The Role of the District and Board

The Leadership and Learning Center
www.LeadandLearn.com

(866) 399-6019
Dr. Brian McNulty

Dr. Brian McNulty is a Professional Development Associate for the Leadership and Learning Center.

Brian brings 30 years of experience as a nationally recognized educator in leadership development to his current position at the Leadership and Learning Center. Prior to this he served as the Vice President for Field Services at the Mid-continent Research for Education and Learning (McREL). Before coming to McREL, he was an Assistant Superintendent for Adams County School District 14, and the Assistant Commissioner of Education, for the Colorado Department of Education.

Brian's work and writing have been featured in books, scholarly journals and periodicals throughout the world. An author of more than 40 publications, Brian’s most recent book, *School Leadership that Works: from Research to Results*, an ASCD publication is co-authored with Robert Marzano and Tim Waters.

In addition to being a leading authority on Leadership Development, Brian’s extensive experience in working with schools and districts, his knowledge of the research on school and district effectiveness and his ability to translate this research into practical applications have created the opportunities for him to work as a long terms partner with school districts, state education agencies and other educational service agencies. He is also in demand as a keynote speaker.

Brian can be reached at BMcNulty@LeadandLearn.com.
The Work of the Board and Central Office

Presented by
Brian A. McNulty Ph.D.
The Leadership and Learning Center
www.LeadandLearn.com
(866) 399-6019

Superintendent and Central Office Reform

Premise
Leadership Matters
We know that the leaders response is often the decisive factor in determining whether there is success or failure in turning schools around.

And yet....


Most decision makers accept failure rather than intervene


School district leaders who wish to improve the performance of all students within their system must make a concerted effort to employ the central lever that is in their power to improve student learning- The fulcrum of instructional improvement.

“Research (has) show(n) that districts can influence school improvement efforts, (however) weak guidance from knowledgeable central office staff undermines (the) schools use of knowledge”


The purpose of leadership is the improvement of instructional practice and performance, regardless of role


“Essential Questions Every District Must Ask”
1. Are we clear about the learning outcomes? (What)
   * Big ideas and essential questions
   * Coherent curriculum and support materials
2. Do we have a shared vision and expectations of powerful instruction and learning? (How)
Essential Questions
3. How do we know if students and staff are making progress? (How well)
   - Effective use of data
   - More frequent assessments
   - Internal accountability
4. Does our system of support and learning effectively address these issues? (What else do we need to learn?)

Getting the Central Office Organized Around These Four Questions to Support Student Achievement

1. Are We Clear About the Learning Outcomes?
Decentralization efforts resulted in too much fragmentation in curriculum and instruction. This has led to the need for districts to specify a scope and sequence for curriculum and research-based instructional techniques.


District Role

Schools and students benefit when districts clearly articulate what the expectations are, how learning will be measured, and how schools will be held accountable.


Clarity and Communication of Learning Outcomes

The essential content and expectations for all students have been identified and communicated

• Power Standards are developed and “unwrapped” to develop curricula, curriculum maps, common pacing guides, coherent unit/lesson templates
• Teachers identify critical learning and input experiences
Clarity and Communication of Learning Outcomes

• Teachers assure that the essential content is communicated and addressed
• Expectations are modeled for students
• Performance standards and assessments, based on the learning outcomes, are present for every lesson and unit

Knapp et. al. (1995) Found that “most teachers… received mixed signals (from the district) about what to teach.”


2. Do we have a shared vision and expectation of powerful instruction and learning?

At the district level
and
The building level
What Should Exist

“Clear expectations for instruction are as critical as clear expectations for student learning.”


1. Knowing Good Instruction
2. Defining Your Instructional Program?
1. Knowing Good Instruction

The district leadership team headed by the superintendent needs to have a shared vision of high performance

Simmons, J. (2006), Breaking Through: Transforming Urban Schools

“If district leaders do not articulate a coherent vision of good instruction, they will cede instructional leadership either to
- individual schools or
- outside providers, or
- some unmanageable combination of the two.

The consequences of this will be uniform mediocrity at worst, and far flung variation at best.”


