

Redefining Educational Leadership



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Before we can redefine Educational Leadership, we must first understand what comprises **Educational Leadership?**

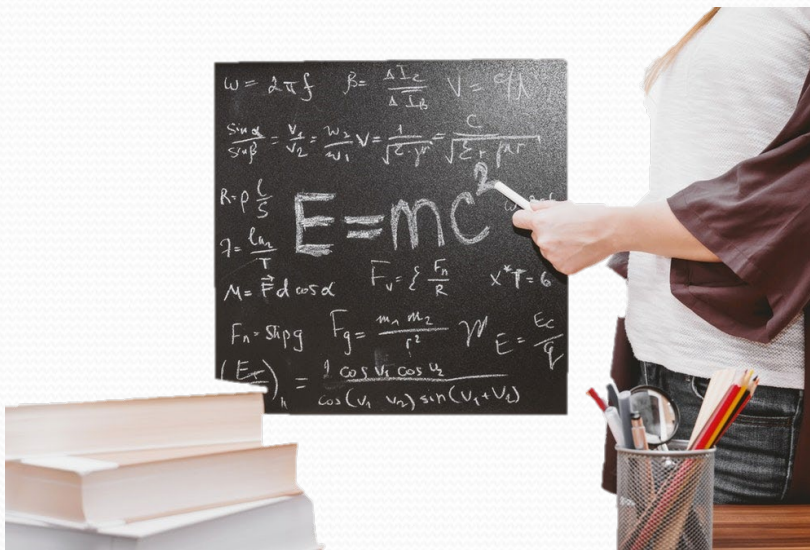


According to **Wikipedia** online dictionary,
Educational Leadership is defined as....

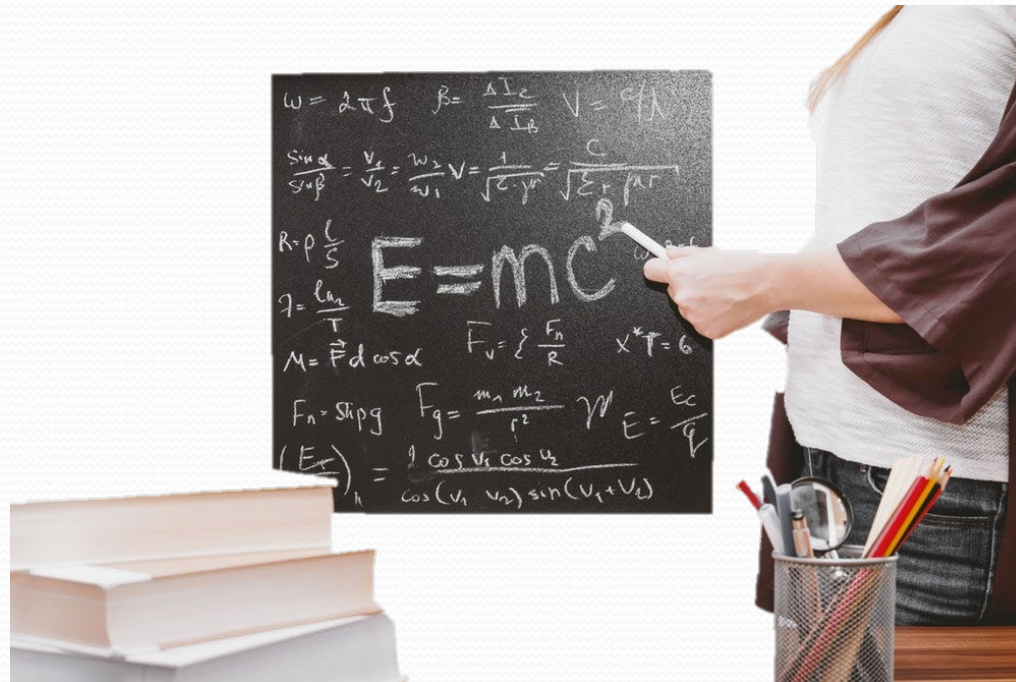
The process of enlisting and guiding the talents and energies of **teachers, pupils, and parents** toward achieving common educational aims (i.e., goals).

