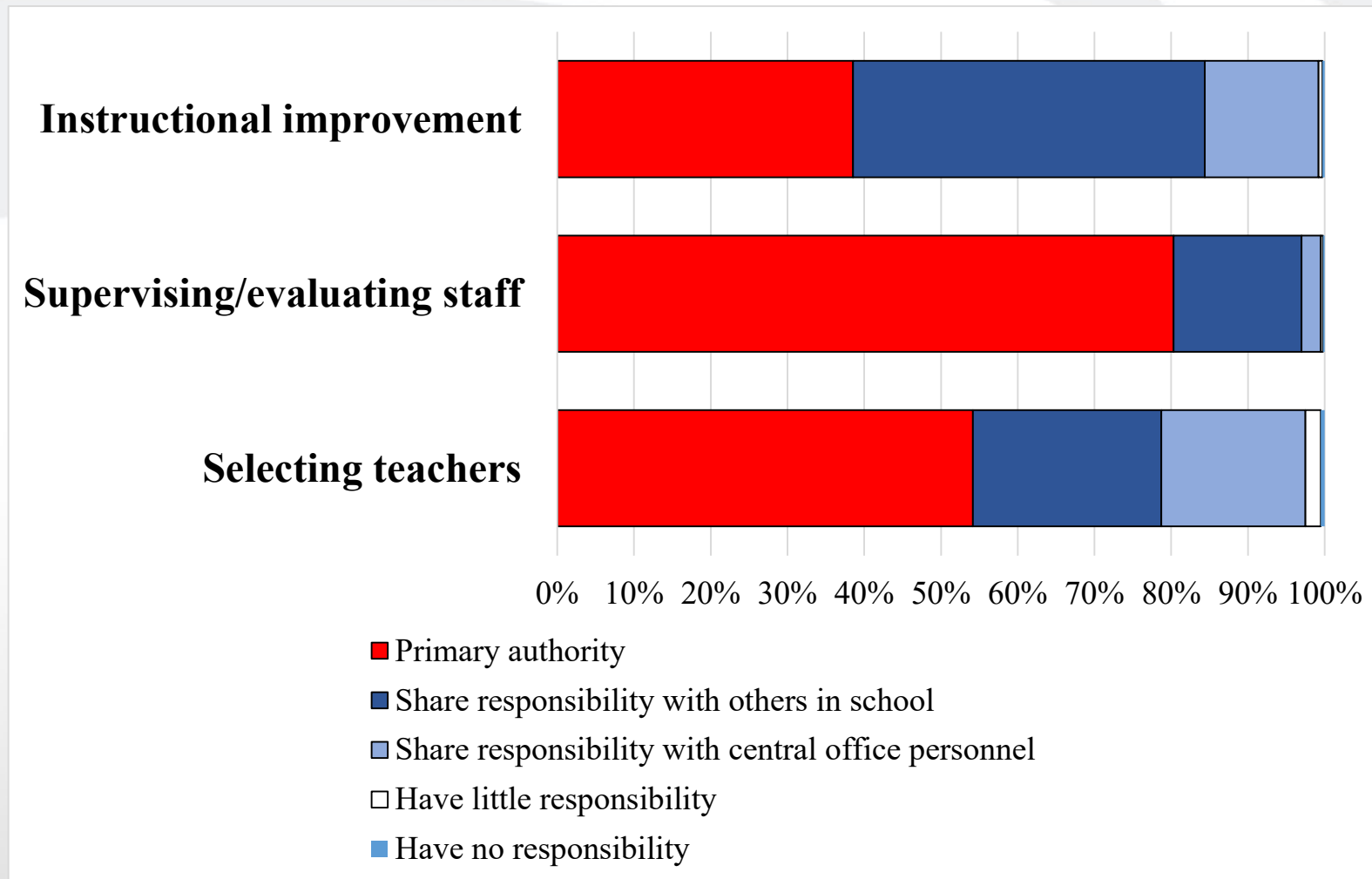| Area	Large Increase	Moderate Increase
Student mental health issues	41.9	38.3
Personnel evaluation	36.4	36.2
Use of assessment data in instructional planning	35.9	46.7
Student socio-emotional well-being	32.0	44.5
Dealing with effects of student assessment scores on school's image/reputation	30.4	41.0
Dealing with effects of student assessment scores on school's accountability or accreditation result	30.4	41.5
Communication through social media	29.9	45.3
Safety and security issues	28.1	42.4
Development of school as a professional learning community	26.5	47.5
Faculty and student use of social media	25.8	47.2
Introduction and use of effective instructional practices	25.2	51.6
Information technology	22.0	51.0

