THE EVOLVING ROLE of the SCHOOL LEADER
Leading Your School to Success

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

McLaughlin and Talbert
“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.”

Jon Saphier, Research for Better Teaching
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

*Wallace Report of 2012*
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).

Wallace Report of 2012
How Do They Do It?

- 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

“...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

adapted from The Five Dysfunctions of a Team
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

Data → Decision → Goal

“A leader is best when people barely know he exists; when his work is done, his aim fulfilled, they will say: We did it ourselves.” — Lao Tzu
Review, Discuss, Revise, Repeat

Committee Presents Plan

Faculty Discusses Plan

Faculty Reviews Plan

Committee Revises Plan
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.”
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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