-Wikipedia

Let's begin our **redefining** of Educational Leadership by examining the process of enlisting and guiding the talent and energy of our **teachers.**



Enlisting Qualified Teachers



Enlisting and guiding the talent and energy of our teachers....

Traditional Recruiting

- **Assemble a hiring committee**
- Examine Resumes
- Contact Potential Candidates for Hire
- Train New Employee(s)



Redefined Method of Recruiting

- Ensure that you **“The Leader”** is directly involved in the hiring process from start to finish
 - Take the lead
 - Ask employees for potential candidates
 - Advertise (go after talented teachers, instead of waiting for them to come to you)
 - Use Social Media, distribute flyers, brochures, and banners highlighting the position

Enlisting and guiding the talent and energy of our teachers....



Traditional Recruiting

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Redefined Method of Recruiting

- Resumes can be tricky, so you **“The Leader”** should take an active, hands-on, role in probing for the most talented teachers in the bunch. (extracting talent) After all, it is you **“The Leader”** who will shoulder the blame if the candidate does not work out in the end.

Enlisting and guiding the talent and energy of our teachers....

Traditional Recruiting

- Assemble a hiring committee
- Examine Resumes
- **Contact Potential Candidates for Hire**
- Train New Employee(s)

Redefined Method of Recruiting

- As **“The Leader”** don't be tempted to delegate, or punt the ball in football terms, when it comes to contacting potential candidates for hire. Sure, this can be an incredibly daunting task, depending on the number of qualified candidates, but - remember- the candidate will most likely appreciate a phone call from the boss prior to an interview. This could go a long way in helping you sway, or retain, the candidate down the road should other promising employment options come their way.



Enlisting and guiding the talent and energy of our teachers....

Traditional Recruiting

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- **Train New Employee(s)**

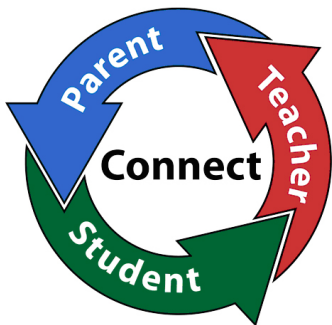
Redefined Method of Recruiting

- **“The Leader”** has a responsibility to ensure that his or her employees receive quality training that meets industry standards. This may include, but is not limited to, classroom management, computer and technology training, planning, team building, and instructional delivery training to name a few areas of interest. Again, you **“The Leader”** must take an active role in selecting the type of training that you would like for your new hires, outside of the mandatory state required training (i.e., in-service training).



Enlisting and guiding the talent and energy of our teachers....

The traditional method of recruiting or enlisting talented teachers, generally, begins with the assembly of a committee to determine a potential candidates degree of subject knowledge, technical capabilities, discipline and management styles, and team building and collaboration skills. It is not uncommon for **“The Leader”** to forgo interaction with potential candidates at this stage in the recruitment process.



Leaders!

GET INVOLVED

Enlisting and guiding the talent and energy of our teachers....

As **“The Leader”** you must be willing to redefined the traditional rules of engagement when it comes to recruiting talented teachers in the 21 Century. The leader must be willing to examine and judge each candidate’s skills and abilities for themselves prior to bringing the individual into the organization. This is a surefire way to know if the candidate is the right fit for the job.



Can you name some specific behaviors and responsibilities of an Education Leader?



Specific Behaviors of A Leader In Education

- Marzano's meta-analysis examined specific behaviors related to principal leadership and identified 21 categories, referred to as responsibilities:

- Affirmation
- Change Agent
- Contingent Rewards
- Communication
- Culture
- Discipline
- Flexibility
- Focus
- Ideals/Beliefs
- Input
- Intel Stimulation
- Involve Curriculum
- Know Curriculum
- Monitoring/Eval
- Optimizer
- Order
- Outreach
- Relationships
- Resources
- Situational Aware
- Visibility





Affirmation

- Balanced And Honest Accounting
- Recognizes And Celebrates Accomplishments And Acknowledges Failures
- Systematically And Fairly Recognizing The Accomplishments Of:
 - Students
 - Teachers
 - Parents
 - Community



Change Agent



- Leader's Disposition To Be A "Risk-taker"
- Specific Behaviors Include:
 - Consciously challenging the status quo
 - Being willing to lead change initiatives with uncertain outcomes
 - Systematically considering new and better ways of doing things
 - Consistently attempting to operate at the edge versus the center of the school's competence

