



5 Things Principals Should Know and Do

Aimee Mendelsohn Ed.S., M.Ed

School Improvement and Academic Specialist

Educational Service Center of Lake Erie West

amendelsohn@esclakeeriewest.org



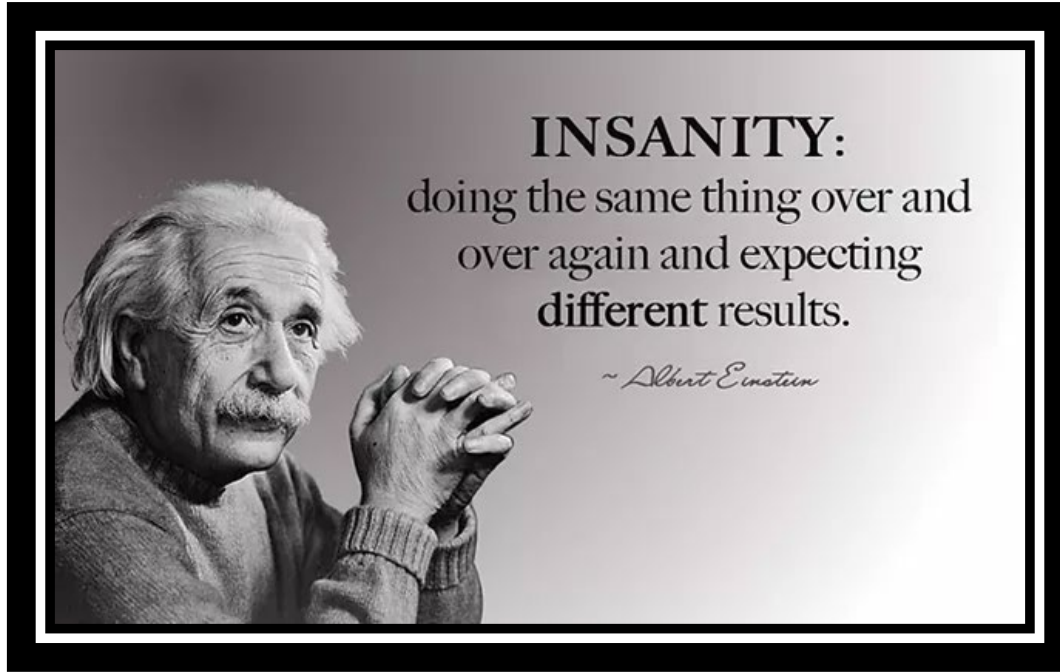
Participants will understand the importance of...

- Focus
- Leading teacher learning
- Collective leadership and teams
- Sharing our learning
- Classroom Observations and Coaching



Talk with your tablemates:
What is the first thing you
need to do to help your
school?

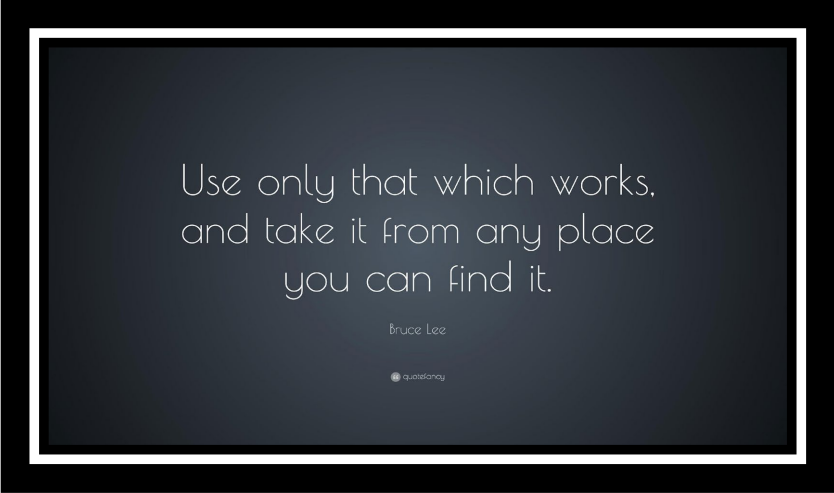
A Basic Understanding



Schools don't get better by doing the same things!

