ASPIRING PRINCIPALS' INSTITUTE

Maryland State Department of Education

Increasing Student Achievement Through Instructional Leadership

Summer Session, 2016

Day 1

THE BREAKTHROUGH CENTER

- When instituted only one in the country
- Comprised of experienced principals
- Non-compliant
- Design and implement professional development for principals and aspiring principals

INSTITUTE OBJECTIVES

Participants will:

1) Use the *Maryland Instructional Leadership Framework* as a self-assessment tool;
2) Identify the interconnectedness of the *Framework* Outcomes and Evidences in Practice;
3) Analyze the components of a school culture that is aligned to student and adult learning;
4) Examine tools for assessing school culture;
5) Identify strategies for cultivating their own school's culture;
6) Analyze classroom instruction with a focus on student learning behaviors;
7) Evaluate the effectiveness of instruction based on evidence of student learning;
8) Communicate through specific oral and written feedback the relationship between teaching behaviors and student learning;
9) Examine the role of change in implementing successful innovation;
10) Reflect on processes for change in schools and school systems

ARTICLE DISCUSSION

You have read "Leadership is Learned" and one of 5 articles sent to you.

In your groups, share the content and your thoughts on the articles. Be sure to address the one key factor you believe influences steady progress toward school goals.

LEADERSHIP IS LEARNED

Based on your reading, your discussion, and your experience working with administrators, what lessons have you learned about effective leadership?

In your groups:

➤ List the lessons you have learned

➤ Positive or negative

➤ No names

➤ One word or short phrase

A GUIDE TO PERSONAL PROFESSIONAL DEVELOPMENT

Maryland
Instructional Leadership
Framework

Adopted by the Maryland State Board of Education
February 2005

Division for Leadership Development
200 West Baltimore Street
Baltimore, MD 21201
410-767-0368

MARYLAND STATE DEPARTMENT OF
EDUCATION
Achievement Matters Most

FRAMEWORK PURPOSES

The Framework will:

➢ Drive the instructional leadership curriculum of the Breakthrough Center, MSDE

➢ Guide instructional leadership professional development for veteran, new, and potential school leaders

➢ Serve as a catalyst for the alignment of professional development with Executive Officers (those who supervise and evaluate principals as defined in COMAR 13A.01.04.02B)

➢ Provide a self-assessment/reflective practice tool for principals and potential school leaders

FRAMEWORK PURPOSES

- ➢ Promote dialogue in districts around matters of instructional leadership
- ➢ Be referenced in policy through the Code of Maryland Regulations
- ➢ Influence future policy decisions about the principalship
- ➢ Be incorporated into a part of the program approval process used by institutions of higher education to guide their principal preparation programs
- ➢ Serve as the Maryland-specific evidence in practice for the instructional leadership component of the ISLLC Standards

AUDIENCES

- New Principals
- Veteran Principals
- Executive Officers
- **Assistant Principals**
- **Aspiring Principals**
- **Teacher Leaders**

FOUNDATION DOCUMENTS

- Maryland Instructional Leadership Development Program, the Breakthrough Center

- Mid-continent Research for Education and Learning (McREL)

- Southern Regional Education Board (SREB)

- National Staff Development Council, *Moving NSDC's Staff Development Standards into Practice: Innovation Configurations* (NSDC)

- National Association of Secondary School Principals, *Breaking Ranks II* (BR II)

FOUNDATION DOCUMENTS
(CONT.)

- National Middle School Association, *This We Believe: Successful Schools for Young Adolescents* (NMSA)

- National Association of Elementary School Principals, *Leading Learning Communities, Standards for What Principals Should Know and Be Able to Do* (NAESP)

- Interstate School Leaders Licensure Consortium (ISLLC)

- National Policy Board for Educational Administration, Education Leadership Constituent Council, *Standards for Advanced Programs in Educational Leadership* (ELCC)

MARYLAND INSTRUCTIONAL LEADERSHIP FRAMEWORK

Outcomes

1. Facilitate the Development of a School Vision

2. Align All Aspects of a School Culture to Student and Adult Learning

3. Monitor the Alignment of Curriculum, Instruction, and Assessment

4. Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers

Outcomes

5. Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction

6. Use Multiple Sources of Data to Improve Classroom Instruction

7. Provide Staff with Focused, Sustained, Research-based Professional Development

8. Engage All Community Stakeholders in a Shared Responsibility for Student and School Success

DISCUSSION

❖ In your groups, select three responses from those you charted that you think are of critical importance for effective instructional leadership based on the eight outcomes in the Framework.

