

THE EVOLVING ROLE of the SCHOOL LEADER



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Leading Your School to Success

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Your Leadership Matters

“We have never seen a school that achieved anything significant for students without a good leader.”

McLaughlin and Talbert

Research

“Good leaders grow schools where the organizational culture is energized, collaborative, and results focused. As a result teaching and learning in all classrooms are always getting better.”

How Principals Make a Difference

- They account for **25%** of student performance gains (teachers account for 33%)
- They account for the equivalent of **2 to 7** months of added learning per year
- They can increase students' scores on standardized tests **10%** points in just one year

How Principals Make a Difference

- When rated “effective,” they inspire **69%** of teachers to put forth their best effort (only 38% with ineffective principals feel the same)
- When rated “effective,” they cause **55%** of teachers to report high levels of collaboration (only 20% with ineffective principals feel the same)

How Do They Do It?



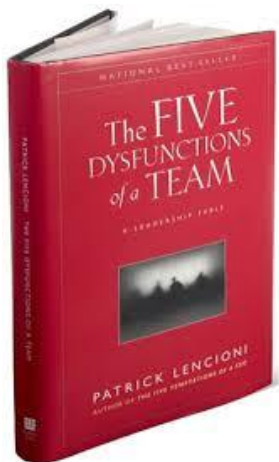
LEADERSHIP

- Empowered a Team
- Focused on Literacy for ALL
- Implemented a plan with fidelity
- Monitored like crazy

Roles/Responsibilities of the Team

- **Think tank for innovation**
- **Analyze data**
- **Set the target**
- **Plan and deliver the professional development**
- **Debate tough issues facing the school**

The Five Dysfunctions of a Team



Inattention
to RESULTS

Avoidance of
ACCOUNTABILITY

Lack of COMMITMENT

Fear of CONFLICT

Absence of TRUST

“...teamwork is almost always lacking within organizations that fail, and often present in those that succeed.”

adapted from The Five Dysfunctions of a Team

How Successful Teams Act

1. Members **trust** each other.
2. Members engage in unfiltered **conflict** around ideas.
3. Members **commit** to their decisions and plans of action.
4. Members hold each other **accountable** for delivering.
5. Members focus on the achievement of collective **results**.

adapted from The Five Dysfunctions of a Team

A Functioning Team: Mastering Conflict

- Leader is key to this
- Requires trust
- Teams need unfiltered, passionate debate
- May be uncomfortable
- Norms must be discussed, established, and made clear

adapted from The Five Dysfunctions of a Team

A Functioning Team: Achieving Commitment

- NOT the same as consensus
- “Buying into a decision precisely when they don’t naturally agree”
- Key is agreement on unifying goal(s)
- Always clarify decision (5-minute rule)

adapted from The Five Dysfunctions of a Team

A Functioning Team: Embracing Accountability

- Members remind each other about team goals and norms
- Leader sets tone and example

adapted from The Five Dysfunctions of a Team

A Functioning Team: Focusing on Results

- Success must be clearly defined
- Team agrees on measures of success
- Team goals over individual goals
- Keep goals and desired results visible
- Use Scoreboard for results

