Creating Systems Change
ALIGNING SCHOOL LEADER AND TEACHER DEVELOPMENT

Presenter

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Link for Quiz: kahoot.it Code: ____________

Link for Poll: https://answergarden.ch/422336

Outcomes

• Identify and share strategies to position school leaders as strong instructional leaders and key drivers of teacher development

• Leverage the use of an anchor framework to focus and align the work of school and teacher leaders on rigorous standards, social/emotional learning, and data driven instruction

• Examine the NTC school leadership model as a means to transform schools and impact broader systems change
Design for Leading Framework

**Defining a vision, mission, and goals** focused on equity and access to ensure academic success for all students.

**Improving instruction** through clear expectations and analysis grounded in evidence.

**Creating a culture** that drives continuous improvement and is grounded in trusting, respectful, and collaborative relationships.

**Promoting leadership** in others so that everyone is engaged in school improvement and committed to student success.

**Aligning and managing systems** to prioritize teacher development and accelerate student learning.
The NTC Design for Leading framework helps leaders bring coherence to school practices that most make a difference for student achievement. The framework is especially useful in a time of rigorous standards and pays important attention to academic, social, and emotional learning conditions. The Design for Leading domains create common language and clarity about the characteristics of effective schools and corresponding leader behaviors that will improve the learning environment and school community as a whole.

The Design for Leading framework accelerates growth when used in concert with district expectations and leadership competency frameworks as the alignment helps define what the leader needs to do to effectively move a school community to embrace effective and sustainable practices.

The framework illustrates how school practices—and student outcomes—will be improved through persistent and integrated attention to five priority areas (referred to as domains). Under each domain are research-based descriptions of school practice at various levels. The bottom portion of the framework defines leadership skills and behaviors (referred to as core leader skills). Each Core Leader Skill drives the practices most efficacious in achieving improvement in each domain.

The rubric that follows describes in concrete detail school characteristics across five leadership domains:

- **VISION, MISSION, AND GOALS**: Are all stakeholders actively supportive of the vision, mission, and key goals of the school?
- **CULTURE**: Do all teachers and students feel genuinely welcomed, excited, and able to learn at a high level?
- **TEACHER LEADERSHIP**: Do all teachers say there is strong ownership for a distributed leadership model with authentic opportunities for important leadership roles?
- **INSTRUCTION**: Are all teachers continuously improving their instruction? Are all students provided equitable opportunities to work to their highest capabilities?
- **SYSTEMS**: Are the systems of the school aligned and contributing to quality teaching and learning?

Each performance area has three components:

1. **Essential Question**: The core question to answer about the particular performance area. In an effective school, the answer to each Essential Question is "yes."
2. **Descriptor Language**: Descriptions of the essence of each performance area used to differentiate five levels of performance: Emerging, Developing, Applying, Integrating, and Innovating. The Design for Leading framework uses descriptors that focus primarily on observable characteristics at the school.
3. **Core Leader Skills**: A non-exhaustive list of the leader skills and behaviors that contribute to the school outcomes in each domain area.

When leaders use the NTC Design for Leading framework, they select the rating where the combination of descriptors most closely describes their school’s performance, using a preponderance of evidence for each performance area. Observers do not rate themselves on Core Leader Skills; those are included only for coaching, action planning, and development purposes. The Core Leader Skills can help a leader narrow in on development needs based on ratings in performance areas, and engage in conversations with other leaders about leadership practices they’d like to adopt or develop.

The rubric describes five development levels for the school practices:

- **Emerging**: The school leader is the primary leader, and teachers work independently. School demonstrates limited or no implementation of the key school practices of the domain.
- **Developing**: The administrative team leads and directs teacher work. Although there is some teacher collaboration, most teachers continue to work independently. School demonstrates emerging implementation of the key school practices of the domain.
- **Applying**: A leadership team, consisting of school leaders and teacher leaders, directs and leads the work of staff. Teachers are provided with opportunities to work collaboratively. School demonstrates proficient implementation of the key school practices of the domain.
- **Integrating**: The administrative team provides overall direction and distributes leadership to others. Staff works in self-directed teams. School demonstrates full implementation of the key school practices of the domain.
- **Innovating**: Internal and external stakeholders are engaged in continuous improvement of student outcomes. School demonstrates an integrated, systemic approach to the key school practices of the domain.