Contingent Rewards

- Extent To Which The School Leader Recognizes And Rewards Individual Accomplishments
- Specific Behaviors Include:
 - Using hard work and results as the basis for rewards and recognition
 - Using performance versus seniority as a primary consideration for rewards and recognition



Leaders!
REWARD
Your Employees



Communication



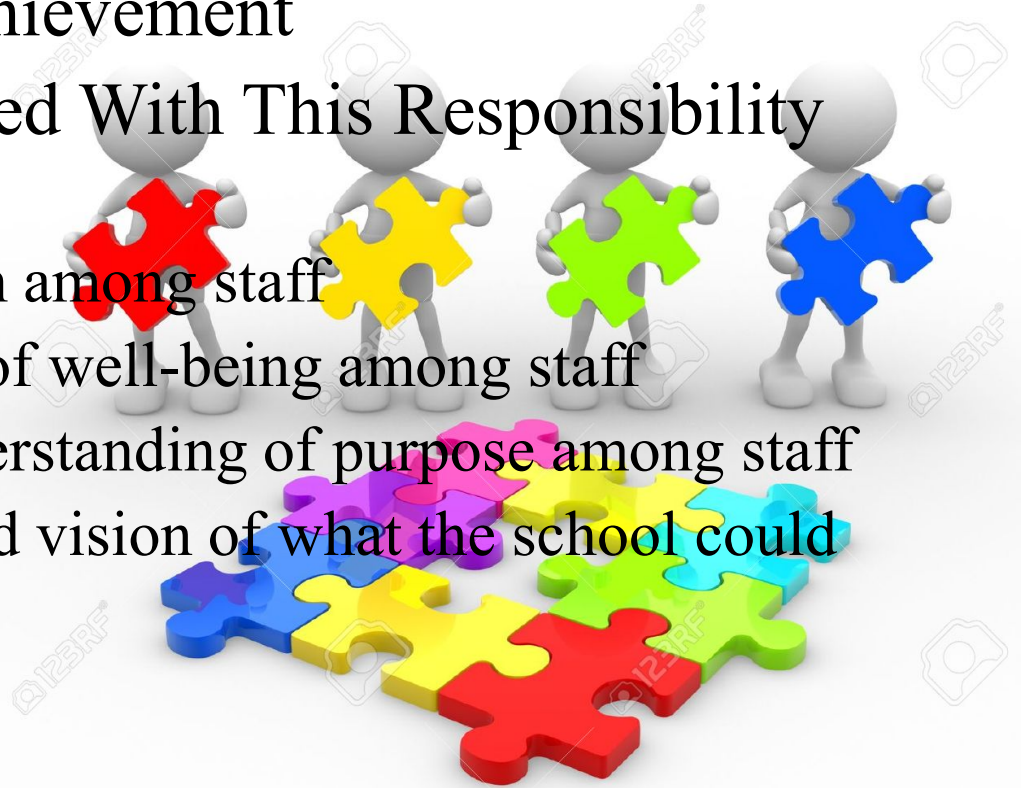
- Establishes Strong Lines Of Communication With And Between Teachers And Students
- Specific Behaviors Include:
 - Developing effective means for teachers to communicate with one another
 - Being easily accessible to teachers
 - Maintaining open and effective lines of communication with staff



Culture

- Fostering A School Culture That Indirectly Affects Student Achievement
- Behaviors Associated With This Responsibility Include:

- Promoting cohesion among staff
- Promoting a sense of well-being among staff
- Developing an understanding of purpose among staff
- Developing a shared vision of what the school could be like in the future



Discipline



- Protects Teachers From Issues And Influences That Would Detract From Their Instructional Time Or Focus
 - Protects instructional time without interruptions
 - Protects teachers from internal and external distractions





Flexibility

- Adapts Leadership Behavior To The Needs Of The Current Situation And Is Comfortable With Dissent
- Specific Behaviors Include:
 - Adapting leadership style to specific situations
 - Being directive or nondirective as the situation warrants
 - Encouraging people to express diverse and contrary opinions
 - Being comfortable with making major changes in how things are done

