Welcome!

Let’s take a quick response poll.

How do you feel about a personal transformation?
• Trying a new workout routine.
• Buying a new house.
• Moving to a new community.
• Starting a new position or expanding responsibilities.
• Welcoming a new pet into your home.
Welcome!

Let’s take a quick response poll.

How do you feel about an organizational transformation?
• Changing leadership approaches.
• Reorganizing the organizational chart.
• Creating a new vision or mission statement.
• Expanding curriculum offerings.
• Adding new student support programs.
Our session today

For the next section, I’ll unpack a school improvement framework.

Show of hands: Raise questions and clarify points.

Chat:
• What makes sense (and doesn’t) within the framework?
• What does this sound like in your own context?
School effectiveness according to the research

Improving schools set ambitious, indelible and measurable goals

Whole child improvement
- Academic development
- Social prosperity
- Identity and security

Equity
- Equal treatment
- Differentiated support

School effectiveness according to the research

Student access and opportunity

- Promotes equity and safeguards for traditionally underserved populations and students that need additional supports.
- Supports appropriate, intellectually-engaging, cognitively-demanding learning experiences.
- Uses multi-tiered academic supports and interventions to support students that struggle.
- Aligns implementation, instruction, and assessment.

School effectiveness according to the research

**Educator effectiveness**

- Strengthens the educator pipeline.
- Meaningful educator collaboration.
- Understanding and implementation of research-based practices.
- Providing differentiated professional learning and coaching support to individual and groups of educators.
- Establishing strong teaching conditions and professional culture that instills trust, joy, and focus.

School effectiveness according to the research

Safe and supportive environment

• Creates a conducive, student-focused learning environment.

• Maintains a physically, socially, and emotionally safe school environment.

• Supports practices that spur intellectual-curiosity, culturally-responsiveness, and deep engagement.
School effectiveness according to the research

Family and community engagement

- Builds and maintains trusting relationships with families and community organizations.
- Cultivates multiple levels of engagement for community members in the life of the school.
- Leverages partnerships to support and renew school processes.

School effectiveness according to the research

Coherence and continuous improvement

- Monitors and implements feedback loops (inter-personal, team, and organizational).
- Maintains a learning management system that includes data.
- Includes social structure to make sense of and take action on data.

Quick poll: What’s your take?

What systems (the gears) are the most important in supporting equity and improvement for all students?

Given your work in 2020, what systems do you see as needing improvement or are high priorities?
School leadership is the big gear

- Principals’ leadership is the second most influential school-level factor on student learning, after classroom instruction.
- Strong leadership is associated with lower teacher turnover.
- Principals set the pace and focus of school improvement.
- School leadership demands are changing, as are state standards.
- Some data suggests that principal effectiveness improves over time and with learning, and that more effective principals lead more effective schools.

School leadership is the big gear: TEAM Administrative Rubric

### Standard A: Instructional Leadership for Continuous Improvement

“Good leadership is not about you. It is about what you leave behind.... In the process of improvement, it is almost inevitable that significant barriers will arise. Great leaders learn to build trenches under barriers and find ladders to use to climb over them.”

—Joseph Murphy, Essential Lessons for School Leaders, 2011

<table>
<thead>
<tr>
<th>Indicator</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>Possible Sources of Evidence</th>
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<tbody>
<tr>
<td><strong>A1. Capacity Building</strong></td>
<td>Utilizes shared leadership practices to build capacity of nearly all educators for:</td>
<td>Builds capacity among educators for:</td>
<td>Builds limited or no capacity among educators for:</td>
<td><strong>Practice/Observation</strong></td>
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<tr>
<td>Builds capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee state standards</td>
<td>- Developing an accurate understanding of Tennessee-adopted standards and instructional practices</td>
<td>- Developing an accurate understanding of Tennessee-adopted standards and instructional practices</td>
<td>- Developing educator understanding of Tennessee-adopted standards and instructional practices</td>
<td>- Lesson plans and feedback on the plans</td>
</tr>
<tr>
<td>- Studying, analyzing, and evaluating approved curriculum resources, including texts</td>
<td>- Demonstrating fidelity to state and district-approved curriculum standards</td>
<td>- Studying, analyzing, and evaluating approved curriculum resources, including texts</td>
<td>- Demonstrating fidelity to state and district-approved standards</td>
<td>- Agendas and meeting notes from Professional Learning Communities</td>
</tr>
<tr>
<td>- Maintaining shared accountability when making needed adjustments to deepen classroom rigor</td>
<td>- Establishing a system for monitoring student work for rigor and curriculum alignment</td>
<td>- Establishing collective accountability when making needed adjustments to deepen classroom rigor</td>
<td>- Establishing a system for monitoring student work for rigor and curriculum alignment</td>
<td>- Course offerings (range of levels and types—Advanced Placement and Dual Enrollment offerings for high schools)</td>
</tr>
<tr>
<td>- Maintaining a system for monitoring student work for rigor and curriculum alignment</td>
<td>- Establishing collective accountability when making needed adjustments to deepen classroom rigor</td>
<td>- Establishing collective accountability when making needed adjustments to deepen classroom rigor</td>
<td>- Outcomes</td>
<td></td>
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<tr>
<td>- Implementing on-going strategies and feedback for peers</td>
<td></td>
<td></td>
<td>- Demonstrated growth on observations</td>
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Our work together in TRPN will be to explore the TEAM rubric and identify problems of practice together that support school improvement and expand your practice. You’ll work with a coach and colleagues within TRPN throughout the year.
Final thoughts and springboard: What can leaders do?