Legend: ■ Large Increase ■ Moderate Increase □ No Change ■ Moderate Decrease ■ Large Decrease
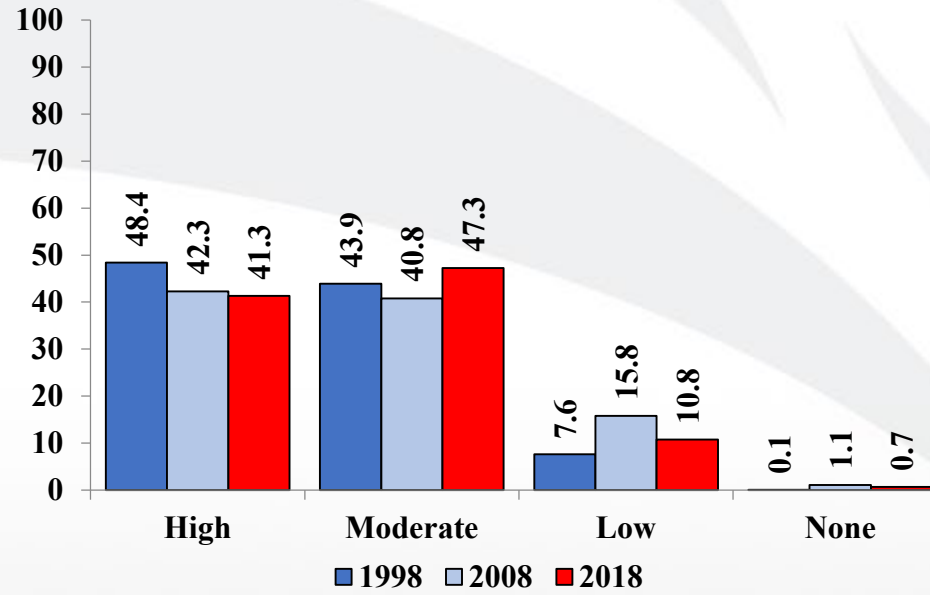
Authority to Make Decisions