Schools don't get better until...

- They use (teaching and leadership) practices that work better.
- They figure out what works better at their school:
 - For our kids,
 - In our school?
 - Why?
- They actually see and document what works better.



Use only that which works,
and take it from any place
you can find it.

Bruce Lee

quoteology

Group Activity

With your tablemates:

- Spread out the instructional strategies located at your table.
- Briefly discuss which each one means so that everyone “knows it when they see it”.
- Watch the video clip and try to identify when each strategy is used.
- Afterwards, discuss with your group when each strategy was used.




The primary reason for our lack of success is...



...our addiction to excess!

Payne, C., (2011)

A hand holding a magnifying glass over the text "Focus on What is Working". The magnifying glass is held by a hand on the left side of the frame, with the thumb and index finger gripping the handle. The handle is made of a textured, golden-brown metal. The lens of the magnifying glass is circular and clear, with a thin metal rim. The text "Focus on What is Working" is written in a bold, blue, sans-serif font, centered within the lens. The background is a plain, light gray surface.

**Focus on
What is
Working**



Focus on What Works

- Five Thousand Leaders, The number one reason for success was *focus*.
- Student performance was increased when schools reduced the number of initiatives and helped people to *focus*.
- Two Thousand Schools: The single variable that had the highest relationship to increased student performance was *focus*

Think about Your Work

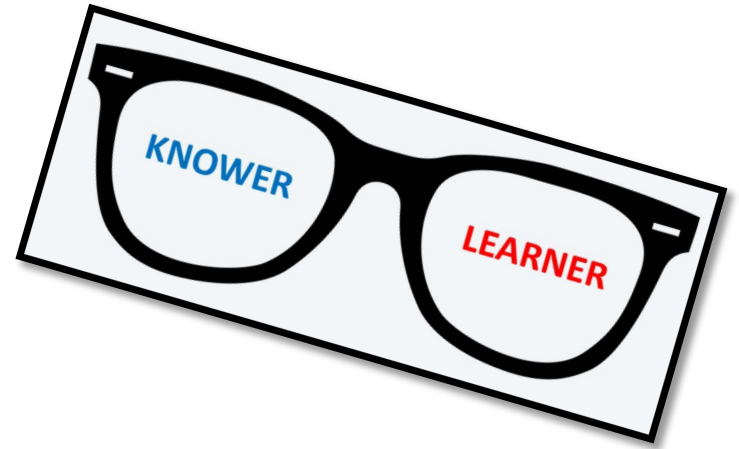
- How many priorities are you and your school currently working on?
- What is the highest need you have?
- What can you and your BLT do to reduce the number of initiatives and FOCUS?



Talk with your tablemates:
What does it mean to be a
learner and vs. a knower?

Be a Learner, Not a Knower

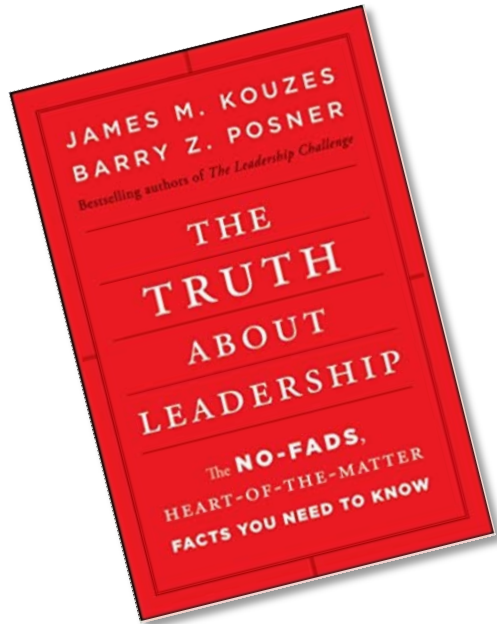
- “Knowers often believe that they know all that they need to know to address the current problem.”
- While knowledge is a good thing (in routine situations), being a “knower” doesn’t work well in novel situations, or when learning new behaviors.
(*Technical vs Adaptive Learning*-- Heifetz)
- In novel situations people need to be learners and engage in inquiry,





Start with the Principal
Principals should be actively
involved as the “lead learner” of
their school.

