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Brian McNulty, Ph.D.  
The Leadership and Learning Center

## Moving the work forward through OPES



# Outcomes

- Review the principal standards and the OPES rubric in relation to your TBTs and BLT.
- Review and understand implications of the research on the importance of being a learning leader.
- Review and reconsider priorities and role redefinition for principals.
- Consider follow-up actions .

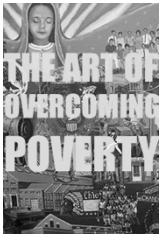


**Research has clearly shown that every school, even those in the most challenging circumstances can improve, and more importantly, sustain improvement.**


Harris 2014


  
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**Strong professional community paired with strong instruction moderate the effects of concentrated poverty**




Leithwood and Seashore Louis, 2012


  
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Ohio Principal Evaluation System

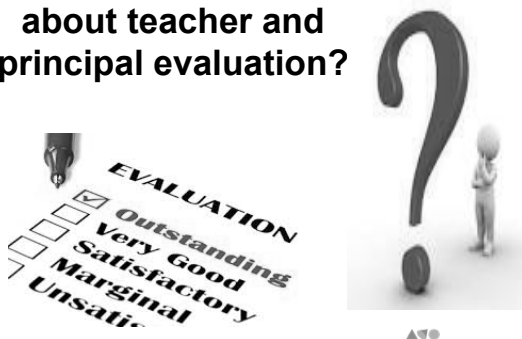


Model


  
 Ohio | Department of Education

  
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**What do we know about teacher and principal evaluation?**



Outstanding  
 Very Good  
 Satisfactory  
 Marginal  
 Unsatisfactory

  
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**Supervising individual teachers into better performance is simply impossible.**



Appraisals

Fullan (2014)

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Improving... simply by sorting... the worse...

Elizabeth Green



**BUILDING A+ BETTER TEACHER**

HOW TEACHING WORKS (And How To Teach It To Everyone)

We... but... able

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**What do we know about what works to develop principals?**

EVALUATION

- Outstanding
- Very Good
- Satisfactory
- Marginal
- Unsatisfactory

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**Lead Learners**

**A new, more powerful role is becoming clear...**

**That of the principal as lead learner**

Fullan (2014)

Houghton Mifflin Harcourt




**The Learning Leader**

- One who models learning,
- But also shapes the conditions for all to learn on a continuous basis

Fullan (2014)

Houghton Mifflin Harcourt



**Priorities**

**The principal must make both teacher learning and his or her own learning a priority**


Fullan (2014)

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## Lead Learners

**The principal's role is to lead the school's teachers in a process of learning to improve their teaching, while learning alongside them about what works and what doesn't**


Fullan (2014)




13

**Research establishes that groups of teachers, working together in purposeful ways over periods of time, will produce greater learning in more students.**

**So, if principals directly influence how teachers can learn together, they will maximize their impact on student learning**




Fullan (2014)




14

**The primary issue is to change the culture of the school and the district so that learning is the work**



Work is learning and learning is the work

Fullan (2014)



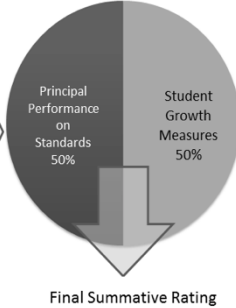
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### OPES Weighting

**The Ohio Principal Evaluation System**

- 50% student growth
- 50% other standard

**However, many of these standards are also tied to student and staff learning.**

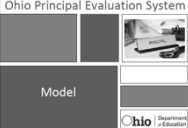


Final Summative Rating

### OPES Rubric

**2.4 Principals know, understand, and share relevant research.**

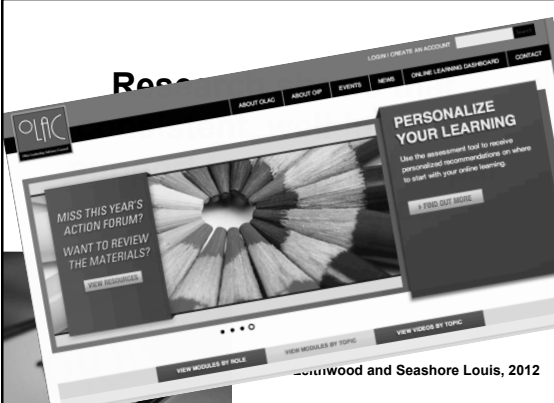
- Principals keeps informed and shares current research and theory on effective schooling.