Research from within and beyond education identifies a few global things that leaders can do to support organizational changes, which might be worth considering your own work. A few takeaways that we may explore in TRPN this year.

• Takeaway 1: Make commitments in the long term, local change
• Takeaway 2: Choose the right problem
• Takeaway 3: Regulate the rate of change
• Takeaway 4: Play to your strengths and distribute leadership
Takeaway 1: Leaders can make a commitment to long-term, local change

Long-term commitment to new learning and new philosophy is required of any leader that seeks transformation. The timid and the fainthearted, and the people expecting quick results will be disappointed.

- W. Edwards Deming
Takeaway 1: Leaders make a commitment to long-term, local change
Takeaway 2: Leaders choose the right problems

- What leadership activities propel organizations forward?
- Why do some organizations thrive, although other, similar organizations fail?

While Heifetz and colleagues (1998, 2004) identified many factors, one thing became clear: Each organization had leaders that spent their time focused on identifying and addressing big, thorny problems for which no solution was apparent.

Heifetz and colleagues called these adaptive problems.
Takeaway 2: Leaders choose the right problems

“The most common leadership failure stems from trying to apply technical solutions to adaptive challenges.”

― Ronald A. Heifetz, 2004

<table>
<thead>
<tr>
<th>Problem Type</th>
<th>Example</th>
<th>What’s the work?</th>
<th>Who does it?</th>
<th>What changes?</th>
</tr>
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<tbody>
<tr>
<td>Technical (Quick fix)</td>
<td>Heart surgery</td>
<td>• Apply current knowledge  &lt;br&gt; • Immediate fix</td>
<td>Expert</td>
<td>Isolated</td>
</tr>
<tr>
<td>Adaptive (Big, thorny)</td>
<td>Recovery</td>
<td>• Find new ways  &lt;br&gt; • Learn what works</td>
<td>Social group</td>
<td>Systems  &lt;br&gt; Systems variation  &lt;br&gt; Identity</td>
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Most challenges that leaders face have technical and adaptive aspects to them. Leaders should focus on the adaptive aspects of problems, which often reflect broader, systemic issues. Understanding the technical and adaptive challenges within a problem is critical.
Takeaway 3: Regulate the rate of change

Change is very individualized, and working with individual concerns requires time, attention, and emotional intelligence! Each individual’s “bandwidth” for change is different, and collectively that bandwidth will determine the success/failure of change efforts.

Some have found these questions to be useful when thinking about managing change.

• How many changes do teachers experience?
• How are the changes connected, so teachers see them as related to a single, driving mission?
• How do you manage change and monitor progress?
• How will you know change has been accepted, and what are the benchmarks to getting there?
• How do you select change champions to support conversation among teachers and monitor progress?
• Who are the change champions in your school?
• Why are these change champions the right people for each initiative that you’re supporting?
Takeaway 4: Play to your strengths and distribute leadership

• Leaders often struggle to manage their time and align time with their organizational priorities (see MacKenzie & Nickerson, 2009).

• Principals often lack time for reflection and planning (Wright, 2009)

• Leaders with poor time management skills experience more job stress (Grissom, Loeb & Mitani, 2015).

• Principals with better management skills spend more time in classrooms and on instructional management (Grissom, Loeb & Mitani, 2015).
Takeaway 4: Play to your strengths and distribute leadership

- What are your strengths, as a school leader?
- How do your school leadership team, administrative team complement your strengths?
- How is leadership distributed in your school? Is the distribution manageable for you and effective for the school?
Thank you!

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