Focus



- Ensures That Change Efforts Are Aimed At Clear, Concrete Goals
- Establishes Clear Goals And Keeps Those Goals In The Forefront Of The School's Attention
- Specific Behaviors Include Establishing Concrete Goals:
 - For curriculum, instruction, and assessment practices within the school
 - For the general functioning of the school
 - And expectations that all students will meet them
 - And continually keeping attention on them



Ideals/Beliefs

- Ideals And Beliefs Are At The Core Of Effective Leadership
- High Level Of Integrity
- Specific Behaviors Include:
 - Possessing well-defined beliefs about schools, teaching and learning
 - Sharing beliefs about school, teaching and learning with staff
 - Demonstrating behaviors that are consistent with beliefs

Input

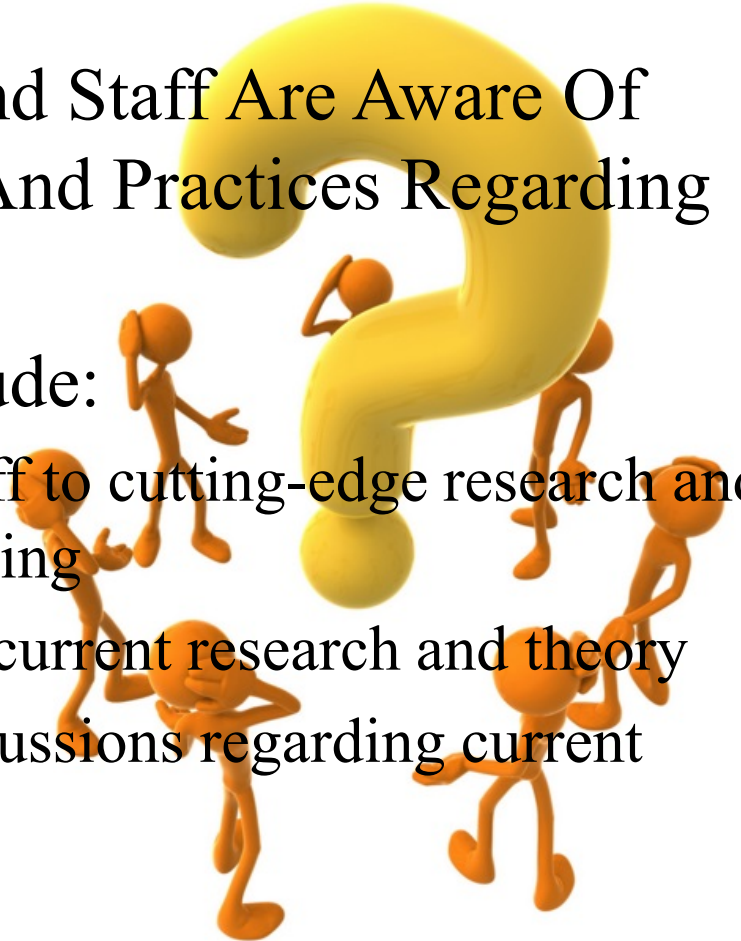
- Involves Teachers In The Design And Implementation Of Important Decisions And Policies
- Specific Behaviors Include Providing Opportunities For Staff To:
 - Be involved in developing school policies
 - Provide input on all important decisions
 - Be engaged in leadership teams for decision-making





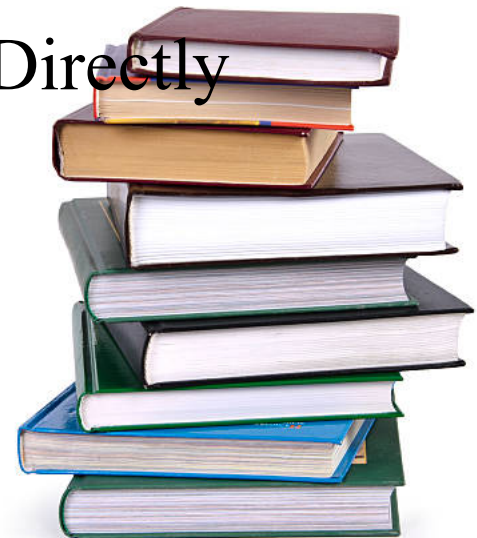
Intellectual Stimulation

- Ensures That Faculty And Staff Are Aware Of Most Current Theories And Practices Regarding Effective Schooling
- Specific Behaviors Include:
 - Continually exposing staff to cutting-edge research and theory in effective schooling
 - Keeping informed about current research and theory
 - Fostering systematic discussions regarding current research and theory