Qualities

are the building blocks of

Outcomes / Competencies

Qualities and instructional leadership competencies (Outcomes) are interrelated and complement one another.

Theory
255,000

Challenge
215,000

Definition
1,470,000

Plan
349,000

Instructional Leadership

766,000

School Leadership in Maryland

Former Governor, Martin O'Malley, identified school leadership as one of his three priorities for the state.

The Maryland State Board of Education identified professional development for present and future principals as one of their budget priorities for 2009.

Former State Schools Superintendent,
Dr. Nancy Grasmick, has stated in many different venues that she has never seen a great school without a great principal.

Effective Instructional Leaders in all Maryland Schools

Leadership Matters

Leadership is Learned

Leadership Impacts Every Child's Achievement

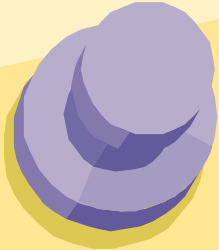*The Maryland Instructional Leadership Framework*

What lessons have you learned about effective instructional leadership from administrators with whom you have worked?

The *Maryland Instructional Leadership Framework* establishes what is required to improve teacher effectiveness and to increase student achievement.

What is instructional leadership and why should that be the focus of school leadership?
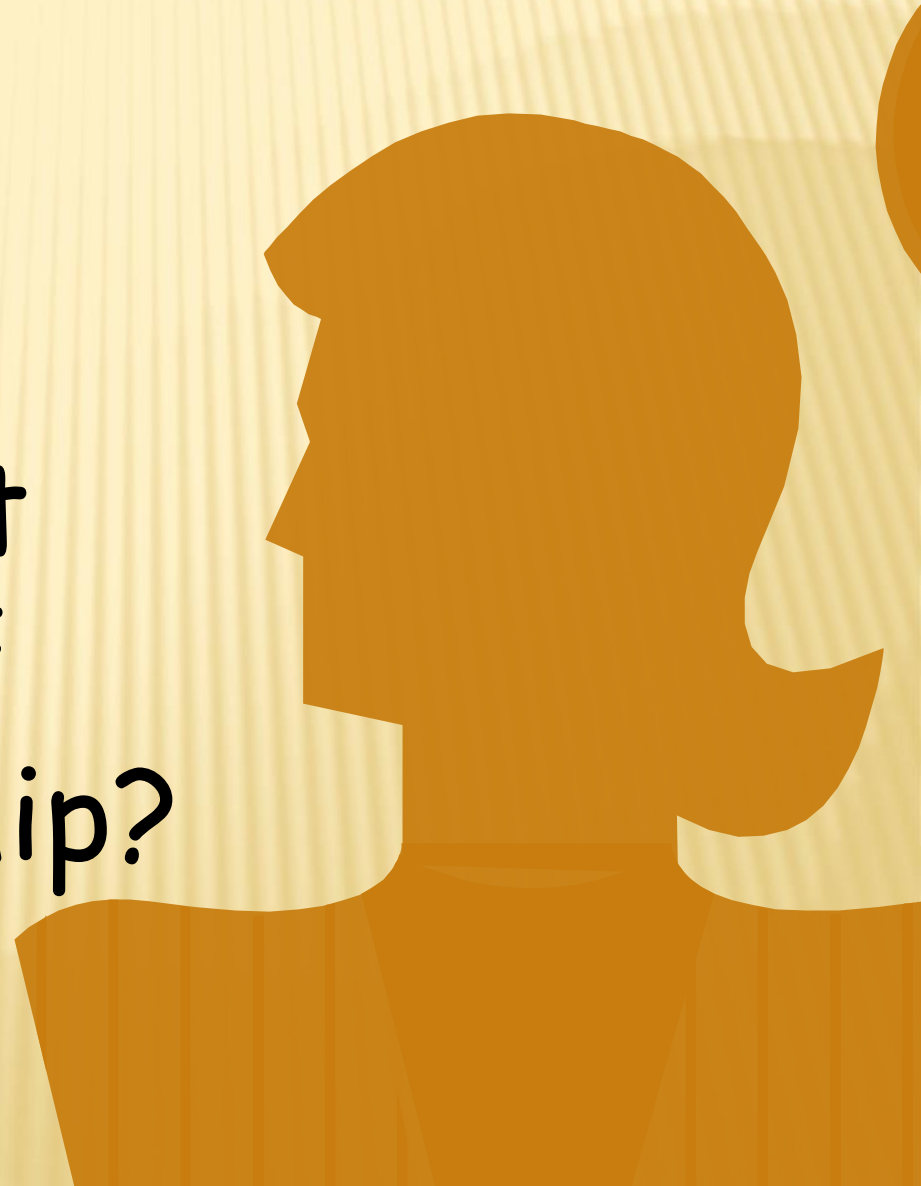
OUTCOME 8: ENGAGE ALL COMMUNITY STAKEHOLDERS IN A SHARED RESPONSIBILITY FOR STUDENT AND SCHOOL SUCCESS

