Our Mission

The Center for Educational Leadership (CEL) is a nonprofit service arm of the University of Washington College of Education dedicated to eliminating the achievement gap that continues to divide our nation’s children along the lines of race, class, language and disability.

Equity Is a Key Principle of Our Work

- Equal Outcomes
- Fairness
- Access and Support
- Respect for Differences
- Achievement of Every Student
Foundational Ideas

1. If students are not learning they are not being afforded powerful learning opportunities.
2. Teaching is a highly complex and sophisticated endeavor.
3. Practice of sophisticated endeavors only improves when it is open for public scrutiny.
4. Improving practice in a culture of public scrutiny requires reciprocal accountability.
5. Reciprocal accountability implies a particular kind of leadership to improve teaching and learning.
6. Leaders cannot lead what they don’t know.

Two-Part Equation

Common language for high-quality instruction

Knowing how to lead for that

Instructional Anatomy

Instructional Leadership

Instructional Effectiveness

The Human Capital Development Challenge

1) Developing understanding and expertise in instructional anatomy
2) Developing understanding and expertise in instructional leadership
Instructional Anatomy

Our 5D™ instructional framework lays out a vision for high-quality teaching and aligns the work of instructional improvement across the school system. The framework organizes and defines the ideal characteristics of classroom instruction into five dimensions:
The Human Capital Development Challenge

1) Developing understanding and expertise in instructional anatomy

2) Developing understanding and expertise in instructional leadership

Instructional Leadership

Our 4D™ instructional leadership framework identifies a vision for principals and other school leaders who want to improve instructional practice. The framework is organized into four dimensions:

- Vision, Mission and Learning-Focused Culture
- Improvement of Instructional Practice
- Allocation of Resources
- Management of Systems and Processes
What do we know about the instructional expertise level of school district leaders across the country?

Next Generation Assessment

- In fall of 2015, researchers from Vanderbilt and the University of Washington launched a two-year revalidation study of the 5D Assessment.
- Study is funded by the Department of Education, Institute of Educational Sciences (IES).
- Work done to date has resulted in a makeover of assessment.
- Assessment is now called Measures of Instructional Leadership Expertise (MILE™).
Measurement of Instructional Leadership Expertise (MILE) Assessment

- Empirical and experiential research effort led to the development of a new rubric framework.
- The rubric includes:
  - five general dimensions of what expert observers of instruction pay attention to in their observations.
  - two proficiency areas of providing feedback and professional development.
  - one cross-cutting dimension of leading with inquiry.
- Rubric differentiates novice from expert practice along each area and dimension.

MILE Assessment Process

- Participants watch a video of classroom instruction and write responses answering:
  - What did you notice – and wonder – about teaching and learning in this classroom?
  - What specific feedback would you give the teacher to help him/her take productive next steps in improving instruction? And why?
  - What plan for professional development and support would you suggest for this teacher based on what you observed? That is, what does the teacher need to learn and how would you get him/her there?
- Responses are scored by two trained raters (highly experienced instructional leaders) using research-based rubric.
- There is an inter-rater reliability at 85% or higher among our scorers.

Performance Level Descriptors

- Novice
- Emerging
- Developing
- Nearly a master
MILE Assessment

Number of participants: 328
- Elementary: 165
- Secondary: 163

Overall Averages by:
- Observation and Analysis
- Feedback
- Professional Development
- Inquiry Stance

Distribution of Scores

Comparison: Cumulative National Average
- 5D assessment (4,357 participants)
- MILE Assessment Observation and Analysis

Overall Average: Observation and Analysis

Overall Average: Feedback
Overall Average: Professional Development

Evidence-based PD: 3.99
Quality of PD: 1.98
Control of PD: 1.94

1-1.5 = Novice
1.51-2.5 = Emerging
2.51-3.5 = Developing
3.51-4 = Nearly a Master

Overall Average: Inquiry Stance

Inquiry Stance: 1.76

1-1.5 = Novice
1.51-2.5 = Emerging
2.51-3.5 = Developing
3.51-4 = Nearly a Master

Comparison: Cumulative National Averages

Lesson Purpose: 2.08
Student Engagement: 2.76
Curriculum & Pedagogy: 2.81
Assessment: 2.81
Classroom Environment: 2.80

1-1.5 = Novice
1.51-2.5 = Emerging
2.51-3.5 = Developing
3.51-4 = Nearly a Master
The Problem for Principal Supervisors

- Too few leaders charged with leading the improvement of instruction have developed sufficient expertise to identify high-quality teaching.
- With limited instructional expertise, school leaders are more likely to have difficulty identifying and envisioning an improvement trajectory for individual teachers.