Level of Authority to Make Decisions about Own School

Pie chart:
- High: 41.3
- Moderate: 47.3
- Low: 10.8
- None: 0.7

Legend: ■ High ■ Moderate ■ Low ■ None

Bar chart:
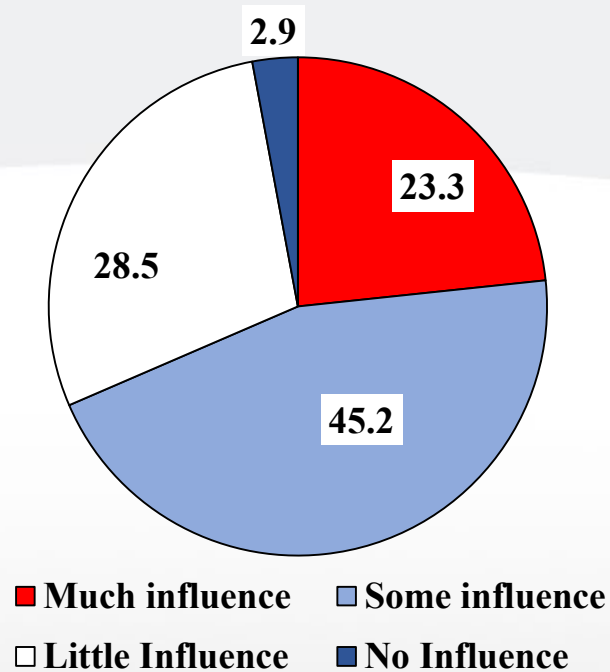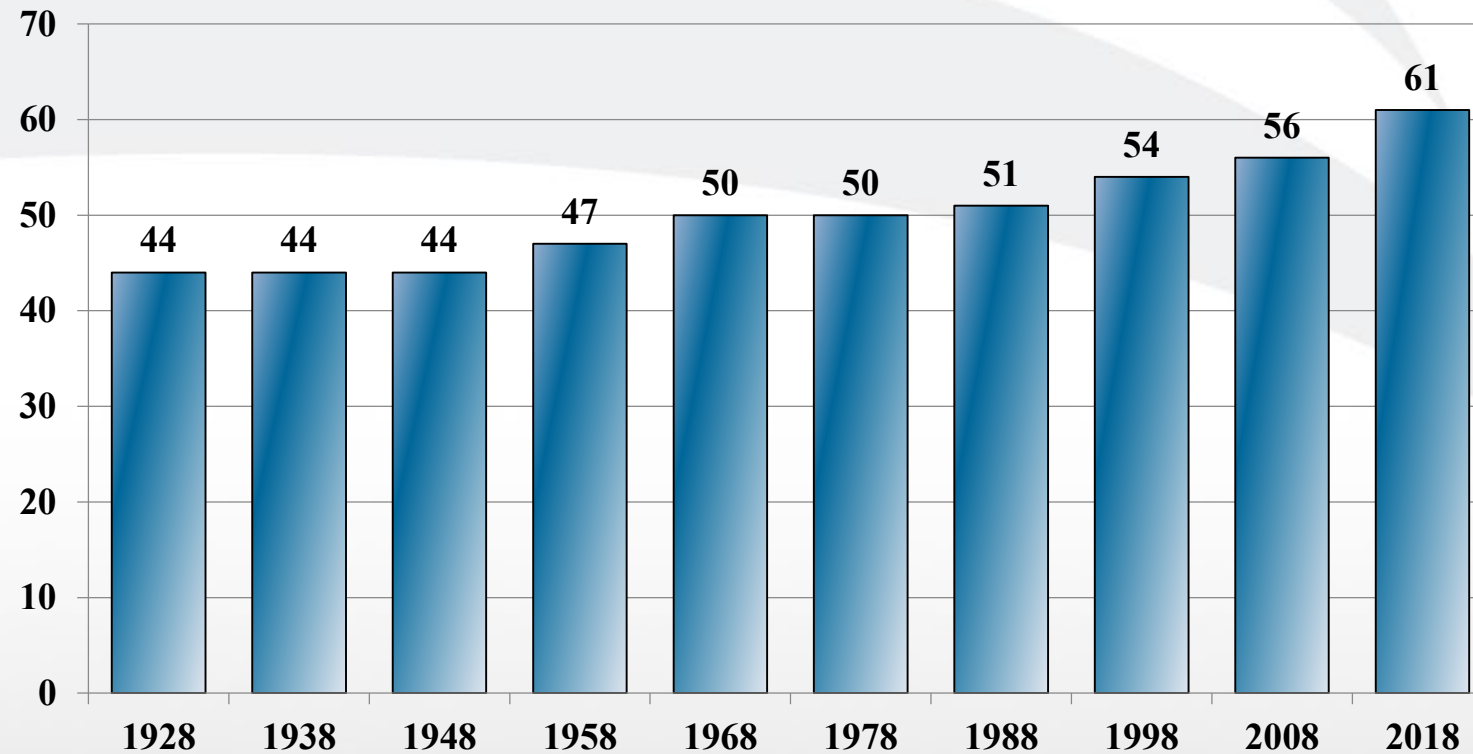| Category	1998	2008	2018
