A photograph of two young girls sitting on a stone ledge outdoors. The girl on the left is wearing a pink shirt and denim overalls, looking at a smartphone. The girl on the right is wearing a white floral dress and red leggings, also looking at a smartphone. The background shows a wooden ladder and a white wall. The image is overlaid on a blue background with white text and decorative ripples.

**Connecting the
Dots:
How
Professional
Growth Impacts
Student
Achievement**

Today's Learning Targets



- How does quality teaching effect student learning?
- How does effective principal leadership impact student learning?
- What are the elements of effective professional development?

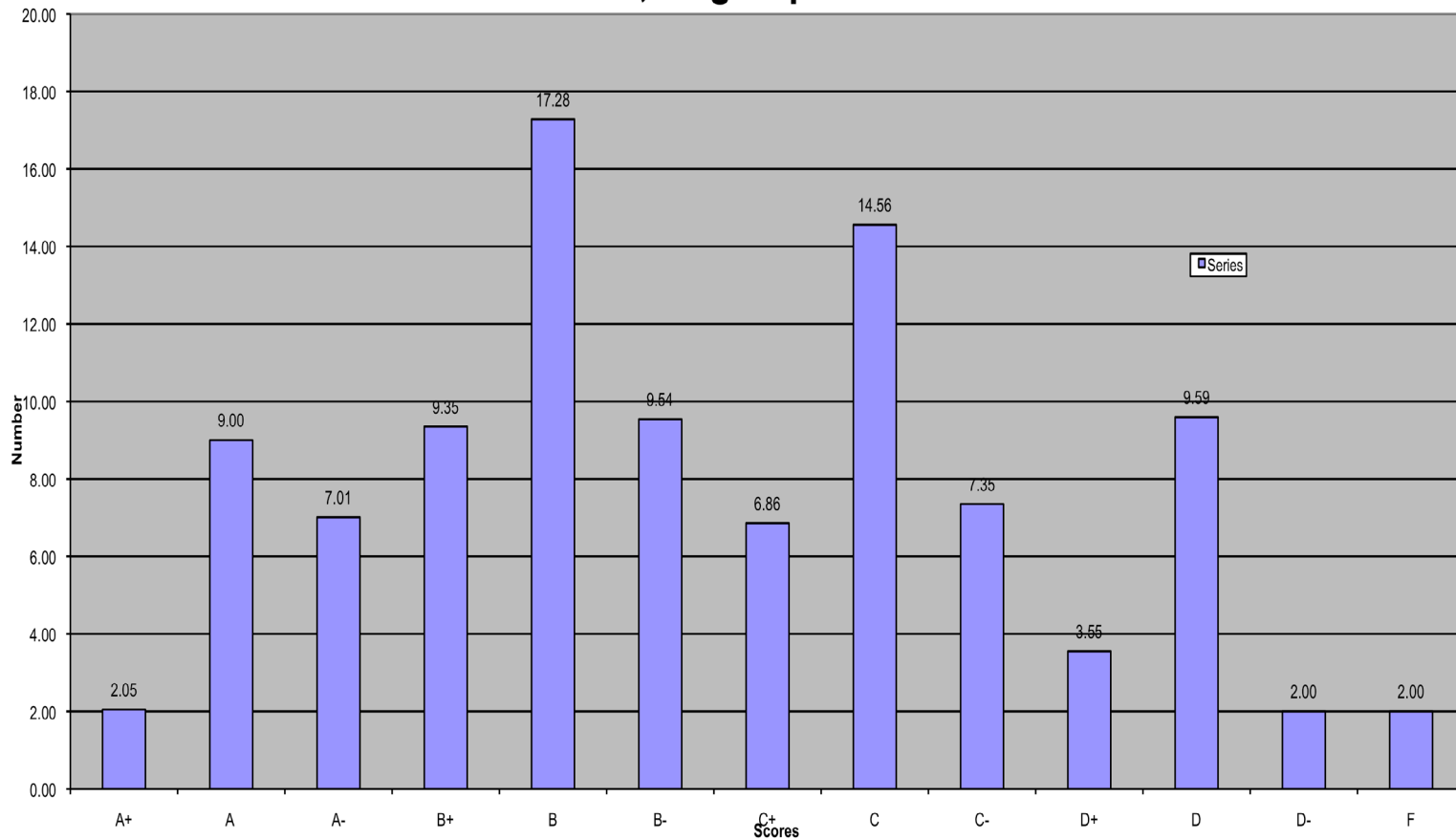
Harvard Video

Change Leadership Group of Harvard 2010

- A =
- A- =
- B+ =
- B =
- B- =
- C+ =
- C =
- C- =
- D+ =
- D =
- D- =
- F =

The Harvard Study Results

Video Scores in United States 4237 individuals, 87 groups



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


Debriefing the Activity

- Do you think you would see a similar distribution in your district's administrators?
- What can you infer from the distribution of the ratings?
- What are the implications?
- What can we do to address this issue?