Involvement in Curriculum, Instruction and Assessment

- Principal Is Directly Involved In The Design And Implementation Of Curriculum, Instruction And Assessment Activities At The Classroom Level
- Specific Behaviors Include Being Directly Involved In Helping Teachers:
 - Design curricular activities
 - Address assessment issues
 - Address instructional issues



Knowledge of Curriculum, Instruction and Assessment

- Leader Is Aware Of Best Practices In Curriculum, Instruction And Assessment
- Specific Behaviors Includes Possessing Extensive Knowledge About:
 - Effective instructional practices
 - Effective curricular practices
 - Effective assessment practices
 - Providing conceptual guidance regarding effective classroom practices



Monitoring and Evaluation

- Leader Monitors The Effectiveness Of School Practices In Terms Of Their Impact On Student Achievement
- Specific Behaviors Include:
 - Continually monitoring the effectiveness of the school's curricular, instructional and assessment practices
 - Being continuously aware of the impact of the school's practices on student achievement



EVALUATION

- Outstanding**
- Very Good**
- Satisfactory**
- Marginal**
- Unsatisfactory**





Optimizer

- Leader Inspires Others And Is The Driving Force When Implementing A Challenging Innovation
- Specific Behaviors And Characteristics Include:
 - Inspiring teachers to accomplish things that might be beyond their grasp
 - Being the driving force behind major initiatives
 - Portraying a positive attitude about the ability of staff to accomplish substantial things





Order

- Leader Establishes A Set Of Standard Operating Principles And Routines
- Specific Behaviors Include:
 - Establishing routines for the smooth running of the school that staff understand and follow
 - Providing and reinforcing clear structures, roles and procedures for:
 - Staff
 - Students



Outreach

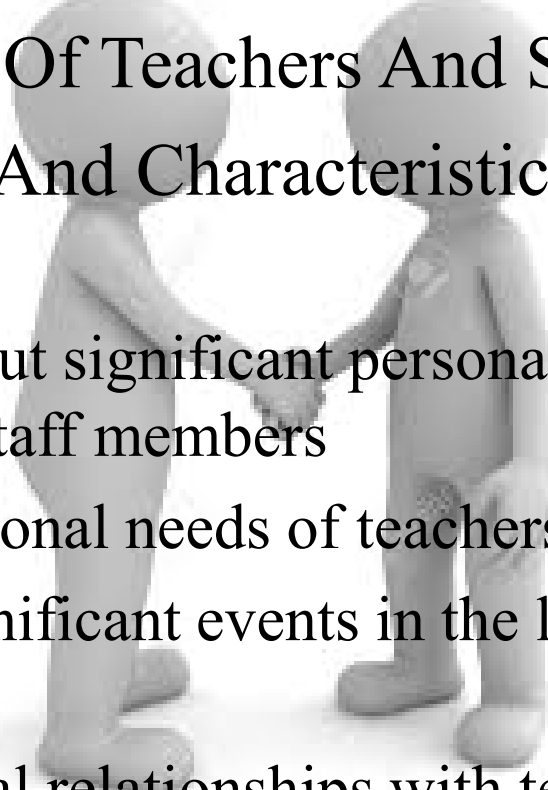
- Leader is an advocate and spokesperson for the school to all stakeholders
- Specific behaviors and characteristics include:
 - Ensuring that the school complies with all district and state mandates
 - Being an advocate of the school with:
 - Parents
 - Central office
 - Community at large





Relationships

- School Leader Demonstrates An Awareness Of The Personal Lives Of Teachers And Staff
- Specific Behaviors And Characteristics Include:
 - Being informed about significant personal issues within the lives of staff members
 - Being aware of personal needs of teachers
 - Acknowledging significant events in the lives of staff members
 - Maintaining personal relationships with teachers





Resources

- Leader Provide Teachers With Materials And Professional Development Necessary For Successful Execution Of Their Duties
- Specific Behaviors Include:
 - Ensuring that teachers have the necessary materials and equipment
 - Ensuring that teachers have the necessary staff development opportunities to directly enhance their teaching

