**5 Things Principals Should Know and Do**

**Handout**

1. **What do you think is the first thing that you need to do to help your school?**
   1. Talk together and then…
   2. See if you can reach agreement.
2. **Think about Your Current Work**
   1. How many priorities are you and your school currently working on?
      1. See if you can come up with a comprehensive list with your BLT
   2. What can you and your BLT do to reduce the number of initiatives and FOCUS?
      1. What is the highest need you have?
      2. See if you can reach consensus with your BLT
      3. Next, talk with your BLT and see if you can agree on a single focus?
3. **The primary thing that you should be FOCUSED on…is learning**
   1. Our goal (Big Question) is to find out..
      1. What works best for our kids,
      2. here in our school
         1. WHY?
      3. How do we learn this?
      4. How do we share this knowledge across the school?
4. **Second BIG idea regarding principal leadership**
   1. Leading teacher learning and development
   2. What does it mean to be a “Learner” vs. a “Knower?”
      1. Talk over this idea with your BLT and come up with descriptors for both
5. **Third BIG idea regarding principal leadership**
   1. **Collective leadership and Teams**
      1. 2 Overall Findings
         1. Collective leadership (collective capacity) has a stronger influence on student learning than any individual source of leadership
         2. Higher-performing schools award greater influence to teacher teams
   2. **You need to have the right people on your BLTs.** Choose teachers (opinion leaders) who:
      1. Are respected for their content and pedagogical knowledge
      2. Who are socially well connected
      3. Who can maintain confidentiality
      4. Who are curious
      5. Who are willing to lead

Don’t be afraid to changethe membership

* 1. **2 important things to know about TBTs**
     1. Learning HOW to use new practices requires team learning
     2. Team learning can develop and strengthen Collective Efficacy
  2. **How do we learn?**
     1. The “How” to use new knowledge or skills (often called “Procedural” or “Pedagogical” knowledge) has to be practiced
     2. We learn “how” to do things best in groups or teams, with

“Deliberate Practice”- Practice with feedback

* 1. **How should TBTs study teaching practices?**
     1. Choose a practice to address an important learning need
     2. Write out a clear description of the steps in the process
     3. Have a team member model the steps in the practice
     4. (Deliberately) Practice until you have “mastered” the practices with all students
  2. **Examples of questions during team meetings**:
     1. What happened? Why?
     2. What would happen if…?
     3. What changes could we make to strengthen students understanding?
     4. What else are we missing?
     5. Why do you think…?
     6. What would happen if?
     7. As a team, review and practice using these questions in your meetings
  3. **Remember, there is always another/ different point of view**
     1. “What else are we missing?…”
     2. “Who has a different perspective?”
     3. “Whatleads you to think this?”
  4. **What practices work?**
     1. What practices, processes, and teams work?
     2. What practices, processes, and teams DON’T work?
        1. Why?
     3. How do we know?
        1. What evidence?

1. **Fourth BIG idea regarding principal leadership**
   1. **Sharing our Learning**
      1. If teams are being successful, they are identifying practices that are successful with their students how do/should we share these learnings across the school?
         1. Work with your BLT to identify how to share these best practices
   2. **Science Fair for adults**
      1. Each TBT conducts a study of a practice
         1. No longer than 90 days
      2. Create poster boards, share:
         1. Challenge/Intervention/Evidence
      3. Each team shares their learning at least once a semester (preferably every quarter)
   3. **TBT Teams sharing with BLT**
      1. TBTs should be sharing what they are studying, and the results of their collaborative studies, at least quarterly with the BLT
         1. BLT should create ways to catalogue and share these practices across the school.
   4. **BLTs should also be sharing their successes with their DLT**, and DLT should be sharing back with their BLT
2. **Fifth BIG idea regarding principal leadership**
   1. **Classroom Observations and Coaching**
      1. Do Walk-throughs work?
         1. Discuss why or why not.
   2. **Classroom Observations and Coaching**
      1. Observation and coaching should be tied to the instructional practices that the teacher is learning/practicing in their TBTs.
      2. Learning and using the practice well should be part of the teacher’s professional growth plan
      3. The principal needs to know the practice well (reading, multiple observations, discussions with the BLT, TBT meetings, etc.)
      4. Principals should work with teachers to set times to observe the practice
      5. Feedback and coaching should follow the visit
3. **5 things Principals should know and DO**
   1. Focus
   2. Leading teacher learning
   3. Collective leadership and teams
   4. Sharing our learning
   5. Classroom Observations and Coaching

**References**

Anrig, G., (2015). *How We Know Collaboration Works*. Educational Leadership. Vol. 72 No. 5 pp. 31-35

Berliner, D., 2014. Exogenous Variables and Value-Added Assessments: A Fatal Flaw. *Teachers College Record* Volume 116, 010307, January 2014.

Cashman, K., (2012). The Pause Principle: Step back to lead forward. San Francisco. Barrett-Koehler Publishers.

Drago-Severson, E., (2009). Leading Adult Learning: Supporting adult development in our schools. Thousand Oaks CA. Corwin Press.