Effective Teachers



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



Characteristics of Highly Effective Teaching and Learning

learning climate

classroom assessment and reflection

instructional rigor and student engagement

instructional relevance

content knowledge

Report of the National Commission on Teaching and America's Future

What teachers know and can do is the most important influence on what students learn.

Recruiting, preparing, and retaining good teachers is the central strategy for improving our schools.

School reform cannot succeed unless it focuses on creating the conditions in which teachers can teach and teach well.

Effects of High & Low Support

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

	High Home Support	Low Home Support
High Classroom Support	100%	100%
Mixed Classroom Support	100%	25%
Low Classroom Support	60%	0%

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

Effective Principals



Principal Leadership Matters



- Great schools do not exist apart from great leaders!



Principal Leadership Matters

Effective principals:

- Shape a vision for academic success for all students that is based on high standards
- Create a climate hospitable to education (safety, cooperation, etc.)
- Cultivate leadership in others so others in the school take responsibility for the vision

Principal Leadership Matters

Effective principals:

- Improve instruction to help teachers teach at their best
- Manage people, data and processes to foster improvement

Principal Leadership Matters

- Pick the right school leader and great teachers will come and stay.
- Pick the wrong one and, over time, good teachers leave, mediocre ones stay, and the school gradually (or not so gradually) declines.
- Reversing the impact of a poor principal can take years.

The Impact of an Effective Principal

- Standardized test scores 5-10 percentile points higher than those led by an average principal
- Fewer student and teacher absences
- Effective teachers who stay longer
- Ineffective teachers typically replaced with more effective teachers

The Impact of an Effective Principal

Effective principals have the most impact in elementary schools and in high-poverty, high-minority schools.

(From Hull, 2012)



Investing in Our People

Connecting the Dots to Improved Student Achievement

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**





Spending Impact and Student Achievement

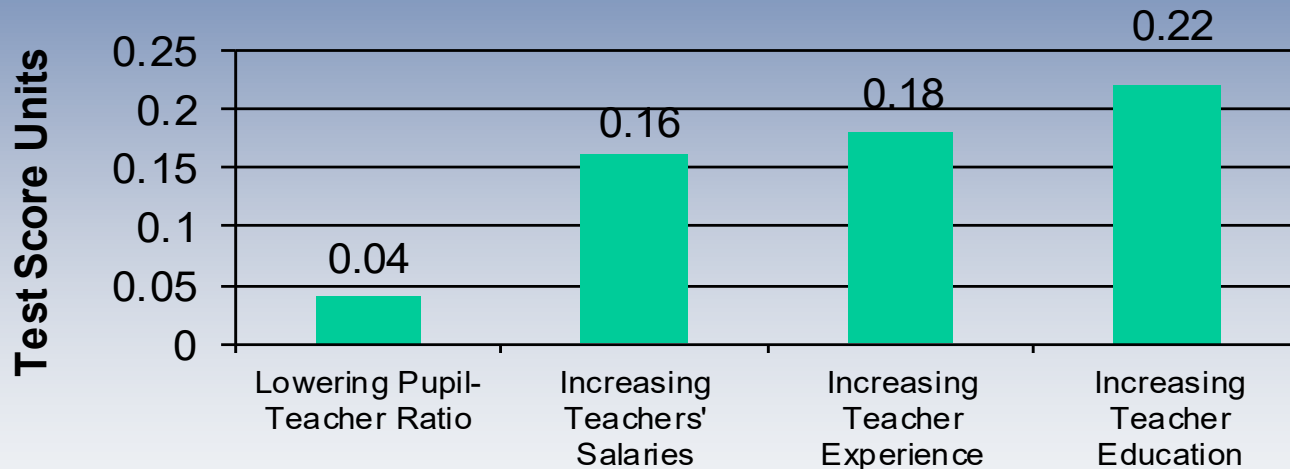
For every \$500 spent, which of the following do you think has the greatest impact on increased student achievement?

- 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



Effective Teacher Professional Development



Skim article, “*Effective Teacher Professional Development*”



With your neighbor, discuss elements of Effective Professional Development



Be ready to share with larger group.

Tony Wagner – *Change Leadership*

Student achievement will not improve unless and until teaching improves.

Higher standards, more testing, smaller schools, etc. do not, by themselves, improve teaching.

Teachers, working alone, with little or no feedback on their instruction, will not be able to improve significantly—no matter how much professional development they receive.

Superintendent
and Central
Office



Principals and
Assistant
Principals



Instructional
Coaches



Teachers



Best Practices in Growing Professional Educators



Read article, “*Leadership for Student Learning*” (pages 42-49) highlighting key concepts.



With your neighbor, discuss the key aspects of the article.



Be ready to share with larger group.

What does this say to you?

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

Our Target: Moving our Students Forward in their Learning

The emphasis is on developing a “learning community” of instructional leadership for district administrators, principals, assistant principals, and teachers from which high quality teaching and learning is identified, deconstructed, and strategically developed in classrooms. The result is a focused and insightful approach to effective instructional leadership and teaching/learning excellence.



