The Honeymoon is Over: From Managing Schools to Leading Learning

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• Identify the challenging nature of leadership, focusing on the current accountability system and the pivotal role of leading adult and student learning.

• Develop professional development plans for the campus and individuals that focus on best practices for teacher and student success.

• Provide resources to support and enhance the use of best practices in the classroom and beyond.
<table>
<thead>
<tr>
<th>Managers</th>
<th>Leaders</th>
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<tbody>
<tr>
<td>Focuses on system, structures</td>
<td>Focuses on people</td>
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<tr>
<td>Relies on control</td>
<td>Inspires trust</td>
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<tr>
<td>Maintains</td>
<td>Develops</td>
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<tr>
<td>Aligns people with directions</td>
<td>Organizes the staff</td>
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<tr>
<td>Seeks predictability</td>
<td>Seeks change</td>
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<tr>
<td>Develops detailed steps</td>
<td>Develops visions and strategies</td>
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<tr>
<td>Asks what and why</td>
<td>Asks how and when</td>
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</table>
The Many Faces of Leadership

Changing roles and demands
Challenges

• External
• Internal
• Challenges stemming from the nature of the role
### Overview of Performance Index Framework*

#### Features of Index

<table>
<thead>
<tr>
<th>Index 1: Student Achievement</th>
<th>Index 2: Student Progress</th>
<th>Index 3: Closing Performance Gaps</th>
<th>Index 4: Postsecondary Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAAR Satisfactory Performance</td>
<td>Student Progress to Satisfactory or Advanced Performance Levels</td>
<td>Achievement Gaps Measured for Satisfactory and Advanced Levels</td>
<td>Measures of Postsecondary Readiness</td>
</tr>
<tr>
<td>- All Students</td>
<td>- Ten Student Groups Evaluated:</td>
<td>- All Economically Disadvantaged Students and Two Lowest Performing Racial/Ethnic Groups based on the Index 1 student achievement indicator reported in the prior year</td>
<td>Credit based on various postsecondary indicators:</td>
</tr>
<tr>
<td>- Combined over All Subject Areas</td>
<td>- All Students</td>
<td>- By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies)</td>
<td>STAAR Postsecondary Readiness</td>
</tr>
<tr>
<td>- Credit given for meeting phase-in Level II performance standard on:</td>
<td>- Each Race/Ethnicity:</td>
<td>- Credit based on weighted performance:</td>
<td>Eight Student Groups Evaluated:</td>
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<tr>
<td></td>
<td>- African American</td>
<td>- One point credit given for each percentage of tests meeting the performance standard</td>
<td>All Students and each Race/Ethnicity</td>
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<td></td>
<td>- American Indian</td>
<td>- Two point credit given for each percentage of tests meeting the final Level III Advanced performance standard</td>
<td>Combined over All Subject Areas</td>
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<td>- Asian</td>
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<td>- Hispanic</td>
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<td>- Pacific Islander</td>
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<td></td>
<td>- White</td>
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<td>- Two or More Races</td>
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<td>- Students with Disabilities</td>
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<td></td>
<td>- English Language Learners (ELLs)</td>
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<td></td>
<td>- By Subject Area (Reading, Math, and Writing for available grades)</td>
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<td>- Same assessments used in Index 1 where STAAR Progress, STAAR-M, STAAR-Alt, and ELL Progress measures are available</td>
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<td>- Credit based on weighted performance:</td>
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<td>- One point credit given for each percentage of tests at the Met growth expectations level</td>
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<td>- Two point credit given for each percentage of tests at the Exceeded growth expectations level</td>
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#### Additional Evaluations

- Distinction Designations for Student Progress, Closing Performance Gaps, and Postsecondary Readiness
- Academic Achievement in Reading/ELA, Math, Science, and Social Studies Distinction Designations
- System Safeguards
- Evaluate performance by individual student groups and subject areas and require interventions focused on specific areas of weak performance.
Self reflection on Instructional Leadership

• What key practices, as a leader, do I need to focus on to improve the quality of teaching and learning in my school?

• Take 2 minutes to reflect individually and then share with an elbow partner.
Key Leadership Functions for Leading Learning

• **Building Culture** - Establishing networks (PLCs) of collaborative inquiry and planning where teachers, principals, and supervisors think, work, and learn together

• **Leading Change** - Promoting and supporting professional best practices that enable principals and teacher leaders to lead implementation in their schools

• **Managing Complexity** – Guiding systems and schools in developing, implementing and monitoring targeted plans for student achievement, professional learning, and school improvement
Effective Principals . . .

• Lead schools in a way that places student and adult learning at the center.

• Set high expectations and standards for the academic, social, emotional and physical development of all students.

• Demand content and instruction that ensure student achievement of agreed-upon standards.

• Create a culture of continuous learning for adults tied to student learning and other school goals.
Effective Principals . . .

• Manage data and knowledge to inform decisions and measure progress of student, adult and school performance.

• Actively engage the community to create shared responsibility for student performance and development.

How can we improve achievement for all students?

- A successful system aligns Curriculum, Instruction, and Assessment with the standards.
- Curriculum, Instruction and Assessment must be strategically integrated to support students’ developing understanding.
Making it Happen with Best Leadership Practices

• Professional learning community (PLC) meetings have one primary purpose: improved teaching and learning in an area of identified student need.

Source:

• The aim is... to provide a way for teachers to become increasingly accomplished instructors for the ultimate benefit of students ... not (simply) to develop professional learning community.
Building Bridges

What are the connections between the Principal’s/leader’s influence and the quality of teaching and learning?

• Set Directions
• Build Relationships and Develop People
• Develop your Campus
• Lead the Instructional Program
• Secure Accountability
Require and Recognize GREAT instruction

• Guided by the curriculum
• Rigorous with research-based strategies
• Engaging and Exciting
• Assessed continuously to guide instruction
• Tailored through flexible groups

Source:
Resources

• District Personnel
• Educational Service Center
• Local Universities
• Professional Organizations
Reflection

Thinking about our time together, to what did you react strongly?

Insight: ‘ah ha’ moment
Concern: “whoa, that is a red flag”
Affirmation: “yeah, I’m in sync!”

Share with your left elbow partner.
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In the last two pages of your AIE Quick Reference booklet, write...

HOW... will this session help you further YOUR school improvement?