Moving From IMPROVEMENT to TRANSFORMATION in Underperforming Schools
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Moving From Improvement to Transformation in Underperforming Schools

Expert Presenters:

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Chris Hofmann, 4th grade teacher, KIPP Raices Academy, Los Angeles, Calif.
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
How School Leadership Drives School Improvement

Jason A. Grissom
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About my work

- My research makes use of large-scale data to draw out patterns in leaders’ skills and behaviors and link them to effectiveness
  - Administrative data
  - Surveys of school leaders and teachers
  - Interviews
  - Observations

- Three major projects
  1. Study of school leaders in Miami-Dade County Public Schools over 6 years, which included repeated full-day observations
  2. Study of principal decision-making in 6 urban school districts and 2 CMOs
  3. Ongoing research on principal effectiveness in Tennessee through the Tennessee Education Research Alliance
What Does Evidence Say About Good School Leadership?
Our data show:

- Effective Principals

  - Faster test score growth
  - Lower rates of student absences
  - Higher teacher satisfaction
  - More positive school climates
  - Lower teacher turnover
3 Important Pieces

Predict student gains, teacher satisfaction, and parent ratings (Grissom & Loeb, 2011)

Instructional Leadership
Skills/practices related to engagement with instruction

Skills/practices related to managing organizations broadly (e.g., budgeting, safety, physical space)

Skill management of school personnel

These 3 components of effective leadership are integrated

Organizational Management
Talent Management

Predict student gains, teacher satisfaction, and parent ratings (Grissom & Loeb, 2011)
Effective instructional leadership

- Principals’ total time spent on instruction not associated with greater achievement gains (Grissom, Loeb, & Master, 2013)

- How instructional time is spent matters
  - Positive: Time on coaching, evaluation, developing the school’s educational program
  - Not: Time spent on informal “walkthroughs”
  - Instructional time should be part of an overall strategy

- Other important facets of instructional leadership:
  - Creating a culture for high-quality observation and feedback
  - Use of evaluation information for targeting professional learning
  - Encouraging teacher collaboration
Effective talent management

- Hiring
- Assignment/Placement
- Teacher support
- Retention

Effective leaders think strategically about personnel

Also: Not all strategic behavior is productive (e.g., K-2 placement)

More effective principals retain high-performing teachers and don’t retain low performers (Grissom & Bartanen, 2018)
One More Quick Point:

Effective Leaders Are Distributed
Inequitably
(the best aren’t where they are needed most)
Principals in challenging schools are less experienced, rated less effective.

About 1 full rating point.

By student poverty.
Conclusions

School leadership is a key lever for school improvement.

We have learned a lot about effective leadership, but much more we need to learn.

Need to work on getting strong leaders into high-needs schools.

Diagram:
- Instructional Leadership
- Organizational Management
- Talent Management
Thank you!

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Mission

Advancing Educator Effectiveness

NIET is committed to ensuring a highly skilled, strongly motivated and competitively compensated teacher for every classroom in America.
Importance of Teacher Leadership

- Distributed Leadership
- Understanding of Daily Challenges
- Increased Capacity for Change
- Defined Pathways for Professional Advancement
- Autonomy, Enthusiasm, Commitment
- Teacher Quality = Greatest In-School Factor that Improves Student Achievement
Opportunities for Teacher Leadership

1. Teacher Leadership of Curricular Initiatives
2. Content Lead Teachers
3. Peer Observation and Coaching
4. Dean/Teacher Hybrid Role
5. Teacher-Led Projects
Teacher Leadership of Curricular Initiatives
Teacher Leadership of Curricular Initiatives

Benefits
- Focus on Details of Implementation
- Teacher Buy-in
- Responsiveness to Teacher and Student Needs

Limitations
- Difficulties of Schoolwide Coordination
Content Lead Teachers
Content Lead Teachers

Benefits

● Responsiveness to Teacher and Student Needs
● Time for Strong Teachers to Build Content Expertise

Limitations

● Coverage and Scheduling Challenges
● Importance of Retaining Content Lead Teachers
Peer Observation and Coaching
Peer Observation and Coaching

Benefits

- Reciprocal Accountability
- Increased Sharing of Best Practices
- Grade-Level Norming of Instructional Methods and Approaches

Limitations

- Trust and Openness to Feedback Needed
- Coverage and Scheduling Challenges
Dean/Teacher Hybrid Role
Dean/Teacher Hybrid Role

Benefits
- Alternative Pathway
- Ability to Continue to Grow as a Teacher
- Increased Capacity of Leadership Team

Limitations
- Communication Challenge
- Impact on Classroom
Teacher-Led Projects
What do we value? How can we incorporate what we value into our school?
I see that they are walking together.

Reminds me when my
father took me camping. I grad.
I see love
and that the
man is happy
of his son

I see love

I see Moby 30
Family Clubs Day!

Get ready to have fun!
Family members are invited to join their Achiever during their Friday club. This is your chance to experience what it’s like to be a student at KRA by participating in the club. There will be a sign up sheet outside each classroom. We hope to see many family members there.

Friday, April 15, 2016
2:50pm - 3:50pm
*at 3:50pm all family members will be asked to exit the school and line up for dismissal.

Every family member will be given a raffle ticket for a chance to win KRA swag and other prizes

In case of rain the event will be automatically be moved to April 22, 2016 @ 2:50 pm.
Teacher-Led Projects

Benefits
- Expanded Access to Ideas for School Improvement

Limitations
- Alignment with School Priorities
- Impact on Other Teacher Responsibilities
COLLABORATIVE LEARNING: *Teachers Must Lead Their Development*
NIET helps establish or enhance professional learning communities using research-based strategies and trains teacher leaders to serve as instructional coaches and lead job-embedded professional learning.

REFLECTIVE CULTURE: *Building a Culture of Continuous Improvement*
We support principals and school leaders through coaching in leadership best practices, develop peer coaching and mentoring, and establish a common language around effective instruction.

COLLECTIVE LEADERSHIP: *Effective Leadership Is Essential*
NIET trains principals to lead effective school leadership teams that analyze data, monitor school goals and drive schoolwide improvement strategies.

STRATEGIC ACCOUNTABILITY: *High Expectations Require Strong Support*
NIET provides individual coaching for teachers and develops teacher leaders to conduct effective observations and give actionable feedback for growth.
Nationally, Schools Achieve

Percentage of schools achieving one year or more of growth

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison Schools</td>
<td>77%</td>
</tr>
<tr>
<td>First Year TAP Schools</td>
<td>79%</td>
</tr>
<tr>
<td>Continuing TAP Schools</td>
<td>88%</td>
</tr>
</tbody>
</table>
Impact on Teacher Retention

Percentage of teachers retained

- National Average: 84%
- Comparison Schools: 80%
- TAP Schools: 94%

NIET
Teachers' Skills, Knowledge, and Responsibilities Score as measured by NIET's Teacher Observation Rubric
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niet.org
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Suggested Reading from *Education Week*:

**Spotlight on Supporting School Improvement**
In this Spotlight, learn how ESSA shifts accountability on underperforming schools, find out about ways to measure school success, and examine lessons from school improvement grants.