Evidence: *The principal is able to demonstrate that there is/are:*

8.1 Parents and caregivers welcomed in the school, encouraged to participate, and given information and materials to help their children learn

8.2 Parents and caregivers who are active members of the school improvement process

8.3 Community stakeholders and school partners who readily participate in school life

OUTCOME 1: FACILITATE THE DEVELOPMENT OF A SCHOOL VISION

Evidence: *The principal is able to demonstrate that there is/are:*

1.1   A written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student

1.2   A process for ensuring that all staff members are able to articulate the vision

1.3   Procedures in place for the periodic, collaborative review of the vision by stakeholders

1.4   Resources aligned to support the vision

OUTCOME 2: ALIGN ALL ASPECTS OF A SCHOOL CULTURE TO STUDENT AND ADULT LEARNING

Evidence: *The principal is able to demonstrate that there is/ are:*

2.1 Mutual respect, teamwork, and trust in dealings with students, staff, and parents

2.2 High expectations for all students and teachers in a culture of continuous improvement

2.3 An effective school leadership team

2.4 Effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning

2.5 Opportunities for leadership and collaborative decision making distributed among stakeholders, especially teachers

OUTCOME 3: MONITOR THE ALIGNMENT OF CURRICULUM, INSTRUCTION, AND ASSESSMENT

Evidence: *The principal is able to demonstrate that there is/are:*

3.1 Ongoing conversations with teachers as to how state content standards, voluntary state curriculum and/or local curriculum, and research-based instructional strategies are integrated into daily classroom instruction

3.2 Teacher assignments that are rigorous, purposeful, and engaging

3.3 Student work that is appropriately challenging and demonstrates new learning

3.4 Assessments that regularly measure student mastery of the content standards

OUTCOME 4: IMPROVE INSTRUCTIONAL PRACTICES THROUGH THE PURPOSEFUL OBSERVATION AND EVALUATION OF TEACHERS

Evidence: *The principal is able to demonstrate that there is/are:*

4.1 A process to determine what students are reading, writing, producing, and learning

4.2 Use of student data and data collected during the observation process to make recommendations for improvement in classroom instruction

4.3 Formal feedback during observation conferences as well as informal visits, meetings, and conversations with teachers regarding classroom instruction

4.4 Regular and effective evaluation of teacher performance based on continuous student progress

4.5 Identification and development of potential school leaders

OUTCOME 5: ENSURE THE REGULAR INTEGRATION OF APPROPRIATE ASSESSMENTS INTO DAILY CLASSROOM INSTRUCTION

Evidence: *The principal is able to demonstrate that there is/are:*

5.1 Multiple and varied assessments that are collaboratively developed

5.2 Formative assessments that are a regular part of the ongoing evaluation of student performance and that serve as the basis for adjustments to instruction