The best leaders are the best learners.



Learning is the master skill.



Direct participation in the learning
enables principals to more fully
understand the challenges,
opportunities, and conditions teachers
need to be successful.

As principals become stronger instructional leaders...



...teachers see them as more knowledgeable
and as a source of instructional advice.



Two Overall Findings



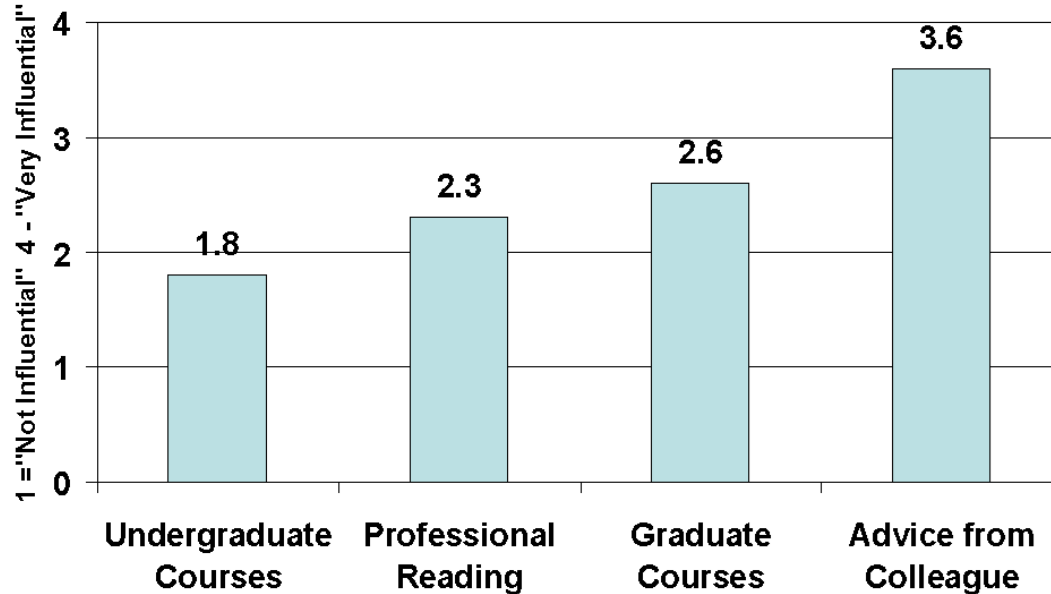
- Collective leadership (collective capacity) has a stronger influence on student learning than any individual source of leadership.
- Higher-performing schools award greater influence to teacher teams

You need more leaders to change the w h o l e s c h o o l.

- Principals have more limited credibility when it comes to teaching and learning.
- Teachers trust each other more than principals.
- Teachers need to lead this change work.

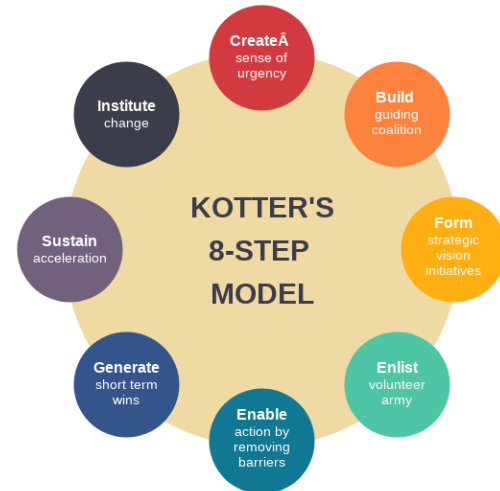
**TRUE LEADERS
DON'T CREATE
FOLLOWERS.
THEY CREATE
MORE LEADERS.**

What Influences Teacher Professional Practice?