Some Recent Research on Instruction and Engagement

Authentic Pedagogy

• Higher levels of student performance when instruction focused on
  ➢ Active learning
  ➢ In real-world contexts
  ➢ Calling for higher level thinking skills
  ➢ Extended writing
  ➢ Demonstration

The basic generalization is that learners must actively engage in the processing of information, and that the teaching and learning process involves interaction among the teacher, the students, and the content.


School leaders will succeed or fail depending on whether they master the practice of instructional improvement in classrooms and schools


Follow Up

- The district should develop a “draft” list of high quality instruction “look fors”
- Superintendents should work with their leadership team and staff to gain consensus
- Refine this list to use in walk throughs
What is the Instructional Focus of Your District?

2. Defining Your Instructional Program?

District Level

District Responsibilities

• The district has adopted clear goals for instruction and achievement
• Schools have “Defined Authority,” schools are aligned with district goals for achievement and instruction
• The district has adopted a research-based approach to instruction

Superintendents in Successful Districts

• Were active in monitoring curriculum and instruction in classrooms and schools
• Were active in supervision, evaluation, and mentoring of principles
• Exercised tighter controls over decisions about what would be taught and what would be monitored


School Level

School Roles

• Schools are aligned with the district achievement and instructional goals
• And have adopted clear goals for student achievement
• Schools implement the district instructional program

Principal Level

- **Knowledge of CIA:** The principal is knowledgeable about current curriculum, instruction, and assessment practices
- **Monitor and evaluate:** Monitors and evaluates the effectiveness of school practices, and their impact on student performance


Principal Level

- **Involvement in CIA:** The principal is directly involved in the design and implementation of curriculum, instruction, and assessment practices


Classroom Level
David and Shields (2001) concluded that “clear expectations for instruction are as critical as clear expectations for student learning.”


### Nine Categories of Effective Instructional Strategies

<table>
<thead>
<tr>
<th>Category</th>
<th>ES</th>
<th>Percentile Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying similarities and differences</td>
<td>1.60</td>
<td>45</td>
</tr>
<tr>
<td>Summarizing and note taking</td>
<td>1.00</td>
<td>34</td>
</tr>
<tr>
<td>Reinforcing effort &amp; providing recognition</td>
<td>.80</td>
<td>29</td>
</tr>
<tr>
<td>Homework and practice</td>
<td>.77</td>
<td>28</td>
</tr>
</tbody>
</table>


### Nine Categories of Effective Instructional Strategies

<table>
<thead>
<tr>
<th>Category</th>
<th>ES</th>
<th>Percentile Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonlinguistic representations</td>
<td>.75</td>
<td>27</td>
</tr>
<tr>
<td>Cooperative learning</td>
<td>.73</td>
<td>27</td>
</tr>
<tr>
<td>Setting objectives and providing feedback</td>
<td>.61</td>
<td>23</td>
</tr>
<tr>
<td>Generating &amp; testing hypotheses</td>
<td>.61</td>
<td>23</td>
</tr>
<tr>
<td>Questions, cues, and advance organizers</td>
<td>.59</td>
<td>22</td>
</tr>
</tbody>
</table>
What Could Be Included in an Instructional Framework?

- Coherent curricula – (Based on a limited number of standards and benchmarks) the Big Ideas and Essential Questions
- Curriculum support materials
- Curriculum maps, pacing guides, common syllabi

What Could Be Included in an Instructional Framework?

- Unit/ Lesson templates
- Instructional strategies
- Data- Frequent use of Common Formative Assessments
- PD- embedded in data driven PLC’s

Instructional Framework

- Ultimately your want a common instructional framework that integrates curriculum, teaching strategies and professional development

All of the above should be co-created with teachers and provide for learning
3. How do we know if students and staff are making progress?

