



Leveraging Shared Leadership for School Improvement

Agenda

- National Leadership Landscape under ESSA
- Policy Lever 1: Cohesive Principal Development Policies and Models
- Policy Lever 2: Cohesive District Teacher Leader Models
- Policy Lever 3: Cohesive Teacher Evaluation System

What is the most important factor for teachers related to job satisfaction and retention in their schools?

- A. Salary
- B. Working conditions
- C. Professional development opportunities
- D. Perceptions of the principal
- E. Support from fellow teachers

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**National Leadership
Landscape**

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Principals are key to student learning

- Principals are “**second only to classroom instruction** among all school-related factors that contribute to what students learn at school.”

-- *How Leadership Influences Student Learning*,
Kenneth Leithwood, et al, University of
Minnesota, University of Toronto, 2004

- “Principals are multipliers of effective teaching.”

-- *Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy*, Paul Manna, The Wallace Foundation, 2015



Students in a science class at Pittsburgh Public Schools.

Principals are key to retaining good teachers

“Teacher turnover is lower in schools led by high-quality principals.... Research further indicates that principal turnover leads to lower teacher retention and lower gains for students.”

-- School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review, Rebecca Herman, et al, RAND, 2016



“Principal effectiveness is associated with greater teacher satisfaction and a lower probability that the teacher leaves the school within a year. Moreover, the positive impacts of principal effectiveness on these teacher outcomes are even greater in disadvantaged schools.”

-- Can Good Principals Keep Teachers in Disadvantaged Schools? Linking Principal Effectiveness to Teacher Satisfaction and Turnover in Hard-to-Staff Environments, Jason A. Grissom, Teachers College Record, 2011



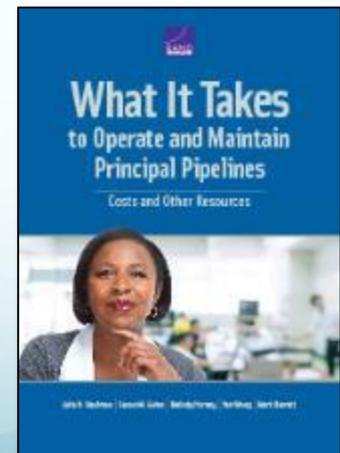
Principal pipelines are cost effective

- Because of leaders' influence on schools, "efforts to improve their recruitment, training, evaluation and ongoing development should be considered highly cost-effective approaches to successful school improvement."

– *How Leadership Influences Student Learning*, Kenneth Leithwood, et al, University of Minnesota, University of Toronto, 2004

- New RAND study finds principal pipelines are affordable
 - Pipelines are 0.4% of annual district budgets, according to study of six districts
 - Minimal cost for two "quick wins" – leader standards and selective hiring
 - Coaching/Mentoring: Average cost \$1,500 per principal

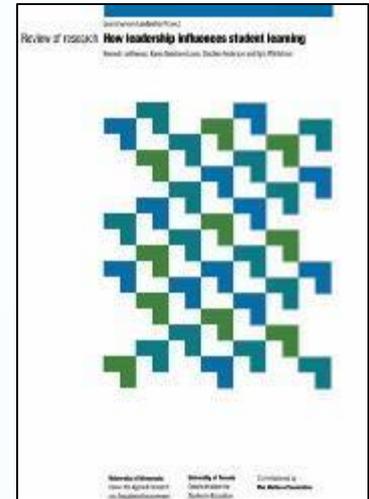
-- Source: *What it Takes to Operate and Maintain Principal Pipelines*, Julia H. Kaufman, et al, RAND, 2017



Principals are critical to improving struggling schools

- “...there are **virtually no documented instances of troubled schools being turned around without intervention by a powerful leader**. Many other factors may contribute to such turnarounds, but leadership is the catalyst.”
- “There seems little doubt that both district and school **leadership provides a critical bridge between most educational-reform initiatives, and having those reforms make a genuine difference for all students.**”