The New Teacher Center is indebted to the Wallace Foundation for the core research that underlies this tool located at http://www.wallacefoundation.org/knowledge-center/school-leadership/Pages/default.aspx.
### IMPROVING INSTRUCTION through clear expectations and analysis grounded in evidence

<table>
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<th>Emerging</th>
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<th>Applying</th>
<th>Integrating</th>
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<td>1. Instructional goals are listed in district or school-wide planning documents.</td>
<td>1. Administrative team has an instructional focus and leads several opportunities for teachers to use data to plan and improve instructional practice.</td>
<td>1. The leadership team has an instructional focus that establishes common expectations for college- and career-aligned instruction. Some teachers use data to improve instructional practice.</td>
<td>1. The instructional focus of the school is developed and driven by a broad base of leaders and teachers. Consistent use of data improves instructional practice.</td>
<td>1. Rigorous and shared instructional focus and progress monitoring drives and improves instructional practice school-wide. Students are included in goal-setting.</td>
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<td>2. Teachers attend trainings and presentations with limited interest, coherence, sense of relevance, or opportunities to collaborate.</td>
<td>2. Teacher professional learning (PL) is coherent and connected to school vision and goals. Teachers perceive training and PL has some relevance to their work. PL is a blend of training and collaborative opportunities.</td>
<td>2. Teachers meet on a regular basis in professional learning communities (PLC), using student work to analyze and improve instruction. Many teachers perceive this to be a valuable use of time.</td>
<td>2. Teachers collaborate in well-organized PLCs, using common interim standards-aligned benchmarks and student work to adapt curriculum, instructional resources, and instructional practices. The work of PLCs regularly informs subsequent instruction.</td>
<td>2. Collaboration permeates every aspect of the school. Teachers see PLCs as essential to cultivating deep understanding of student achievement precisely in order to continuously refine instruction so that every student reaches accelerated goals.</td>
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<td>3. Teachers have complete discretion to use curriculum that may or may not be aligned to state standards. There is wide variance of practice and rigor across classrooms. Weak assessment results can be attributed to standards misalignment, undemanding curriculum, and low expectations for students.</td>
<td>3. Some self-driven students are held to high expectations, rigorous instruction, and appropriately demanding curriculum. Aligned instruction and benchmarks vary across teachers.</td>
<td>3. There is school-wide adoption of aligned tests and district-recommended scope and sequence. Some common benchmark assessments are in place. The curriculum is adopted, and instruction is appropriately demanding in many classrooms.</td>
<td>3. School uses a comprehensive vertical and horizontal scope and sequence of units and lessons, which lead to rich, relevant, and rigorous instruction. Most teachers use common periodic benchmarks.</td>
<td>3. A rigorous curriculum is adopted school-wide, and common assessments that align to college and career ready standards set and track ambitious goals for both teachers and students that dramatically increase student achievement.</td>
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<td>4. Formal observation, supervision, and professional learning are conducted in accordance with district requirements as a perfunctory exercise. Few teachers improve their instruction as an outcome of observations.</td>
<td>4. The administrative team, using a formal teacher evaluation system, conducts classroom observations to monitor and give feedback on instructional content and practices with little differentiation given for varying levels of teachers’ performance. Leaders rarely follow up with teachers to track responsiveness to feedback.</td>
<td>4. Within the formal teacher evaluation system, most teachers receive feedback and coaching that has the potential to improve instructional practice and student learning. Observation and feedback drive the design of professional learning and collaborative planning.</td>
<td>4. The leadership team implements both a formal observation and feedback system to ensure that frequent classroom observations with all teachers are conducted. Immediate, actionable coaching focused on developing a growth mindset and using an aligned observation tool deliberately shapes teaching practice.</td>
<td>4. The leadership team extends the classroom observation and feedback system and professional learning schedule by including a peer observation process that allows teachers to share practices and engage in instructional dialogue and coaching.</td>
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### Core Leader Skills: Are all teachers continuously improving their instruction? Are all students provided equitable opportunities to work to their highest capabilities?