**Monitoring and Feedback**

Monitoring and feedback are critical at all levels

The concept of monitoring and feedback is a central finding in the research; the more frequent the assessment and feedback, the better

* This includes systematic data collection and analysis of assessments, leadership and teaching practices, data use, and feedback of information to students, teachers and administrators
Superintendents in Successful Districts Were:

- Active in monitoring curriculum and instruction in classrooms and schools
- Active in supervision, evaluation, and mentoring of principles (monitoring)
- They exercised tighter controls over decisions about what would be taught and what would be monitored


Effective vs. Ineffective Principals
Both tend to promote the same reforms — e.g. looking at data, teacher teams, etc.
- The difference however is follow through — Effective principals closely monitor to ensure follow through


Classroom Level
Research Findings

• Major reviews of research on the effect of formative assessment indicate that it is one of the most powerful strategies in a teacher’s arsenal


Achievement Gains Assoc. with Number of Assessments Over 15 Weeks

<table>
<thead>
<tr>
<th>Number of Assessments</th>
<th>Effect size</th>
<th>Percentile Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>0.34</td>
<td>13.5</td>
</tr>
<tr>
<td>5</td>
<td>0.53</td>
<td>20.0</td>
</tr>
<tr>
<td>10</td>
<td>0.60</td>
<td>22.5</td>
</tr>
<tr>
<td>15</td>
<td>0.66</td>
<td>24.5</td>
</tr>
<tr>
<td>20</td>
<td>0.71</td>
<td>26.0</td>
</tr>
<tr>
<td>25</td>
<td>0.78</td>
<td>28.5</td>
</tr>
<tr>
<td>30</td>
<td>0.82</td>
<td>29.0</td>
</tr>
</tbody>
</table>


The research conclusively shows that formative assessment significantly improves learning.

The gains in achievement (0.7) are considerable, amongst the largest ever reported for educational interventions.

These same outcomes were reported by Fuchs and Fuchs (1986) in their meta analysis of 21 controlled studies. They reported that providing two assessments per week results in an effect size of 0.85 or a percentile gain of 30 points.

Accountability needs to be:
1. Internal,
2. Reciprocal, and
3. Holistic

1. Internal accountability precedes external accountability


Schools are unlikely to successfully respond to any external demands for demonstrable student performance unless they have their own internal environment for holding people accountable


School personnel must share a coherent, explicit set of norms and expectations about what a good school looks like before they can use signals from the outside to improve student learning


Developing Internal Accountability
1. Internal accountability consists of: clear, shared expectations about what constitutes high quality instruction-
• classroom by classroom
• subject by subject
• grade by grade

Developing Internal Accountability

2. Effective methods for engaging teachers, principals and others in learning from each other, and
3. Ways of monitoring both

Simmons, J. (2006), Breaking Through: Transforming Urban Schools

Effective schools have a clear, strong internal focus on issues of instruction, student learning, and expectations for teachers and students performance


2. Accountability is reciprocal
If anyone’s practice is subject to observation, analysis, and critique, then everyone’s practice should be.

For every increment of performance from you, I have an equal responsibility to provide you with the capacity to meet that expectation.


Likewise for every investment you make in my skills and knowledge, I have a reciprocal responsibility to demonstrate some new increment of performance.

This is the principle of “reciprocity of accountability for capacity”


Designed everyone’s work primarily in terms of improving the capacity and performance of someone else.

Reciprocal Accountability

• Therefore………

the central office is accountable for making sure schools have the training, support and tools to do their jobs well


Therefore the superintendent should be a collaborative leader

• Caveat -- Leadership for most superintendents remains the model of command and control


Turn the central office into a support center rather than a command and control center

Simmons, J. (2006), Breaking Through: Transforming Urban Schools
3. Accountability is Holistic

Framework for Effective Accountability Systems

Three-tiered system:

- System-wide indicators — Commitment to high standards for all
- School-based indicators — Recognition of school differences and focus on improvement
- Narrative — Not everything can be described with a number


Two Types of Data

Effect Data: i.e. the outcomes, student achievement results from state, district, school, grade level or classroom initiated — formative and summative

Cause Data: i.e. What caused these outcomes? Information based on actions of the adults in the system

A Final Word

Advocating Without Mandating
Direction vs. Dictating

“Creating an infrastructure to support teacher learning… and finding the right balance of authority and discretion present significant challenges to district leaders.”

The balance between specificity of instructional reform and teacher autonomy is delicate


“Improving practice can only be done by teachers, not to teachers.”


