

INSTRUCTIONAL LEADERSHIP: *PUTTING ITS PRINCIPLES INTO PRACTICE*

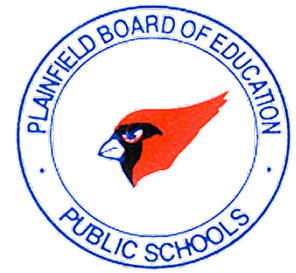
Dr. Steve Gallon III
Superintendent of Schools

Plainfield Public Schools
Professional Development Day
Friday, March 12, 2010

LEADERSHIP

Leadership is action, not position.

-Donald H. McGannon



Paradigms of the Principal Leadership

- For any real learning to occur, the safety and security are prerequisite.
- The role is designed to help teachers improve students' learning.
- Health and human services must be connected to schooling in order to improve learning.
- Principals are paid more because they are held responsible and are accountable for the effectiveness of the total school.
- Teachers who can “control” their classrooms are not necessarily good teachers. Student learning is the criterion for deciding teacher effectiveness and impact.
- Parents are to be treated as invaluable sources of information about their children, resources in the educational process, and partners in meeting the needs of students.
- Everyone who enters the school should be treated with respect and exit with pride.
- Leadership is helping people demand what is in their best interest.
- Admitting shortcomings of the school and oneself is the first step toward improvement.
- Real leaders don't stonewall or cover up. They reveal and “say what is so.”
- There is no greater benefit to a school than the removal of an ineffective teacher.
- To be accountable for instruction, the principal must engage in its processes.
- Ultimately, the principal must keep adults and students focused on education.

STRONG SCHOOL LEADERSHIP



Strong school leadership is the process of putting the best interest of the school's children ahead of the convenience of adults.

GALLON'S THEORY OF ACTION

$$B + K \times A = I$$

GTA CONSTRUCT



Impact

Action

Knowledge

Beliefs



PIMRS SURVEY

“10” HIGHLY EFFECTIVE PRACTICES FOR SUCCESSFUL SCHOOL LEADERSHIP

1. Framing School Goals
2. Communicating School Goals
3. Supervising & Evaluating
4. Coordinating Curriculum
5. Monitoring Student Progress
6. Protecting Instructional Time
7. Maintaining High Visibility
8. Providing Incentives for Teachers
9. Promoting Professional Development
10. Providing Incentives for Learning

A decorative orange shape is located in the top-left corner, consisting of a vertical bar and a horizontal bar that meets at a rounded corner. A thick blue horizontal bar spans across the middle of the slide.

Excellence is not an act, but habit.

-ARISTOTLE

PRINCIPAL LEADERSHIP EFFECTIVENESS CONTINUUM

- Spends 90%-100% on Leadership/People Activities
- Visits Classrooms Daily & Throughout Day
- Knows, Understands, & Articulates Student Data
- Relates Well & Often to Parents/Stakeholders
- Holds High Performance Standards for Self & Others
- Embraces Measurable Performance Standards
- Presents Information Regarding School Improvement efforts
- Holds Self Accountable for School/Student Success

INEFFECTIVE



EFFECTIVE

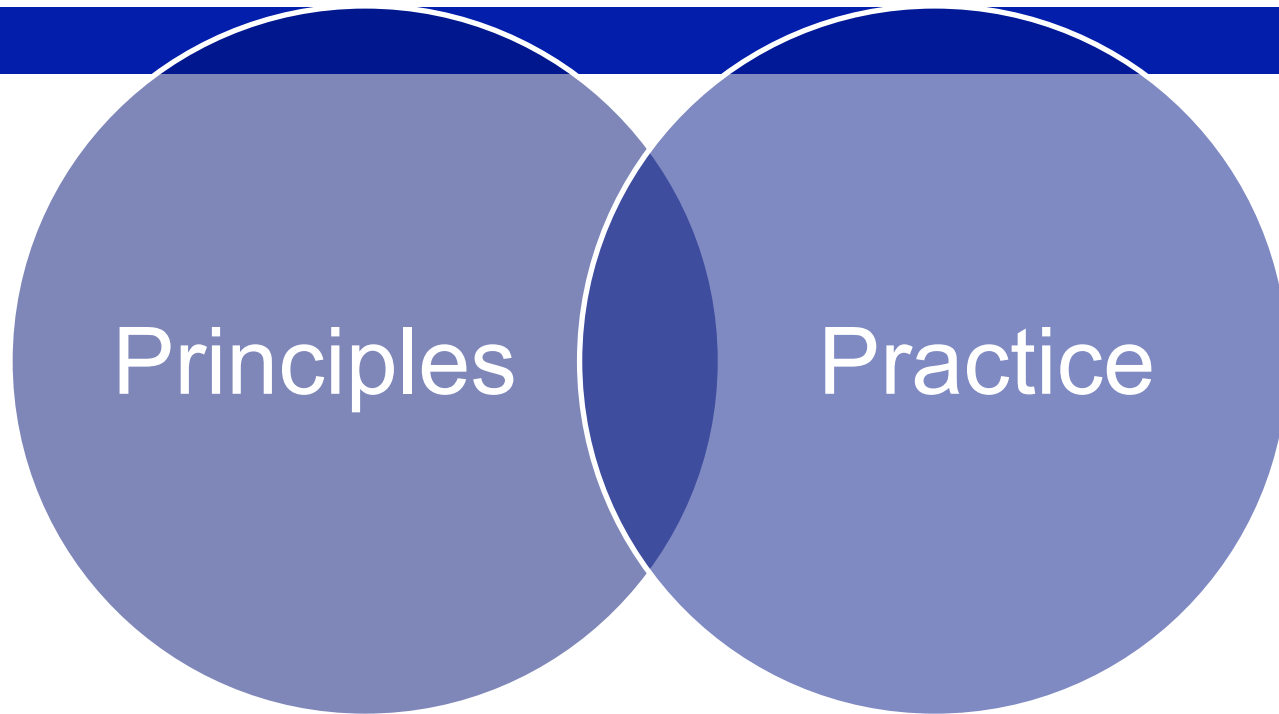
- Spends 90%-100% on Management/Office Activities
- Visits Classrooms Weekly & Sparingly
- Relies Heavily on others for Student Data Issues
- Relates Poorly & Infrequent with Parents/Stakeholders
- Accepts or Ignores Mediocrity or Poor Performance
- Avoids/Resents Measurable Standards
- Delegates, Presentations, Totally to Others
- Places Accountability for School/Student Success on Others

