



THE ROLE OF THE PRINCIPAL IN SCHOOL IMPROVEMENT

Prepared by Sabra S. Tucker

Words of Wisdom

- “Leadership and learning are indispensable to each other.”- *John F. Kennedy*

“Surround yourself with the best people you can find, delegate authority, and don’t interfere as long as the policy you’ve decided upon is being carried out.”- *Ronald Reagan*

“A leader takes people where they want to go. A great leader takes people where they don’t necessarily want to go, but ought to be.”- *Rosalynn Carter*

History of the Research

- Effective Schools Movement
- “All children can learn.”
 - Not designed to investigate leadership
 - Ambiguous findings concerning the principal’s role in improvement
 - Researchers found common behaviors in the actions of principals of higher achieving schools

History of the Research

- Larry Lezotte and Ronald Edmonds
- 7 Correlates of Effective Schools
 - Safe and orderly environment
 - Climate of high expectation for staff and students
 - Opportunity to Learn/Time on task
 - Home-School relations
 - Instructional leadership
 - Clear and focused mission
 - Frequent monitoring of student progress

Where are we now?

- Kathleen Cotton (2003)
 - Comprehensive narrative review of literature related to school leadership (81 research articles)
 - Published the book *Principals and Student Achievement: What the Research Says*
 - Identified 25 categories of principal behaviors that positively affect student achievement.

Kathleen Cotton (2003)

- 25 Categories of Principal Behaviors
 - 1. Safe and orderly environment
 - 2. Vision and goals focused on high levels of student learning
 - 3. High expectations for student learning
 - 4. Self-confidence, responsibility, perseverance
 - 5. Visibility and accessibility
 - 6. Positive and supportive climate

- 7. Communication and interaction
- 8. Emotional and interpersonal support
- 9. Parent and community outreach and involvement
- 10. Rituals, ceremonies, symbolic actions
- 11. Shared leadership and decision making
- 12. Collaboration

- 13. Instructional leadership
- 14. Ongoing pursuit of high levels of student learning
- 15. Norm of continuous improvement
- 16. Discussion of instructional issues
- 17. Classroom observation and feedback to teachers

- 18. Support of teachers' autonomy
- 19. Support of risk taking
- 20. Professional development opportunities/resources
- 21. Protecting instructional time
- 22. Monitoring/sharing student progress

- 23. Data-driven program improvement
- 24. Student and staff recognition of achievement
- 25. Role modeling

School Leadership that Works

Marzano (2005)

- Meta-Analysis
 - Reviewed relevant studies from 1970 to 2005
 - Used data from 69 studies
 - 2,802 schools involved
 - 14,000 teachers
 - 1,400,000 students

So what does the research say?

- 21 Responsibilities of the School Leader (Marzano, Waters, and McNulty, 2005)

The 21 Responsibilities and Day-to-Day Management of a School

- 1. Monitoring/Evaluating
- 2. Culture
- 3. Ideals/Beliefs
- 4. Knowledge of Curriculum, Assessment, and Instruction
- 5. Involvement with Curriculum, Assessment, and Instruction

- 6. Focus
- 7. Order
- 8 & 9. Affirmation; Intellectual Stimulation
- 10. Communication
- 11. Input
- 12. Relationships

- 13. Optimizer
- 14. Flexibility
- 15. Resources
- 16. Contingent Rewards
- 17. Situational Awareness
- 18. Outreach

- 19. Visibility
- 20. Discipline
- 21. Change Agent

Wallace Foundation

- July 2010
- 6 Year Study
- Analyzed 5 Types of Research
 - Qualitative case studies
 - Quantitative large-scale studies
 - Quantitative with specific behaviors and effects
 - Studies of student engagement
 - Research on leadership succession

Wallace Foundation

- *Learning from Leadership: Investigating the Links to Improved Student Learning*
- \$3.5 million
- 3 Sections
- Part I
 - What School Leaders Do to Improve Student Achievement

Findings

- Part Two: Districts and Their Leaders: How to Foster School Improvement and Student Learning
- Part Three: State Leadership and Relationships with Districts

Effective Principals Embrace Collective Leadership

-Education Week

- School improvement efforts have to focus on the leadership of the school.
- Successful principals set conditions that enable teachers to be better instructors.
- Collective leadership does NOT mean a principal loses clout.
- Reinforces the need for comprehensive professional development for leaders.

Qualities of Effective Principals

- Conclusive qualities identified by Stronge et al (2008)
 - Clear vision for their school
 - Quality of instructions
 - High expectations of students and teachers
 - Optimism and confidence
 - Focus on continual improvement
 - Clear communication to all stakeholders that student learning is the school's most important mission

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