Direction vs. Dictating

Make the conscious decision to openly advocate for the essential components, but not to require them

Recommendations for District Leadership

Among the recent research studies, there appears to be consensus about the importance of:

1. A district culture that emphasizes that achievement is the primary responsibility of every staff member in the district and the central office is a support and service organization for the schools


2. Put a primary focus on improving instruction, accompanied by a high level of resources devoted to coherent professional development linked to research-based practices


3. Focus attention on analysis and alignment of curriculum, instructional practices and assessments


4. The need to provide professional development for principals and teachers in interpreting data to make good instructional decisions

Recommendations for District Leadership

5. Leadership should not be a forced choice between centralized control and decentralized empowerment of the schools


Recommendations for District Leadership

6. The school is the essential unit of change. Context matters. Scaling up best practices means developing the capacity within schools for teachers and administrators to adapt to promising practices and to draw on the unique features of each school and community in effecting change

Recommendations for District Leadership

7. The superintendent should set the example as a collaborative leader
The true purpose of educational reform is to foster deep and lasting improvement in quality of instruction inside the classroom.


Evaluation and Feedback
Your ideas and reflections are important to us. Please take time to complete the short evaluation form that we reviewed at the beginning of this seminar.

The Leadership and Learning Center
(866) 399-6019
www.LeadandLearn.com

THANK YOU!

The Leadership and Learning Center
(866) 399-6019
BMcnulty@LeadandLearn.com
www.LeadandLearn.com
For additional resources please visit LeadAndLearn.com

Focus on Achievement (CPA's Newsletter)

September 2005: Volume 7- No. 1 (PDF)
Featuring: Recipe for Success: Putting it All Together; Questions from the Real World with Lynn Howard; ARRIVE: A Reflection Journal by Dr. Amy Whited and Patricia Trujillo; Norfolk Wins Broad Prize; and more . . .

February 2005: Volume 6 - No. 3 (PDF)
Featuring: Special Ed Practices Good for All Students; Questions from the Real World with Dr. Craig Drennon; Beyond the Numbers by Dr. Stephen White; Center for Performance Assessment releases first volumes in Write to Know series; and more . .

November 2004: Volume 6 - No. 2 (PDF)
Featuring: Effective Changes at Real Schools; Questions from the Real World with Dr. Angela Peery, Four Books by Dr. Douglas B. Reeves Now Available as Audio CDs; Standards-Based Checklists Offer Convenience, Economy; and more . .

September 2004: Volume 6 - No. 1 (PDF)
Featuring: Effective Changes at Real Schools; Questions from the Real World with Lisa Carbón, and more . . .

February 2004: Volume 5 - No. 3 (PDF)
Featuring: Taking Data Analysis to the Next Level, Best Practices at Sevier School District, Accountability for Learning, Questions from the Real World with Peg Portscheller, and more . .

November 2003: Volume 5 - No. 2 (PDF)
Featuring: The Data Quandary—Year-to-Year or Cohort?, Best Practices at Whittier Union, Assessing Educational Leaders, Questions from the Real World with Donna Anderson-Davis, and more . .

September 2003: Volume 5 - No. 1 (PDF)
Featuring: Data Without Tears—Accountability As a Treasure Hunt, Best Practices at Foust Elementary, NSDC recognizes Learning Connection Online, Questions from the Real World with Stephen White, and more . .

February 2003: Volume 4 - No. 3 (PDF)

November 2002: Volume 4 - No. 2 (PDF)

September 2002: Volume 4 - No. 1 (PDF)

March 2002: Volume 3 - No. 3 (PDF)
Featuring: Putting It All Together - Part 4: Focused District Leadership: The Key to Unlocking Student Achievement, Best Practices, FAQ with Craig Ross, and more . .