#### Building Teacher Capacity
- Artfully and collaboratively designs teacher professional learning for the year to guide teacher practice towards clearly communicated instructional goals
- Creates a safe and supportive school culture where teachers are encouraged to try new practices, fail, learn from their mistakes, and share learning from the process with peers
- Uses effective adult learning approaches to work with teachers on all aspects of their performance: planning, instruction, teacher-to-teacher interaction, and professional learning
- Cultivates learning communities that authenticly engage teacher voice and participation and that are focused on instructional improvement and owned by teacher leaders

#### Monitoring Progress
- Collects and analyzes multiple sources of data; works with teachers and leaders to make meaningful conclusions that help direct and shape teacher professional learning for improved instructional outcomes
- Frequent classroom observations, along with coaches/mentors, capturing and sharing meaningful feedback with teachers that ensures they make continuous progress over time
- Maintains and tracks both long-term and short-term improvement goals for every staff member that tie to the larger school goals
- Ensures a system of periodic common assessments and benchmarks written to the rigor of college and career readiness standards and aimed to improve instruction and accelerate student learning

#### Curriculum and Pedagogy
- Keeps informed about standards-based curriculum, instructional shifts, and broader pedagogical practice shown to best achieve student outcomes, ensuring that proven resources and practices are implemented to achieve school goals
- Convenes teachers to work vertically and horizontally to share best practices, align instruction, and create coherent and rigorous educational experiences for all students

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NEW TEACHER CENTER
OUTCOME FOR SCHOOLS:

LEARNING ECOSYSTEMS
Effective schools

Design for Leading Framework

LEARNING COMMUNITY
Optimal Learning Environment

Framework for Social and Emotional Learning
Learner Mindsets, Learner Variability

STUDENTS
College, Career, and Community Ready

Tools assess progress on standards and instructional shifts

Theory of School Level Change

HIGH-IMPACT STRATEGIES FOR LEADERS

Teaching and Learning Framework
Targets instructional core

Effective Feedback Processes
Focuses and shapes message

Instructional Leadership Team
Magnifies the impact

SCHOOL IS UNIT OF CHANGE
LEADERS ARE THE LEVER FOR CHANGE
MAKING THE CASE
Rigorous teaching and learning standards, along with increased accountability for the performance of both students and teachers, make the job of principal more complex and critical than ever.

Teacher effectiveness is one of the most important criteria contributing to student achievement, and research has proven that school leaders that assume an active role in continuous teacher development also see the greatest gains in student outcomes.

There are five key domains related to effective schools that school leaders must prioritize to drive school change: 1) strong instructional vision; 2) powerful learning culture; 3) impactful observation, feedback, and coaching cycles; 4) distributed leadership model; and 5) aligned systems, structures, and resources.

Well-supported and highly trained school leaders are essential for setting the expectations and creating the conditions needed for improving teacher practice and accelerating student performance.

OUR SCHOOL LEADERSHIP SOLUTIONS
NTC offers partners a customized approach to build district capacity for school leaders and key district leaders to implement an integrated and aligned school leader and teacher development system.

An engagement with NTC involves:
• EXPERIENCES that are learner focused, learner led, and emphasize mastery through authentic practice.
• CONTENT that is at the forefront of research, incorporates best practices, and adapts to diverse contexts.
• IMPACT that empowers, inspires, innovates, and transfers to every school.

NTC works with partners to design and provide professional learning that integrates with district structures to support school leaders directly, learning side-by-side with key district personnel.