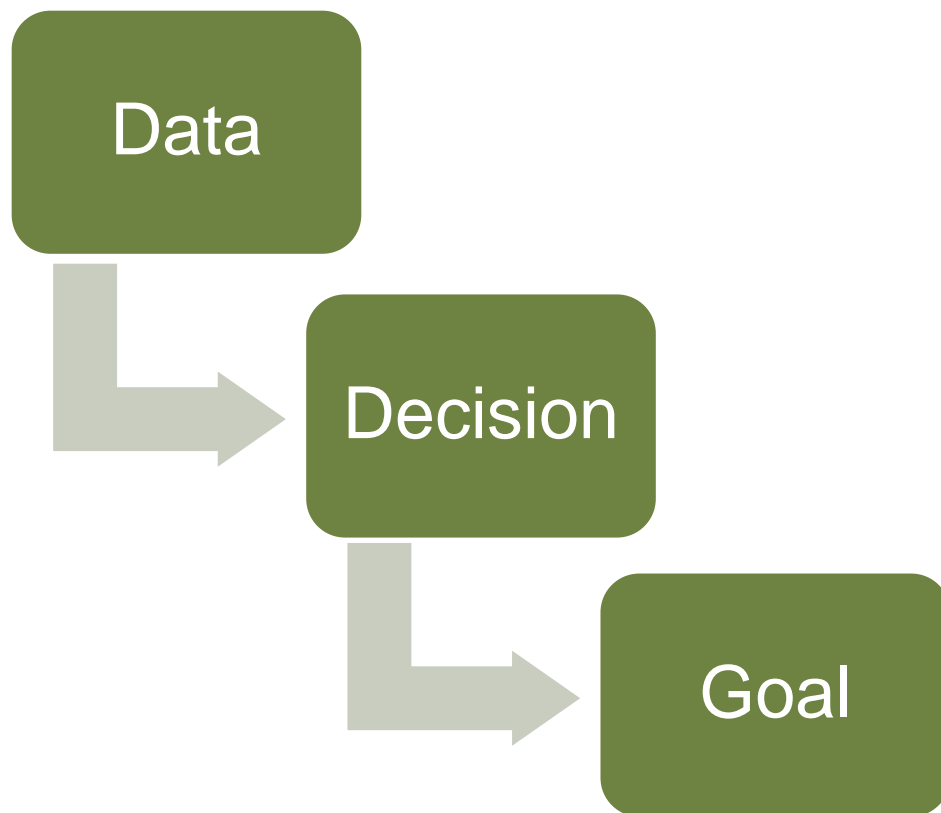
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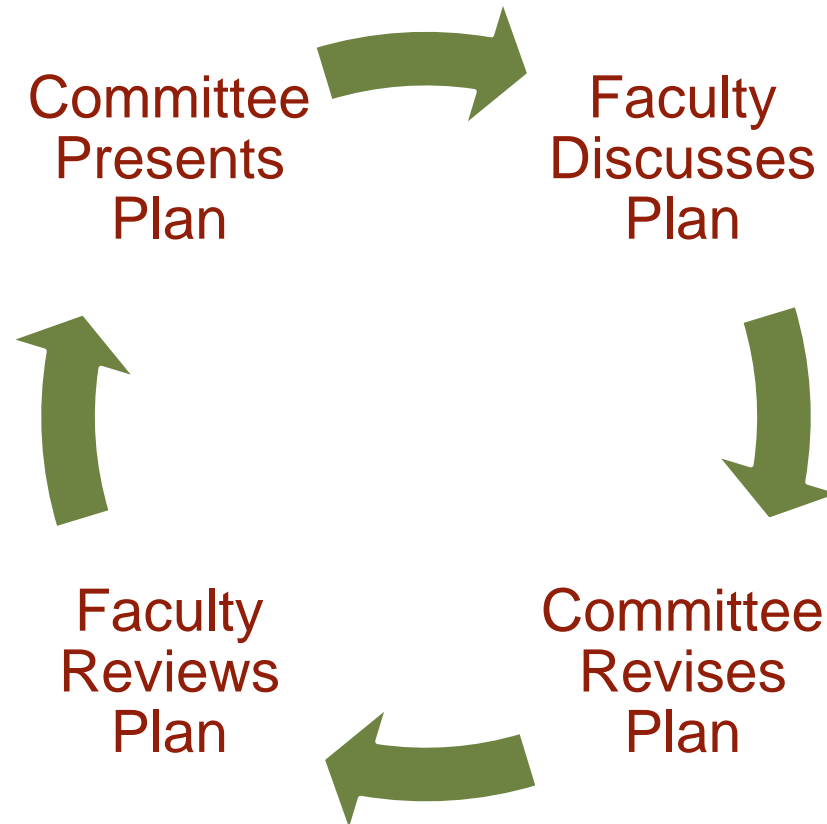
Responsibilities of the Team

- Serving as teacher-leaders, providing faculty voices and feedback
- Leading and facilitating faculty discussion groups
- Conducting professional development, presenting workshops
- Providing other support for colleagues
- Chairing subcommittees

Base Your Focus on Data



Review, Discuss, Revise, Repeat

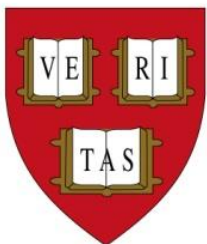


Your School's Focus

- **Be clear, Be direct**
- **Delivering the message yourself**
- **Make sure everyone knows the mission – the faculty, the kids, the parents**

Quality of Instruction

“The main lesson was that student achievement rose when leadership teams focused thoughtfully and relentlessly on improving the quality of instruction.”



The Achievement Gap Initiative *At Harvard University*
Toward Excellence with Equity

Conference Report by Ronald F. Ferguson, Faculty Director

Building Staff Capacity

- **Determine the focus skill, develop a training script.**
- **Faculty trained in step-by-step instruction of how to teach the skill, modeled by trainers (teachers teaching teachers)**

What Gets Monitored is What Gets Done

- ✓ Observing and modeling instruction
- ✓ Reviewing student work

What might you do when you realize the quality of instruction isn't meeting the expectation?

THANK YOU!

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