High	48.4	42.3	41.3
Moderate	43.9	40.8	47.3
Low	7.6	15.8	10.8
None	0.1	1.1	0.7
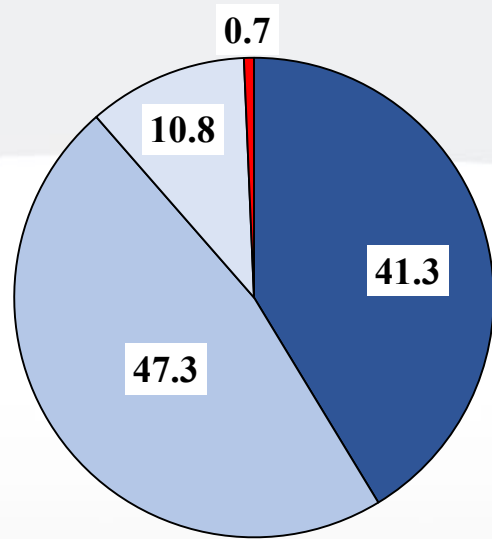
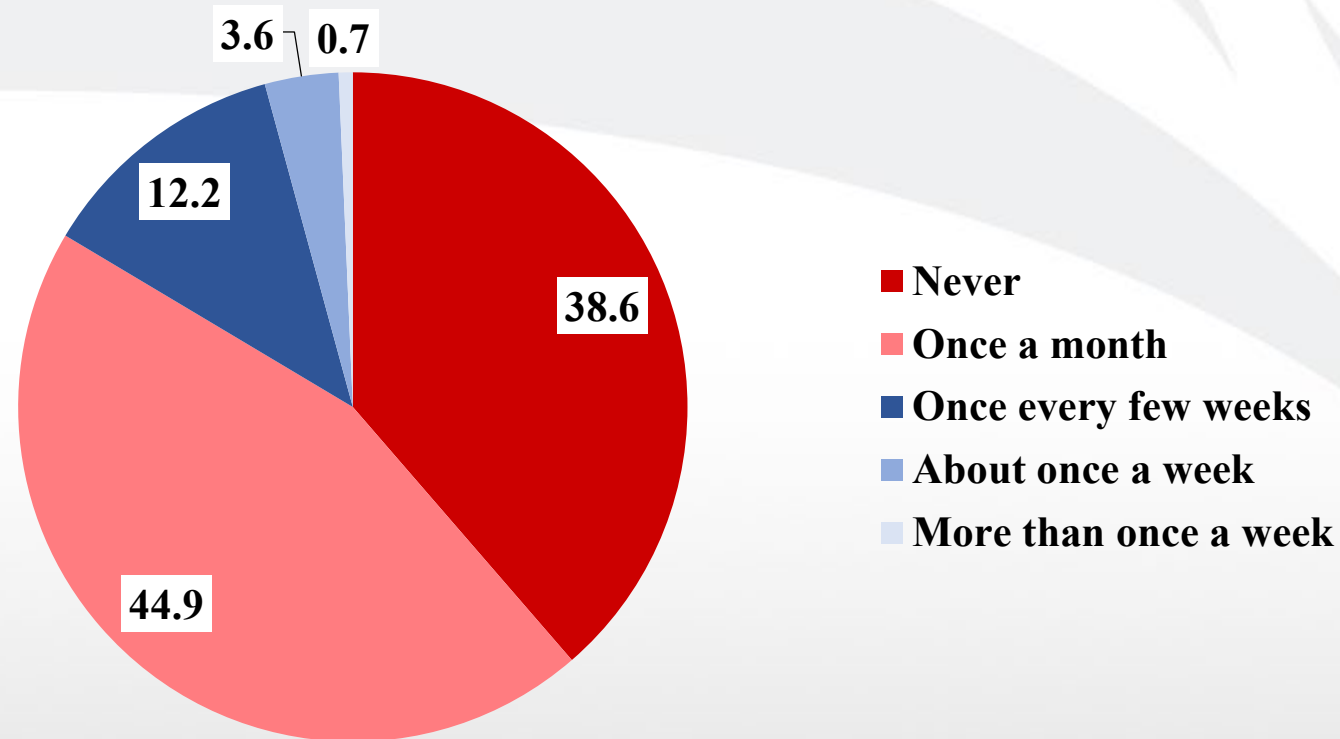# Amount of Delegation of Decision-Making to the School Level by Year