CHANGE

Change has been described as inevitable.

It has never been described as easy.

MAKING THE CONNECTION



Principles

Practice

Framing School Goals

- Develops a focused set of annual school-wide goals
- Frames the school's goals in terms of staff responsibilities for meeting them
- Uses needs assessment or other formal and informal methods to secure student input on goal development
- Uses data on student performance when developing the school's academic goals
- Develops goals that are easily understood and used by teachers in the school

Communicating School Goals

- Communicates the school's mission effectively to members of the school community
- Discusses the school's academic goals when making curricular decisions with teachers
- Refers to the school's academic goals when making curricular decisions with teachers
- Ensures that the school's academic goals are reflected in highly visible displays in the school (e.g. Posters or bulletin boards emphasizing academic progress)
- Refers to the school's goals or mission in forums with students (e.g., in assemblies or discussions)

Supervising & Evaluating

- Ensures that the classroom priorities of teachers are consistent with goals and direction of the school
- Reviews student work products when evaluating classroom instructions
- Conducts informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference)
- Points out specific strengths in teacher's instructional practices in post observation feedback (e.g. in conferences or written evaluations)
- Points out specific weaknesses in teacher instructional practices in post observation feedback (e.g., in conferences or written evaluations)

Coordinating the Curriculum

- Make clear who is responsible for coordinating the curriculum across grade levels (e.g., the principal, vice principal or teacher-leader)
- Draw upon the results of school-wide testing when making curricular decisions
- Monitor the classroom curriculum to see that it covers the school's curricular objectives
- Assess the overlap between the school's curricular objectives and the school's achievement test
- Participate actively in the review of curricular materials

Monitoring Student Progress

- Meet individually with teachers to discuss student progress
- Discusses academic performance results with the faculty to identify curricular strengths and weaknesses
- Uses tests and other performance measures to assess progress toward school goals
- Informs teachers of the school's performance results in written form (e.g., in a memo or newsletter)
- Informs students of school's academic progress

Protecting Instructional Time

- Limits interruptions of instructional time by public address announcements
- Ensures that students are not called to the office during instructional time
- Ensures that tardy and truant students suffer specific consequences for missing instructional time
- Encourages teachers to use instructional time for teaching and practicing new skills and concepts
- Limits the intrusion of extra-and co-curricular activities on instructional time

Maintain High Visibility

- Takes time to talk informally with students and teachers during recess and breaks
- Visits classrooms to discuss school issues with teachers and students
- Attends/participates in extra-and co-curricular activities
- Covers classes for teachers until a late or substitute teacher arrives
- Tutors students or provide direct instruction to classes

Provide Incentives for Teachers

- Reinforces superior performance by teachers in staff meetings, newsletters, and/or memos
- Compliments teachers privately for their efforts or performance
- Acknowledges teachers' exceptional performance by writing memos for their personnel files
- Rewards special efforts by teachers with opportunities for professional recognition
- Creates professional growth opportunities for teachers as a reward for special contributions to the school

Promote Professional Development

- Ensures that inservice activities attended by the staff are consistent with the school's academic goals
- Actively supports the use of skills acquired during inservice training in the classroom
- Obtains the participation of the whole staff in important inservice activities
- Leads or attends teacher inservice activities concerned with instruction
- Sets aside time at faculty meeting for teachers to share ideas or information from inservice activities

Provide Incentives for Learning

- Recognizes students who do superior academic work with formal rewards such as an honor roll or mention in the principal's newsletter
- Uses assemblies to honor students for academic accomplishments or for behavior or citizenship
- Recognizes superior student achievement or improvement by seeing students in office with their work
- Contacts people to communicate improved or exemplary student performance or contributions
- Supports teachers actively in their recognition and/or reward of student contributions to and accomplishments in class

Leadership

If God has given you leadership ability, take the responsibility seriously.

Romans 12:8

FINAL THOUGHTS

- Lead by Example-”Walk the Talk”
- Learn, Study, & Know Your “Craft”
- Keep it Simple. Keep it ‘Real’
- Celebrate Success
- Be Accountable
- Be Hopeful & Optimistic
- Develop a “Service Attitude”
- Prepare & Aim for the “Heart & Head”
- Commit to Making & Measuring the Difference you make in the Learning & Lives of Children & People