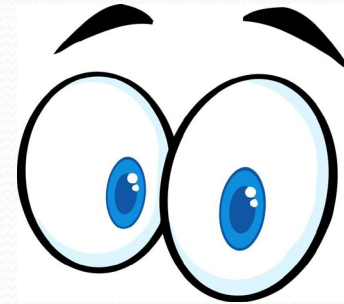


Situational Awareness

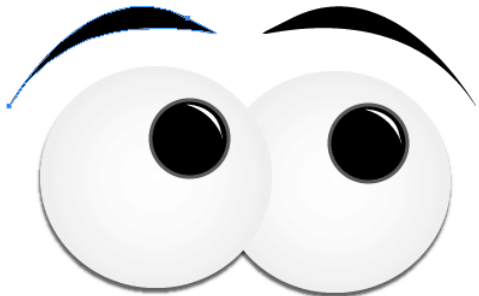
- Awareness Of The Details And The Undercurrents Regarding The Functioning Of The School
- Specific Behaviors And Characteristics Include:
 - Accurately predicting what could go wrong from day to day
 - Being aware of informal groups and relationships among the staff
 - Being aware of issues in the school that have not surfaced but could create discord



Visibility



- School Leader Has Contact And Interacts With Teachers, Students And Parents
- Specific Behaviors And Characteristics Include:
 - Making systematic and frequent visits to classrooms
 - Having frequent contact with students
 - Being highly visible to students, teachers and parents



Positive Branding Best Practices

- Positive calls/emails to teachers, students, families.
- MONTHLY teacher recognition- based on data and best practices (that can be replicated)
- Welcome visitors to school and school website with the IMPACT you are having!
 - We have increased...
 - We have the highest...
- Consistent and timely communication that shows the impact of the COLLECTIVE efforts of the team
 - Build the brand
 - #Flaglerschoolscan
 - #WhyWadsworth

Reminder: Take action to REFLECT Upon My Success as a Leader!

I Will use the...

- Parking Lot Rule
- The Influencers
- TGIM
- Weekly Success Meeting
- Team Awesome
- Find a Mentor (s)



Parking Lot Rule

Before you leave the classroom or office each day, think of at least one way that you helped bring out the best in others or led your school or team toward established goals.



The Influencers



Each week, send a positive email/text to at least one employee, colleague or teammate to thank them for their efforts and for making an impact.

***Who was your Influencer?
Text/email them now and tell them the impact they had in your life!***

TGIM

Rather than celebrating getting close to the weekend or helping teachers “endure” the work week, start every Monday with a Monday Motivation email, message, text or shout-out to remind each staff member that their work is meaningful and so important to the success of the school.

When people feel empowered and supported, they are more likely to feel appreciated in their roles and stay at your school- both leading indicators of student achievement.



Weekly Success Meeting- Virtual or F2F

Send a weekly invite to all team members and ask them to respond to one of the following questions:

- What was the best part of your week?
- What was your biggest success?
- What brought you the most joy in your role?
- Name a student that you positively impacted and how?
- Name a colleague that you positively impacted and how?



Team Awesome



- ✓ Using a shared bulletin board or online portal, **create a forum for celebrating each other.**
 - ✓ Each member can nominate a colleague for leading, helping, serving or inspiring others in the organization.
- ✓ In one school, a principal would celebrate the teachers with the most positive phone calls made to families.
- ✓ **This allows teachers to feel valued for their efforts and encourages the replication of this positive practice by others throughout the staff.**

Find a Team of Mentors



Correlation of Responsibilities with Student Academic Achievement

Highest Correlation

1. Situational Awareness
2. Flexibility
3. Discipline
4. Outreach
5. Monitoring/
Evaluation

Least Correlation

1. Relationships
2. Affirmation
3. Optimizer
4. Visibility
5. Involvement in
Curriculum, Instruction,
and Assessment

References

- Marzano's meta-analysis looked for specific behaviors related to principal leadership
- Identified 21 categories referred to as “responsibilities”
- Not new findings, others used different names
- SREB Critical Success Factors
- Read the article “Redefining Roles, Responsibilities, and Authority of School Leaders”

Exit Ticket- What is your action item?

Please contact us to share your successes... your joy...your impact



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