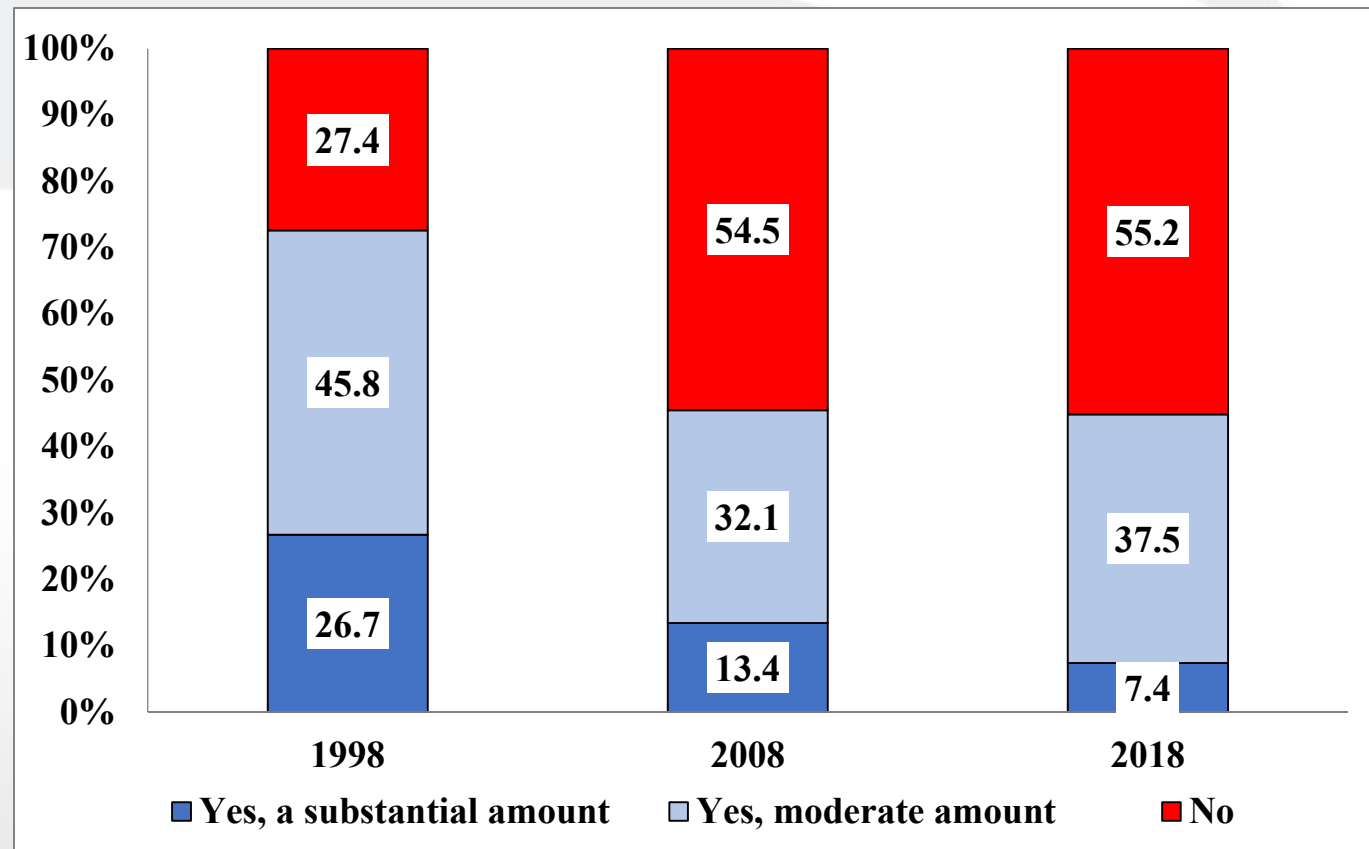
Degree of Influence on District Decisions Influencing Elementary Schools and Education
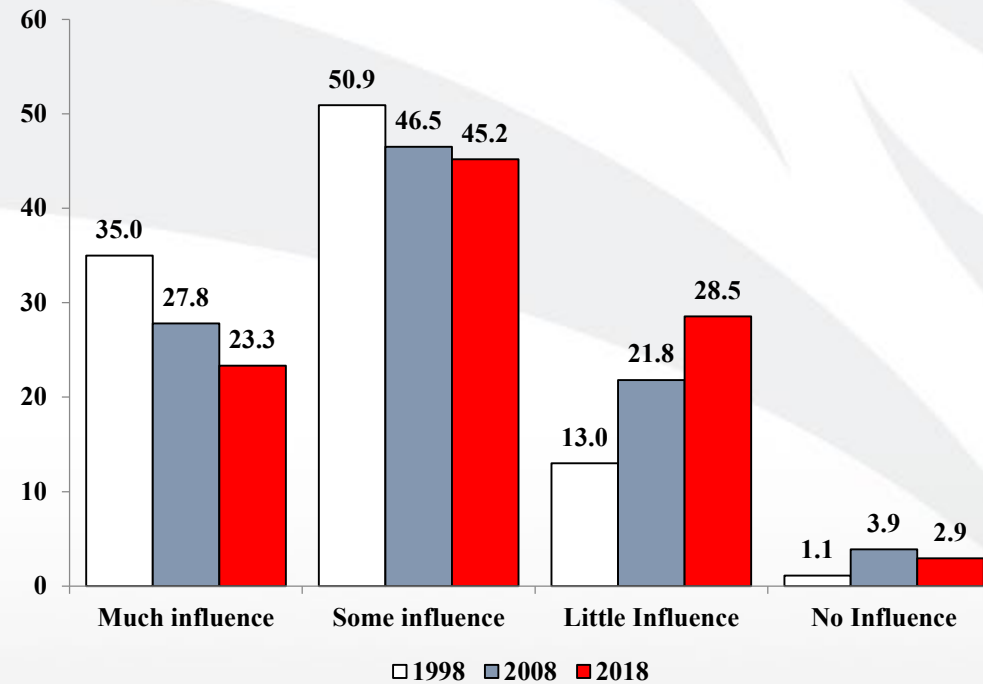
Average Hours per Week During School Year (In- and Out- of School Building)