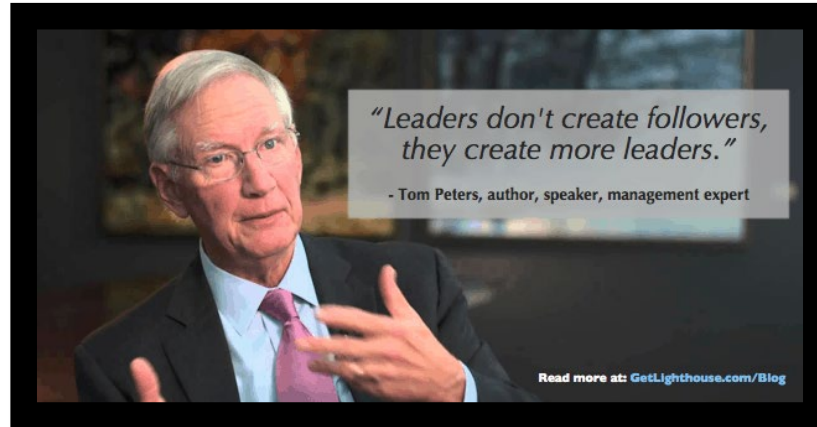
You won't make it alone!

- Change requires a range of knowledge and skills
- There is too much Information to process alone
- You need different perspectives and solutions
- You need more credibility and skills



Developing More Leaders

- Principals need to first select/develop more leaders on the BLT.
- BLT members need to identify and develop more leaders from the TBTs.



The most effective way to develop
more leaders is through..



BLT Membership

- You need to have the right people on your BLTs.
Choose teachers (opinion leaders) who:
 - Are respected for their content and pedagogical knowledge
 - Who are socially well connected
 - Who can maintain confidentiality
 - Who are curious
 - Who are willing to lead



Build a strong guiding team (coalition)
with the right composition and trust.



“Weak teams always fail.”



Talk with your tablemates:
How do we share our
learnings across the school?

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Better Use of Our Teams—TBTs and BLTs

SHARE YOUR
LEARNING



Sharing Our Learning

People feel comfortable when information is recommended by someone they know and trust.



Science Fair for Adults

- Each TBT conducts a study of a practice
 - No longer than 90 days
- Create poster boards, share:
 - Challenge/Intervention/Evidence
- Each team shares their learning at least once a semester (preferably every quarter)



TBT Teams Sharing with BLT

- TBTs should be sharing what they are studying, and the results of their collaborative studies, at least quarterly with the BLT.
- BLT should create ways to catalogue and share these practices across the school.



Talk with your tablemates:
Do you think walkthrough
work?

Do *walkthroughs* work?
What do you think?



Walkthroughs are negatively associated
with student outcomes.

Supervising individual teachers into better performance is simply impossible.



Time spent on classroom observations is more negatively associated with student achievement gains...



...when not used for professional development.

Time spent directly coaching teachers is positively associated with achievement gains and school improvement.

Grissom, Loeb, & Master (2013)



Tie classroom observations and Coaching directly to what teachers are learning and practicing in their TBTs.



Classroom Observations and Coaching

- Observation and coaching should be tied to the instructional practices that the teacher is learning/practicing in their TBTs.
- Learning and using the practice well should be part of the teacher's professional growth plan.
- The principal needs to know the practice well (reading, multiple observations, discussions with the BLT, TBT meetings, etc.).
- Principals should work with teachers to set times to observe the practice.
- Feedback and coaching should follow the visit.



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