Ohio Principal Evaluation System


Model

Ohio Department of Education



Southwood and Seashore Louis, 2012

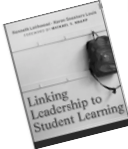

**OPES Rubric**



**2.2 Principals ensure instructional practices are effective and meet the needs of all students.**

- Principal makes systematic and frequent classroom visits and provides feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats.
- Principal connects teachers to other faculty for aid in the development of their instructional.


**When principals serve effectively as instructional leaders, student achievement increases.**

Leithwood and Seashore Louis, 2012

**Instructional leadership includes two complementary approaches and both are necessary:**

- 1. A focus on classroom practice**
- 2. Shared leadership (through teacher teams – TBTs and BLT) to create a learning organization**



Leithwood and Seashore Louis, 2012

**1. Strengthening Classroom Practices**



**2. Strengthen Instruction**

- 1. Specific effective teaching practices**
  - The school or district has agreed on everyone learning some specific effective practices that are learned, implemented, monitored, and provided feedback on.
- 2. Continuous learning of effective practices**
  - Teacher-Based Teams (TBTs) use data to determine needs; develop shared lessons and units; develop, administer, and score shared assessments; and develop interventions.

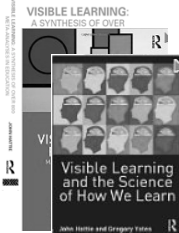
**There are Many Research-Based Strategies**

- Common Formative Assessments
- Nonfiction Writing
- Feedback
- Clarity and communication of learning outcomes
- Marzano

**Visible Learning and  
Visible Learning for Teachers**  
John Hattie Ph.D. (2009, 2012, 2014)


What is the typical effect across...

- 900+ meta-analyses?
- 50,000+ studies?
- 240+ million students?



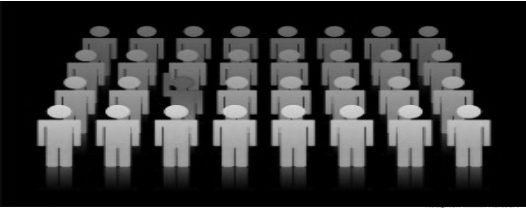
Contributions From the Teacher Area	Effect Size
1. Formative Assessment	1.d =0.90
2. Feedback	2.d =0.73
3. Mastery learning	3.d =0.58
4. Questioning	4.d =0.43
5. Reciprocal teaching	5.d =0.74
6. Direct instruction	6.d =0.59

Hattie (2009)



A strong message from the findings in Visible Learning is that more often than not, when students do not learn, they do not need more.

- They need different.



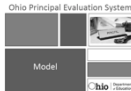

The degree of leader involvement in classroom observations and feedback is associated with higher performing schools.

Robinson 2007, 2008, 2012

**2. Strengthen Instruction**

1. Specific effective teaching practices
  - The school or district has agreed on everyone learning some specific effective practices that are learned, implemented, monitored, and provided feedback on.
2. Continuous learning of effective practices
  - Teacher-Based Teams use data to determine needs; develop shared lessons and units; develop, administer, and score shared assessments; and develop interventions.

**OPES Rubric**



**4.1 Principals promote a collaborative learning culture.**

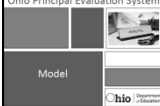
- Principal develops structures for collaboration between all teachers and other education support personnel.
- Principal establishes and reinforces expectations, roles, norms and responsibilities for effective working teams.