January 2002: Volume 3 - No. 2 (PDF)

November 2001: Volume 3 - No. 1 (PDF)
Featuring: Putting It All Together - Part 2: The Key to Improved Student Achievement, Best Practices, FAQ with Nan Woodson, and more . .
E-Mail Newsletters

December 2005
Featuring: Best Practices at Millennium Middle School; Questions and Answers from the Real World — How frequently should benchmark assessments be given?; "The 90/90/90 Schools: A Case Study" from Accountability in Action; Denver Area Seminars

October 2005
Featuring: Best Practices at Hazelwood School District; Questions and Answers from the Real World — Involving Community Members in Task Forces?; Norfolk Wins Broad Award; Denver Area Seminars; How to Work Smarter, not Harder

March 2005
Featuring: Best Practices Update at Wright Elementary and Elkhart Community Schools; Douglas Reeves Keynote in Salem, MA; Questions and Answers from the Real World — Students Change Each Year; Why Create Pacing Guides?; Excerpt from "Unwrapping" the Standards—The Step-by-Step Process

February 2005
Featuring: Best Practices at Nogales High School; Questions and Answers from the Real World — Don't All These Assessments Waste Too Much Time?; Write to Know Series; Special Certification Training/Douglas Reeves Keynote Presentation in Salem, MA

January 2005
Featuring: Best Practices at Pleasant Valley Elementary; Questions and Answers from the Real World — What Lesson Plan Format Is Best?; Staff Developers Day with Dr. Douglas Reeves; Antecedents of Excellence

December 2004
Featuring: Phi Delta Kappan and Educational Leadership Print Articles by Douglas B. Reeves, Ph.D.; Effective Changes at Real Schools; Questions and Answers from the Real World — Students Change Each Year; Why Create Pacing Guides?; Excerpt from "Unwrapping" the Standards—The Step-by-Step Process

November 2004

October 2004
Featuring: Best Practices at DuPage 88; Audio clip from The Leadership-Learning Connection; Seminars Scheduled, Certification Training Dates Open; Q & A from the Real World — Should Zeros Be Assigned for Missed Work?; Center Introduces Standards-Based Observation Pads

September 2004
Featuring: Best Practices at Crete-Monee; Excerpt from Accountability for Learning; Seminars Scheduled, Certification Training Dates Open; Q & A from the Real World — Should Students Be Held to a One-Size-Fits-All Rubric?; Center Now Offering "Making Student Achievement Work" Posters

August 2004
Featuring: Best Practices at Village Academy; Excerpt from Power Standards; Seminars Scheduled, Certification Training Dates Open; Q & A from the Real World — How Should We Set Up Our Disaggregated Data for Review?; Olympic Gold or a Standards Bar: Why Standards Make Success Possible for All Students

July, 2004
Featuring: Why We Hate Standards; Excerpt from Making Standards Work; New Seminars Scheduled, Certification Training Dates Added; Q & A from the Real World — Holding Students Accountable When They Don't Do the Work

June, 2004
Featuring: Best Practices at Gainesville City Schools; Excerpt from Five Easy Steps to a Balanced Math Program; New Seminars Scheduled, Q & A from the Real World — Is Teaching to the Test Wrong?

May, 2004
Featuring: Best Practices at Rubidoux High School (CA); Excerpt from 101 More Questions & Answers about Standards, Assessment, and Accountability; New Seminars Scheduled, Q & A from the Real World

April, 2004
Featuring: Best Practices in Wayne Township (IN); The White Way to Raise Student Achievement; Accountability in Action, an Excerpt; Q & A from the Real World

March, 2004
Featuring: Wayne Township Receives Magna Award; Best Practices at Upland Unified (CA); The Missing Link in Staff Development; Accountability for Learning, an Excerpt; Q & A from the Real World

February, 2004
Featuring: Best Practices at Elkhart Community Schools (IN); Peg Portscheller on No Child Left Behind, Why, What, and How; 101 More Questions About Standards, Assessment, and Accountability; Doug Reeves and Anne Fenske Available at Conferences; Center-Hosted Seminars in April; Q & A from the Real World

January, 2004
Featuring: Best Practices in Orange County (CA); Center Reps Available at Conferences; Using Assessments to Improve Student Learning; Center-Hosted Seminars in April; Q & A from the Real World

December, 2003
Featuring: Center Moving to New Quarters; Best Practices at Princeton City Schools; Report from the Field—Data Walls, A Success Story; Giving Children a Reason to Write; Q & A from the Real World