How frequently are you commended—by personal comment or in writing by the superintendent or other central office administrators—for something you have done as a principal?

Legend:
- Never
- Once a month
- Once every few weeks
- About once a week
- More than once a week

Values: 38.6, 44.9, 12.2, 3.6, 0.7

Areas in Need of Professional Development

Area of Need of Professional Development	High need	Moderate need	Low need	No need
Improving student performance	18.3	52.4	25.6	3.7
Improving staff performance	15.8	51.3	28.7	4.2
Understanding and applying technology	12.8	39.2	38.2	9.9
Time management	12.4	30.6	41.3	15.6
Using social media effectively	11.9	36.6	39.7	11.8
School improvement planning	11.8	41.9	38.2	8.2
Differentiating instruction	10.8	40	40.1	9.1
Monitoring social media issues	10.1	30.3	48.4	11.3

Areas Characterized as either an Extreme or High Concern by 50% or More Principals

| Area	% of principals
Increase in the numbers of students with emotional problems	73.7
Student mental health issues	65.5
Students not performing to their level of potential	62.3
Providing a continuum of services for students who are at risk	61.6
Student assessment	57.2
Student poverty	56.5
Instructional practices	55.8
Teacher performance/effectiveness	55.1
Professional development of staff	55.0
Fragmentation of principal's time	53.5
Management of student behavior	52.5
Financial resources	50.8

Conclusion and Implications

- Principals find the work of leading schools to be gratifying.

- When asked if they would do it all over again, the majority agreed that they would, and 62.4% indicated that they would recommend the principalship as a career to others.

- However, their personal satisfaction was offset by their perceptions of the increasing difficulty of the job as well as their concern that public education is having an increasingly difficult time attracting good people to the profession and then retaining them.
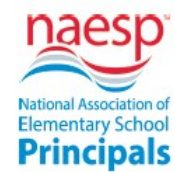
NAESP Mission

To lead in the advocacy and support for elementary and middle-level principals and other education leaders in their commitment to all children.

What We Do

NAESP supports the continual development of its members—principals in many different stages of their careers—through benefits, and awards.

All of our activities are designed to help principals and learning communities achieve desired results for every child.
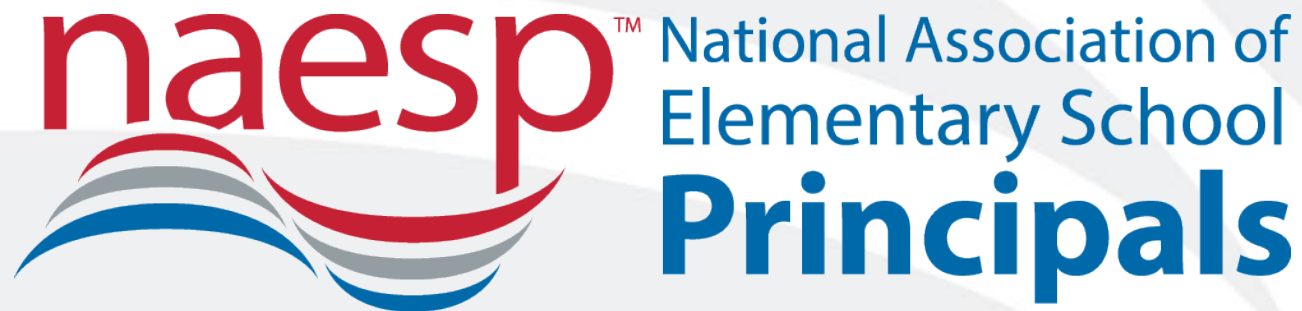
Contact Information

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