**OPES Rubric**

**4.2 Principals share leadership with staff, students, parents, and community members.**

- Principal consistently shares leadership responsibilities with staff.

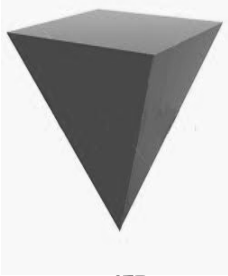
Ohio Principal Evaluation System



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**Develop Broad-Based Instructional Leadership through Collaborative Inquiry at All Levels**

- District Leadership Team (DLT)
- Building Leadership Teams (BLTs)
- Teacher-Based Teams (TBTs)



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**The only way to achieve large-scale and sustainable improvement is to invest in collective capacity**



**Disciplined Professional Collaborative Learning**

Harris (2014)

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**The work is not focused on promoting teams.**

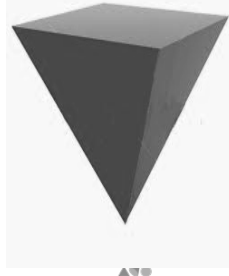
**Performance is the primary objective.**

Katzenbach & Smith, 2011

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**Develop Broad-Based Instructional Leadership through Collaborative Inquiry at All Levels**

- District Leadership Team (DLT)
- Building Leadership Teams (BLTs)
- Teacher-Based Teams (TBTs)




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**Teacher Based-Teams**



**TBTs are the most effective method for teacher learning and for continuous improvement for schools and districts (when well implemented).**

**Teacher-Based Teams are the only in-school source of collective leadership related to achievement.**




Leithwood and Seashore-Louis, 2012

**Supported by Study After Study**

- Collaborative schools do better than individualistic ones
- Teachers who work in professional cultures of collaboration tend to perform better than teachers who work alone




Hargreaves & Fullan, 2012



**Only one in ten teacher teams functions at a level that would result in any improvement of instructional practice and student learning in the classroom.**

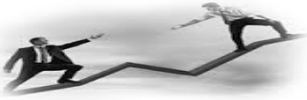
Troen & Boles, 2012

**TBTs**



- Often are not actively facilitated or fully implemented
- You can't over-structure the teams (especially new or less effective teams)
- One critical structure is the consistent use of protocols

**Collaborative inquiry is among the most promising strategies for strengthening teaching and learning.**




**The biggest risk, however, is not providing the necessary leadership and support.**

David, J. L., 2008 and 2009



**Where are Your Teacher Teams? \***




1. Based on a scale of 1 (low) to 5 (high), rate where are your teacher teams right now?
2. The measure of effective teams is improved student outcomes – now rate your teams.


**OPES Rubric**

**1.3 Principals lead the change process for continuous improvement**


- Principal articulates well-defined beliefs about teaching and learning in response to the environment and levels of student achievement.
- Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication.




**A New Way to Think about Change**



**Using Groups To Lead Change**





- Christakis, & Fowler (2009, 2011)
- Kegan & Lahey (2009)
- Prochaska, Norcross, & DiClemente, (2007)
- Rosenberg, T. (2012)
- Oz, M., (2012)




**Changes in Culture**

**Follow Changes in Practice**






Troen & Boles, 2012




**Collective Action**

**Equals Effective Outcomes**








**We Have a Misplaced Focus**



**On Individual Teacher Quality**




Hargreaves & Fullan 2012




**Collective Capacity Building**


**Only collective action will be strong enough to change the system.**



Fullan, 2010




**OPES Road blocks**



**Negative Conditions For Principals**

Districts do not provide principals the time they need on a daily basis to engage with teachers and students focusing on the improvement of teaching and learning.



Fink and Silverman, 2014

**Leaders need to own the inquiry...**

**Participate!**




**The job of leaders is to draw others out.**

Edmondson, 2012

**Reflection**



The Leadership and Learning Center

## Questions and Reflection

**Brian McNulty, Ph.D.**  
Professional Development Associate  
The Leadership and Learning Center  
303.819-1625  
Brian.McNulty@hnhco.com