NTC offers systems change consultation, a variety of professional learning opportunities, including blended models of delivery, and a flexible network structure to maximize peer collaboration and learning.

NTC partners also receive in-field coaching to assess how learning is transferring to schools and to drive continual program improvement.

OUR CORE WORK
Strong Instructional Vision
• Shared commitment to ensure academic and social/emotional success for all students
• Grounded in anchor frameworks

Powerful Learning Culture
• Central driver of efforts to improve instruction and achieve growth for all students
• Trust, respect, collaboration and commitment to equity and access are shared values

Observation, Feedback, and Coaching Cycles
• Learning cycles build content knowledge and provide opportunities for practice, application, and coaching
• Priority is on growth and development
• Use of anchor tools to support rigorous standards-based Teaching & Learning

Distributed Leadership Model
• High functioning ILT in place
• Authentic opportunities for Teacher Leaders to impact teacher (and student performance)
• Progress measured across multiple measures

Aligned Systems, Structures, Resources
• Strategic use of time, people
• Structures and supporting processes in place to allow for collaboration and peer to peer learning
• Decision making and resource allocation prioritize teacher development

PARTNERSHIP WITH NTC RESULTS IN Schools That Create:
A shared vision and goals that prioritize equity and access and facilitates rapid transition to rigorous standards
An optimal learning environment that enhances college, career, and community readiness through attention to adult and youth social and emotional learning, mindsets, and learner variability
Continual learning for educators and students through impactful coaching cycles of observation, analysis, and feedback
High-functioning instructional leadership teams that champion and model the work of designing and implementing transformative, standards-aligned instruction
Aligned systems, structures, and resources that prioritize teacher development and accelerate learning

School leaders that apply:
The five research-based core characteristics of effective schools that lead to school transformation
The instructional shifts demanded by rigorous standards and the practices that develop and sustain a culture of learning
An effective feedback framework addressing content, delivery, and audience to impact changes in practice
The principles and practices to leverage an instructional leadership team that improves and aligns performance across the school
A core set of anchor frameworks and tools to improve instruction and leverage resources toward maximizing student achievement

Systems that:
Achieve coherence through common frameworks and processes
Embed learning into the work of leaders and connect school and district leaders through common language and practices
Align the work and feedback from centralized teaching and learning personnel to school-level practices and processes
Embrace and build leadership at all levels by developing intentional pathways and structures
Increase efficacy of centrally-based systems and departments by prioritizing teacher and school leader development when identifying and allocating personnel, time, and resources
## Program Elements

| Summer Institutes | Foundational **two day**, face-to-face, whole group sessions where participants learn the five core elements of effective schools through three anchor frameworks and develop plans for transferring specific actions to their respective site. |
| Network Seminars | **Monthly** 90 minute face-to-face, whole group sessions where participants deepen their knowledge about leadership practices that transform schools including: standards-aligned coaching, distributed leadership, and effective feedback. Allows for vertical, same-grade level, and regional peer collaboration. |
| Peer Network Working Groups | **Monthly** 90 minute face-to-face collaborative working groups of individuals or schools with similar goals and focus strategies. Opportunity for participants to collaboratively apply their learning to their local context in an individualized way. |
| Core Work Labs | **Monthly** online individual or small group asynchronous sessions where participants are provided opportunities for repeated practice on critical content and skills. Mastery is assessed through digital tools and results inform both group and individual learning. |
| In Field Peer Networks | **Quarterly** co-designed and co-led network meetings with district partners held at schools where participants assess the current state of the school and consider implications for future work. Allows a team approach to shared accountability. |
| In Field Coaching | Individualized support for school leaders co-designed and co-led with district partners based upon needs identified through networks, labs, seminars, and institutes. |
| Targeted Content | Additional webinars or face-to-face modules available for enrichment or additional practice in order to ensure mastery. Digital Resource Hub for tools, readings, and videos. |

## Two-Year Engagement

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<td>Online Core Working Labs</td>
<td>In-Field Networks/ Coaching (as needed)</td>
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