5.3 Summative assessments that are aligned in format and content with state assessments

5.4 Appropriate interventions for individual students based on results of assessments

OUTCOME 6: USE MULTIPLE SOURCES OF DATA TO IMPROVE CLASSROOM INSTRUCTION

Evidence: *The principal is able to demonstrate that there is/are:*

6.1 Effective use of appropriate instructional technology by students, staff, and administration

6.2 Regular use of the MSDE websites (Maryland Report Card and School Improvement)

6.3 Review of disaggregated data by subgroups

6.4 Ongoing root cause analysis of student performance that drives instructional decision making

6.5 Regular collaboration among teachers on analyzing student work

OUTCOME 7: PROVIDE STAFF WITH FOCUSED, SUSTAINED, RESEARCH-BASED PROFESSIONAL DEVELOPMENT

Evidence: *The principal is able to demonstrate that there is/are:*

7.1 Results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals

7.2 Opportunities for teachers to engage in collaborative planning and critical reflection during the regular school day (job-embedded)

7.3 Differentiated professional development according to career stages, needs of staff, and student performance

7.4 Personal involvement in professional development activities

7.5 Professional development aligned with the Maryland Teacher Professional Development Standards

OUTCOME:

Participants will analyze the outcomes and evidences in practice in the *Maryland Instructional Leadership Framework* to deepen their understanding of instructional leadership competencies in the State of Maryland and to personally assess their professional growth needs.

BUILDING LEADERSHIP CAPACITY

- Intentional and purposeful leadership development is essential to long term success.

- Self-Assessment for School Leadership Candidates
  http://marylandpublicschools.org/NR/rdonlyres/BABBCCE8-07F0-4C82-AB4E-FB8549E67474/10150/SuccessionGuide062106.pdf

- Principal Assessment for School Leadership Candidates

BUILDING LEADERSHIP CAPACITY

- The most important resource for leadership development is the actual work that needs to be done in your school – opportunities for aspiring principals to lead school projects and special job assignments designed to support school goals, and harness aspiring principal leadership.

BUILDING LEADERSHIP CAPACITY

- These "assignments" create professional growth opportunities for aspiring principals to build new skills, understand different organizational functions, confront complex problems, and establish new relationships.

BUILDING LEADERSHIP CAPACITY

- The aspiring principals' role is that of protégé.

- The principal mentors and coaches the aspiring principal

BUILDING LEADERSHIP CAPACITY

- The aspiring principal should intentionally seek a range of experiences identified in the self assessment of the Outcomes from the *Maryland Instructional Leadership Framework* and by regularly soliciting the mentor principal's feedback to guide their skill development

BUILDING LEADERSHIP CAPACITY

- Aspiring principals should stretch outside of their areas of expertise and build their skills in the areas where they and their principals have identified gaps in current knowledge or experience.

BUILDING LEADERSHIP CAPACITY

- Aspiring Principals will benefit from a self assessment tool and structure for feedback. While experience is important for growth, reflecting on experiences allows them to examine their beliefs, assumptions and practices, leading to a greater awareness and enhanced learning.

SCHOOL IMPROVEMENT PROJECT

- Maryland Instructional Leadership Framework Outcome and Indicator:

- Activity (Include dates):

- Intended Results:

- Actual Results:

- Leadership Skill Development:

- Next Steps and Request for Guidance:

SCHOOL IMPROVEMENT PROJECT
PRINCIPAL FEEDBACK

- Maryland Instructional Leadership Framework Outcome and Indicator:

- Activity:

- Results:

  - Direct Observations:

  - Indirect Observations:

- Leadership Skill Development:

- Next Steps and Request for Guidance:

THE PRINCIPAL AS CULTURE SHAPER

Connecting Leadership, School Culture and Student Achievement

THROUGH THE EYES OF A PRINCIPAL

- View the vignette through your lens as an emerging leader.

- What are the lessons the principal shares from her first year?

- What specific strategies does the principal use to shape the culture of her school in year two?

Jot down new learning and/or actions that are relevant to your individual school setting. Consider the cause and effect relationship between the actions of the principal and the response of the school community.

IN SUMMARY...

- Leadership is learned
- The *Maryland Instructional Leadership Framework* can be used to chart your course for personal professional growth
- Positive culture must be nurtured to flourish
- Leaders are important to maintaining a positive school climate

FOR TOMORROW…

➢ Please read "Good Seeds Grow in Strong Cultures"

➢ Registration: 8:15

➢ Session: 9:00