Edmondson, A. C. (2012). Teaming: How Organizations Learn, Innovate, and compete in the Knowledge Economy. Jossey-Bass. San Francisco, CA

Edmondson, A.C., (2019.) The Fearless Organization: Creating Psychological Safety in the workplace for learning, innovation, and growth. John Wiley & Sons Hoboken NJ

Ells, R.J., (2001). Meta-Analysis of the Relationship Between Collective Teacher Effi­cacy and Student Achievement. Loyola University Chicago. Loyola eCommons. Thesis and Dissertation

Ericsson, A., and Pool, R., (2016). Peak: Secrets from the New Science of Expertise. Eamon Dolan/Mariner Books (HMH). Boston MA.

Fullan, M., (2010). All systems go: the change imperative for whole system reform. Corwin. Thousand Oaks California

Fullan, M. (2014). The Principal, Three Keys to Maximizing Impact. San Francisco, CA: John Wiley & Sons, Inc.

Fullan, M., Rincón-Gallardo, S., & Hargreaves, A., (2015). Professional Capital as Accountability. *Education Policy Analysis Archives.* 23 (15)

Grissom, J.A., Loeb, S., and Masters, B., (2013). Effective Instructional Time Use for School Leaders: Longitudinal Evidence from Observations of Principals. *Educational Researcher.* 42(8). Pp. 433-444.

Hattie, J., & Yates, G. (2014). Visible Leaning and the Science of How We Learn. New York: Routledge.

Hattie, J., (2015). High Impact Leadership, *Educational Leadership.* Feb 2015. Vol. 72 No.5. pp.36-40

Hattie, J. (2015) *What Works Best in Education: The Politics of Collaborative Expertise*, London: Pearson.

Hattie, J. (2015) *What Doesn’t Work in Education: The Politics of Dis- traction*, London: Pearson.

Hattie, J., (2016). Collective Teacher Efficacy. : http://corwin-connect.com/2016/07/fostering-collective-teacher-efficacy-three-enabling-conditions/

Hattie, H., and Zierer, K., (2019), Visible Learning Insights. New York: Routledge.

Heifetz, R. A., (1998). *Leadership without easy answers*. Belknap Press.

Heifitz, R. A., and Linskey, M. (2002). Leadership on the Line: Staying alive through the dangers of leading. Harvard Business Review Press. Boston MA

Hinken, B., (2005). Confessions of a recovering knower. The Systems Thinker. Vo. 16. No.7.

Karlgaard, R., Malone, M. S. (2015). Team Genius: The new science of high-performing organizations. NY, NY: Harper Collins Publisher

Kotter, J. P., (1996). Leading change. Harvard Business School Press, Cambridge MA.

Kotter. P., (2012). Accelerate*: How the Most Innovative Companies Capitalize on Today’s Rapid –Fire Strategic Challenges – and Still Make Their Numbers. Harvard Business Review*. Vol.90 #11,. pp. 44-58.

Kouzes, J. M., and Barry Z. Posner, B.Z., (2010). The Truth About Leadership: The no-fads, heart-of-the-matter facts you need to know. Jossey-Bass. San Francisco CA

Leithwood, K. & Seashore Louis, K., (2012) Linking Leadership to Student Learning. Jossey-Bass. San Francisco CA.

Marzano, R.J., Waters, J.T., & McNulty, B.A. (2005). What works in school leadership: research to results. Alexandria, VA: ASCD.

McNulty, B.A. and Besser, L. (2014). Leaders make it happen: An administrators guide to data teams. Boston MA: Houghton Mifflin Harcourt

Payne, Charles, (2011). So Much Reform, So Little Change, Cambridge, MA. Harvard Education Press.

Reeves, D. B., (2008). Reframing teacher leadership to improve your school. Alexandria, VA: ASCD

Reeves, D. B., and Eaker, R., (2019). 100 Day Leader: Turning short term wins into long term success in schools. Solution Tree Press: Bloomington Indiana

Rogers, E. M., (2003). Diffusion of Innovations, 5th Edition. New York: Free Press.

Robinson, V., Lloyd, C. A., and Rowe, K. J., (2008). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Type. Educational Administration Quarterly. 44; 635-674

Robinson, V., Hohpa, M., and Lloyd, C., (2009). School Leadership and Student Outcomes: Identifying what works and why. Best Evidence Synthesis Iteration. New Zealand Ministry of Education

Robinson, V., (2011). Student-centered leadership. San Francisco: Jossey-Bass.

Robinson, V. (2013). *Three capacities for student-centered leadership*. In Fullan, M., Educational Leadership: The Jossey-Bass Reader. San Francisco, CA Jossey-Bass.

Schmoker, M.J., (2011). Focus: Elevating the essentials to radically improve student outcomes. Alexandria, VA: ASCD

Schmoker, M.J., (2018). Focus: Elevating the essentials to radically improve student outcomes. 2nd Edition. Alexandria, VA: ASCD

Seashore Louis, K., Leithwood, K., Wahlstrom, K.L., & Anderson, S.E., (2010). *Learning from Leadership: Investigating the Links to Improved Student Learning.* Center for Applied Research and Educational Improvement/University of Minnesota and Ontario Institute for Studies in Education/University of Toronto