November, 2003
Featuring: Center Moving to New Quarters; Best Practices at Wright Elementary; Standards vs. Norms—the Difference; Q & A from the Real World
Articles

– Accountability –

Accountability at a Crossroads. (LNK) Dr. Douglas Reeves, February 2005, Virginia Journal of Education

The 90/90/90 Schools: A Case Study. (PDF) Dr. Douglas Reeves, from Accountability in Action, 2nd edition


Accountability-Based Reforms Should Lead to Better Teaching and Learning - Period. (LNK) Dr. Douglas Reeves, March/April 2002; Harvard Education Letter

Clear Answers to Common-sense Questions about Accountability. (LNK) Dr. Douglas Reeves, March/April 2000; Thrust for Educational Leadership

How some MPS schools win an 'A' for achievement. (LNK) Alan J. Borsuk, February 14, 1999; Milwaukee Journal Sentinel


– Assessment –


Defending Performance Assessments Without Being Defensive. (LNK) Dr. Douglas Reeves, June 1997; The School Administrator

– Classroom (Instruction) –

The Case Against the Zero. (PDF) Dr. Douglas Reeves, December 2004, Phi Delta Kappan

"If I Said Something Wrong, I Was Afraid." Dr. Douglas Reeves, December 2004/January 2005; Educational Leadership

Ideas for Improving High School Reading and Academic Success. (PDF) Research Abstract - Dr. Douglas Reeves, February 2002

Making Standards Work. (LNK) Rebecca Jones, September 2000; American School Board Journal

Finishing the Race. (LNK) Dr. Douglas Reeves, May/June 2000; Educational Leadership

Putting Cooperative Learning to the Test. (LNK) Laurel Shaper Walters, May/June 2000; Harvard Education Letter

Holding Principals Accountable. (LNK) Dr. Douglas Reeves, October 1998; The School Administrator

– School Improvement –

Beating the Odds. (PDF) John O. Simpson, January 2003; American School Board Journal

No Child Left Behind: New Federal Education Reform. (PDF) Dr. Michael White, Winter 2002; Ohio School Psychologist

Three Keys to Professional Development. (LNK) Dr. Douglas Reeves, February 2000; California Curriculum News Report

Responding to the Rhetoric of the Radical Right. (LNK) Dr. Douglas Reeves, March 1998; The School Administrator

– Standards –

Point Counterpoint: Take Back the Standards. (PDF - 6MB download) (Word doc - 50KB download) Dr. Douglas Reeves and Ron Brandt, January/February 2003; Leadership

Galileo's Dilemma: The Illusion of Scientific Certainty in Educational Research. (PDF) Dr. Douglas Reeves, May 8, 2002; Education Week

Standards Make A Difference: The Influence of Standards on Classroom Assessment. (LNK) Dr. Douglas Reeves, January 2001; NASSP Bulletin
FEEDBACK FOR FACILITATOR

SEMINAR TITLE: ____________________________________________________________

LOCATION & DATE: _________________________________________________________

FACILITATOR: _____________________________________________________________

Your feedback is very important. It fosters continuous improvement for me and for this work. Feel free to make additional comments on the back of this page.

What was the most helpful thing you learned as a result of this session?

What would have helped you learn more effectively/efficiently?

What questions do you still have about the discussion?

What else would you like the presenter to know about this session?

Please visit our web site at www.LeadAndlearn.com for more information about
➢ The Leadership and Learning Center
➢ Center seminars, institutes, and conferences
➢ Scheduling staff development for my school district, conference, or convention
➢ Catalog of books and videos
➢ Performance assessments linked to my state’s standards

SCHOOL DISTRICT: ________________________________________________________

NAME: _________________________________________________________________

CIRCLE PROPER TITLE: MR. MS. MRS. DR.

TELEPHONE: ___________________________ E-MAIL: ___________________________

SCHOOL WEB SITE: ______________________________________________________

SCHOOL NAME/ ORGANIZATION: _________________________________________

JOB TITLE: ______________________________________________________________

BUSINESS ADDRESS: _____________________________________________________

CITY, STATE, ZIP: _______________________________________________________

FAX #: _________________________________________________________________
Burning Questions, Challenges, and Success Stories…