Dr. Thomas Fowler-Finn

Choosing the Right Drivers

Building Collective Capacity

➤ The Right Drivers

- Investing in building capacity
- Develop a teamwork mindset
- Focus on Instructional Pedagogy
- Whole System Change

➤ The Wrong Drivers

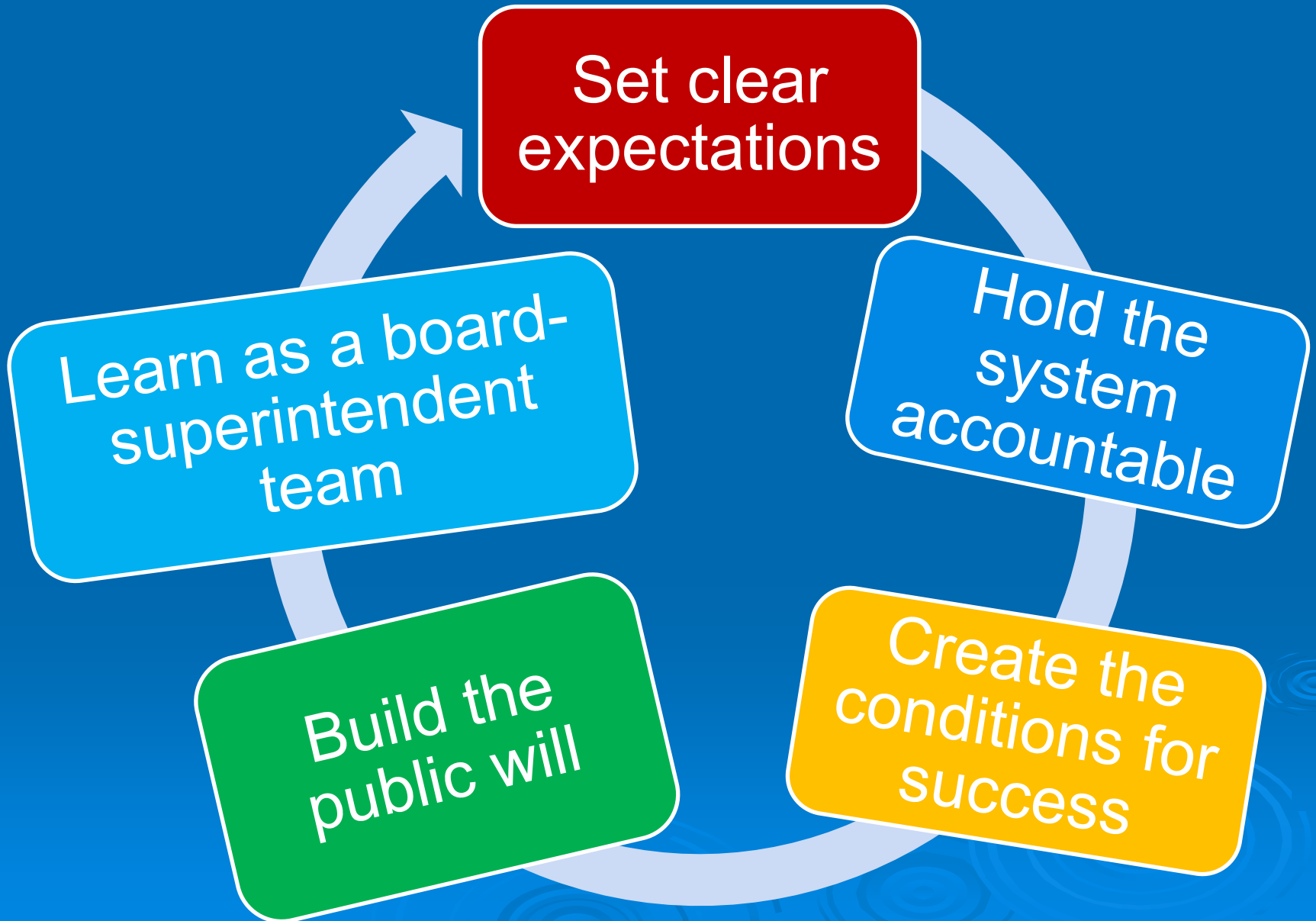
- Focus on Accountability
- Try to work in isolation
- Focus on “Technology”
- Fragmented PD

The right drivers are effective because they work directly on “changing the culture” [to continuous learning]. Michael Fullan

How can the board and superintendent team ensure your building capacity within your school district?



5 Roles of the School Board





5 ROLES OF THE BOARD: LEADERSHIP REGARDING SYSTEM PROFESSIONAL DEVELOPMENT

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

SUCCESS



WHAT PEOPLE THINK
IT LOOKS LIKE

SUCCESS

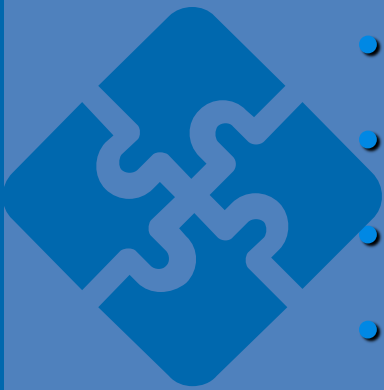


WHAT IT REALLY
LOOKS LIKE

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.