The Leadership and Learning Center®

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Superintendent and Central Office Leadership

Outcomes

- **Explore what we know about effective districts**
- **Examine where you are now, and where you want to be**
- **Make decisions and commitments for follow-up**

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Resources

Our History

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www.ohioleadership.org

Click on Webinars

Ohio Leadership Advisory Council

ABOUT | EVENTS | NEWS | VIDEOS | WEBINARS | ONLINE LEARNING DASHBOARD | CONTACT

CHECK OUT OLAC'S NEWEST ONLINE MODULE
Teacher-Based Teams: *What Districts Need to Know*

VIEW MODULE

WHO WE ARE
Ohio Leadership Advisory Council is a partnership between the Buckeye Association of School Administrators and the Ohio Department of Education. Our goal is to provide educators - no matter their role - with the structures and resources they need to develop shared and effective leadership at every level.

→ FIND OUT MORE

OLAC ONLINE LEARNING TOOLS

OIP MODULES AND RESOURCES

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OLAC Quick Links

Partner Links:
Moving Your Numbers
Superintendent Pathfinder
RtI Toolkit: Resources for States and Districts to Support a Multi-Tiered System of Supports

Popular Resources:
Upcoming Events
Full OLAC Module List
Evaluation Crosswalk

Superintendent Pathfinder

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Doing What Works OHIO

Constructing a focused foundation for improvement

Click me! Look for the magnifying glass as you browse O-DWW. You will find great resources, tips and more.

Search...

Superintendent's Role | Changing Adult Behavior | Resources

- Overview
- How to use the Superintendent Pathfinder
- Superintendent's role in using data and focusing core work
- Stages, phases, levels & structures: DLT/CSLT-BLT-TBT connections
- Importance of external facilitation
- Becoming a learning organization

A Superintendent Pathfinder for Improving District-wide Instructional Practice & Student Learning

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Machiavelli said

- "There is nothing more difficult to take in hand,
- more perilous to conduct,
- or more uncertain in its success
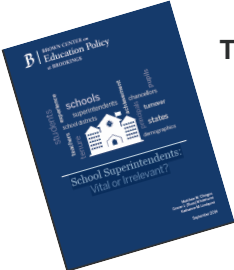- than to take the lead in the introduction of a new order of things."

Hord & Sommers (2008)

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Research review

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**School Superintendents:
Vital or Irrelevant?
Chingos, et. al (2014).**

**The Browne Center on Educational Policy
The Brookings Institution
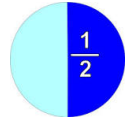Washington, DC**

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Findings

1. The superintendency is largely a short-term job. The typical superintendent has been in the job for three to four years.

2. Student achievement does not improve with longevity of superintendent service within their districts.

3. Hiring a new superintendent is not associated with higher student achievement.

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Chingos, et. al (2014).

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1. The superintendency is a short-term job.

- **More than 1/5 of the superintendents** we examined were in **their first year** on the job,

- **More than half were in their first three years**… the average superintendent had been on the job for 3.3 years

- **Superintendents tend to stay longer in larger districts than in smaller districts**

1/2

Chingos, et. al (2014).

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Are these findings true for you?

- Compare yourself to these findings

- What does this mean for the superintendency?

- What does this mean for you?

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Findings

1. The superintendency is largely a short-term job. The typical superintendent has been in the job for three to four years.

2. **Student achievement does not improve with longevity** of superintendent service within their districts.

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Chingos, et. al (2014).

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Findings

3. **Hiring a new superintendent is not associated with higher student achievement.**

- **District performance deteriorates after turnover**, but the **effect size** estimates are **very small** in any year.

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Chingos, et. al (2014).

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Findings

4. **Superintendents account for a small percentage of student differences in achievement**. **This effect, is statistically significant**, but **smaller** than other major components, including: student characteristics; teachers; schools; and districts.

5. **Individual superintendents who have an exceptional impact on student achievement cannot be reliably identified**.

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Chingos, et. al (2014).

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Are these findings true for you?

- What impact do superintendents have?

- Who has the most impact on achievement? Identify?

- What does this mean for your work?

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Our methods do not support strong causal conclusions because they depend on statistical controls that are only as good as the data available
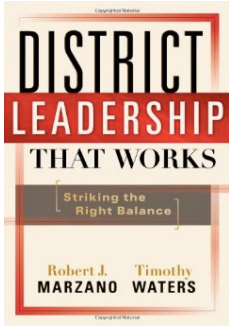
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Chingos, et. al (2014).