Reflection

- Is this a problem in your school district?
- If so, what are the implications for how your central office leaders are developing and supporting principals?

What do Effective Districts do to Support Principals as Instructional Leaders?
Our Experience: Supporting Central Office Leaders

- Supported over 50 school districts:
  - Design
  - Professional Development
  - Coaching
- Gates and Wallace Foundation funded projects:
  - Leading for Effective Teaching Project
  - Central Office Transformation Toolkit

Instructional Leader

“If you want to leverage improvement in a school system, the most critical role is the principal.”

If the central office does X

Then principals will be able to do Y

Which means teachers will do Z

Which will result in achievement for all students!

Principal Support Framework

Our Principal Support Framework illustrates what it means for district leaders to support principals as instructional leaders. The framework defines three action areas, each with indicators of success:

- Shared Vision of Principals as Instructional Leaders
- System of Support for Developing Principals as Instructional Leaders
- Making It Possible for Principals to Be Instructional Leaders
A Shared Vision of Principals as Instructional Leaders

Action Area 1

Action Area 1 - Notice and Wonder

Working with a partner, come up with two things you notice about this action area and one thing you wonder about it.

Clarity of Expectation

The school system has defined, clearly and in detail, what it expects principals to do as the instructional leaders of their schools. It selects and evaluates principals based primarily on whether they can successfully execute those practices.

Goal: Principals understand the school system’s expectations for their roles and effective practices as school instructional leaders. These expectations guide the work principals perform day to day, and the practices can be sustained over time.
What is the primary role of principals in your system?

All Respondents

- Instructional Leader (51%)
- CEO of School Site (31%)
- Depends on Principal (12%)
- Other (6%)

Selected by 70% of School Leadership and Supervision Respondents

Selected by 52% of Business Services Respondents

Rationale for Action Area 1

Shared vision and understanding of the principal as an instructional leader:

- Clarifies principal expectations and day-to-day work as instructional leaders.
- Becomes the basis for professional learning, assessing and measuring performance.
- Drives the hiring of principal candidates.

Action Area 1: What we are learning

- Evaluation frameworks are insufficient.
- Reach agreement with principals on “POWER STANDARDS” and let them drive:
  - Goal setting and performance improvement efforts.
  - Principal pipeline efforts.
  - Principal selection and hiring process.
What we are learning

- Communication in multiple forms is critical:
  - To the entire central office.
  - Reinforced as much as possible.

System of Support for Developing Principals as Instructional Leaders

Action Area 2

Action Area 2 - Notice and Wonder

Working with a partner, come up with two things you notice about this action area and one thing you wonder about it.
Differentiated Teaching and Coaching

Rationale for Action Area 2

- Supervision is an insufficient lever to improve practice.
- Principal professional development often outsourced, topical in nature, led by a variety of departments.
- Few intensive and intentional job-embedded opportunities to improve instructional leadership skills.
- Few formal opportunities for principals to collaborate to improve their practice.

Action Area 2: What we are learning

- Starts with the right principal supervisors who possess:
  - Deep understanding of effective instructional practices.
  - Deep understanding of effective leadership practices, especially instructional leadership and human capital management.
  - Adult teaching and coaching skills to help principals learn and develop; for example, working from evidence, working from problems of practice.
- Much more than a “principal supervisor initiative”.
What we are learning

• Need for principal learning systems that include:
  – Professional development
  – Coaching
  – Mentoring
  – Principal agency and collaboration

A Strategic Partnership Between the Central Office and Principals

Action Area 3

Action Area 3 - Notice and Wonder

Working with a partner, come up with two things you notice about this action area and one thing you wonder about it.
Rationale for Action Area 3

- Principals need more time for instructional leadership.
- Principals don’t always know what they need from the central office.
- Compliance and monitoring are not the same as a strategic partnership.
- Central office has the potential to add value to schools!

A Major Iteration of AA3
Q & A

NATIONAL PRINCIPAL SUPERVISOR ACADEMY
A CERTIFICATE PROGRAM FOR PRINCIPAL SUPERVISORS

Coming in 2017-2018

Join our mailing list for the latest news:
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