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Consider what this means for you and your district

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McREL Study of Superintendent's and central Office

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5 Superintendent Responsibilities

1. **Collaborative Goal Setting**

2. **Non-negotiable goals for achievement and instruction**

3. **Board Alignment**

4. **Monitoring**

5. **Resource Alignment**

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Waters, T. J., & Marzano, R. J. (2006) Houghton Mifflin Harcourt

Additional Finding

- **Superintendent Stability Matters**

- **Defined Autonomy**

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Consider what this means for you and your district

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Leaders Make it Happen

- **The consensus of the research on what effective districts do is outlined in "Leaders Make it Happen."**

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Leaders Make it Happen

1. A focus on achievement and the quality of instructional practices
2. Development of instructional leadership
3. The effective use of data
4. Collaborative goal setting

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Leaders Make it Happen

5. Monitoring the implementation of the strategies, evaluating the results, and creating feedback loops
6. Ongoing, targeted, and differentiated professional development

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Leaders Make it Happen

7. Distributing leadership

8. Allocating and aligning resources

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You should consider what this means for you and your district

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Improving building-level leadership is one of the most promising approaches districts can take to foster change.

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Ontario

• **72 districts**
• **4900 schools**
• **Widespread improvement in literacy and high school graduation across the entire public school system**

Fullan (2014)

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Slide 31

- **Investing in capacity building**
- **Increasing transparency of results and practices, and**
- **Maintaining a relentless focus on progress**

Fullan (2014)

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Slide 32

The Role of the Central Office in Leading Instruction

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Slide 33

Evidence shows that school reforms tend not to take root at single schools or achieve district-wide improvements when central office staff do not participate productively in those reforms' implementation

Honig (2013).

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Slide 34

Districts generally do not see districtwide improvements in teaching and learning

without substantial engagement by their central offices and helping all schools build their capacity for improvement.
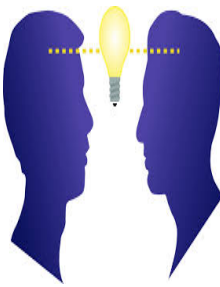
Honig, et.al (2010).

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Slide 35

Central office reform movements need to focus on improving teaching and learning

Honig, et al. (2010).

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Slide 36

Central office administrator's knowledge of high quality instruction is fundamental to implementing ambitious standards-based curricular reforms.

Honig, et.al (2010).

Houghton Mifflin Harcourt

Effective leaders do not rely on typical organizational restructuring…

Honig, et.al (2010)
Houghton Mifflin Harcourt

…but instead involve fundamental changes in what central office administrators do on a day-to-day basis and their relationship with the schools.

Honig, et.al (2010).
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Central Office Transformation

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3 Core elements

1. **Intensive partnerships**

2. **Re-design around performance**

3. **Performance oriented leadership**

Honig, 2013

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Barriers

CAN YOU BREAK THROUGH?

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Sustained, job-embedded supports is fundamental to helping principals build their capacity for instructional leadership

Honig (2012)

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3 Negative Conditions for Principals

1. **Many principals work in systems that have not developed consensus on the day-to-day work that principals should be engaged in to affect teaching practice at scale.**

Fink and Silverman (2014)

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3 Negative Conditions for Principals

2. Principals do not receive the intensive, coordinated, and embedded professional development they need to improve their skills.

Fink and Silverman (2014)

Houghton Mifflin Harcourt

3 Negative Conditions for Principals

3. **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)

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3 Areas of Action for Districts

Fink and Silverman (2014)

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3 Areas of Action for Districts

1. **A Shared Vision School districts must define, clearly and in detail, what it expects principals to do as the instructional leaders of their schools.**

   Develop consensus agreements on the principal practices that would be most emphasized in professional development and evaluation.

Fink and Silverman (2014)

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Caveat

HIGH PRIORITY !

While most states and districts have adopted new principal evaluation systems and performance rubrics, they still do not provide principals clear direction on the highest-priority activities they should be involved in on a day-to-day basis.

Fink and Silverman (2014)

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3 Areas of Action for Districts
2. A Reciprocal System of Support

At the heart of this is a new role for dedicated central-office leaders, principal supervision, designed to improve the instructional leadership of principals through teaching and coaching.

Fink and Silverman, 2014

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3 Areas of Action for Districts

3. Making It Possible

Principals do not have enough time.

Focus central-office action on reducing the overwhelming demands placed on principals.

Fink and Silverman (2014)

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District Role

The most serious hurdle facing instructional leadership is whether districts are willing to reorganize schools such that principals have more time for this work.

Johnson, (2008).

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Leaders need to own the inquiry…

Participate!

The job of leaders is to draw others out.

Edmondson, 2012

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Leadership is a Balance of…

Support

Pressure

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Reflection

3-2-1 Reflection *

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Questions and Reflection

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