-- *How Leadership Influences Student Learning*, Kenneth Leithwood, et al, University of Minnesota, University of Toronto, 2004



ESSA is being used by states to strengthen leadership

- All 50 states (plus DC and Puerto Rico) have included school leadership in their ESSA plans (New Leaders: 2018)
- 24 states are using ESSA Title II Part A optional 3% set-aside for school leadership for:
 - Leadership academies, especially skills to turn around high-needs schools
 - University-district partnerships to develop new programs
 - Networks of learning communities among districts and local communities
 - Improving principals' teacher evaluation skills
 - Programs for principal supervisors

ESSA- Opportunity 4

- Tennessee is strengthening **educator preparation** by
 - Improving educator pipelines
 - Partnering with higher education institutions & districts
 - Providing new competitive grant funding for principal and teacher residency programs
- District human capital reports **enhance data and feedback** to districts with information on teacher effectiveness, equity gaps, and mobility
- Improving **professional development** and ensuring all students have effective teachers in the their classrooms

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**Policy Lever 1: Cohesive
Principal Development
Policies and Models**

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The Big Picture: 5 Critical Administrator Actions for Increasing Student Achievement

1. Shaping a vision of academic success
2. Creating a school climate hospitable to learning
3. Cultivating leadership in others
4. Improving instruction
5. Managing people, data, and processes to foster school improvement

Tennessee's Ambitious Goals

Goal 1

Tennessee will rank in the top half of states on NAEP by 2019

We've moved into the top half in both grade 4 and grade 8 science, and all other rankings are solidly in the 30s — up from a decade ago, when we were consistently a bottom 10 state.

Goal 2

75 percent of third graders will be proficient in reading by 2025

We have a range of work underway through the Read to be Ready campaign and our aligned initiatives to strengthen early literacy.

Goal 3

The average ACT composite in Tennessee will be 21 by 2020

Our class of 2017 has already increased the average to 20.1, with more students taking the exam.

Goal 4

Most of the class of 2020 graduates will earn a postsecondary certificate, diploma, or degree

We've been nationally recognized for our work to increase access to postsecondary and strengthen career & technical education.

The Tennessee Big Picture

Revised Tennessee Instructional Leadership Standards (TILS) and TEAM administrator evaluation rubric

- Include the national Teacher Leader and Professional Learning standards
- Emphasize shared leadership structures and practices
- Position the principal in a greater coaching role to provide critical feedback to teachers
- Embed equity lens (TILS 2018)

Equity Focus in the TN Instructional Leadership Standards

- An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful, and safe environment **providing equitable educational opportunities and culturally responsive practices** conducive to learning and growth for each student.
- Leverages educator strengths to **ensure that each student has equitable access to effective teachers and meaningful, relevant, and equitable learning opportunities.**
- Takes measure to actively involve families in **the culturally responsive** education of **each student.**

Tennessee Transformational Leadership Alliance (TTLA) Rationale

The TTLA will serve as a statewide incubator for school leadership by supporting the design and/or refinement, implementation, and evaluation of leadership pipeline programs in regional partnerships that align with the eight common components of impactful principal pipeline programs identified from research and models across the country and Tennessee.

Overview of Nine Pipeline Programs

- Strong emphasis on aligning program model with equity outcomes
- Two model types:
 - **Development** model for new programs
 - **Continuous improvement** model for existing programs
- Requirements
 - Four year plan
 - Partnership representing two or more entities of which the Local Education Authority is the primary partner
 - Three components:
 - One year principal residency
 - Bridge support
 - Induction program

TTLA Residency Components

- A rigorous, semester-long residency experience with a full time residency position for each pipeline participant.
- In addition to the semester-long residency experience, the program must contain specific training for pipeline participants that includes the revised 2018 TILS as a central part of its curriculum during the year-long program.
- The LEA must provide each resident with a highly effective mentor who does not formally evaluate or supervise the resident.
- The LEA must formally evaluate the resident using the LEA's approved administrative evaluation model for the duration of the placement,

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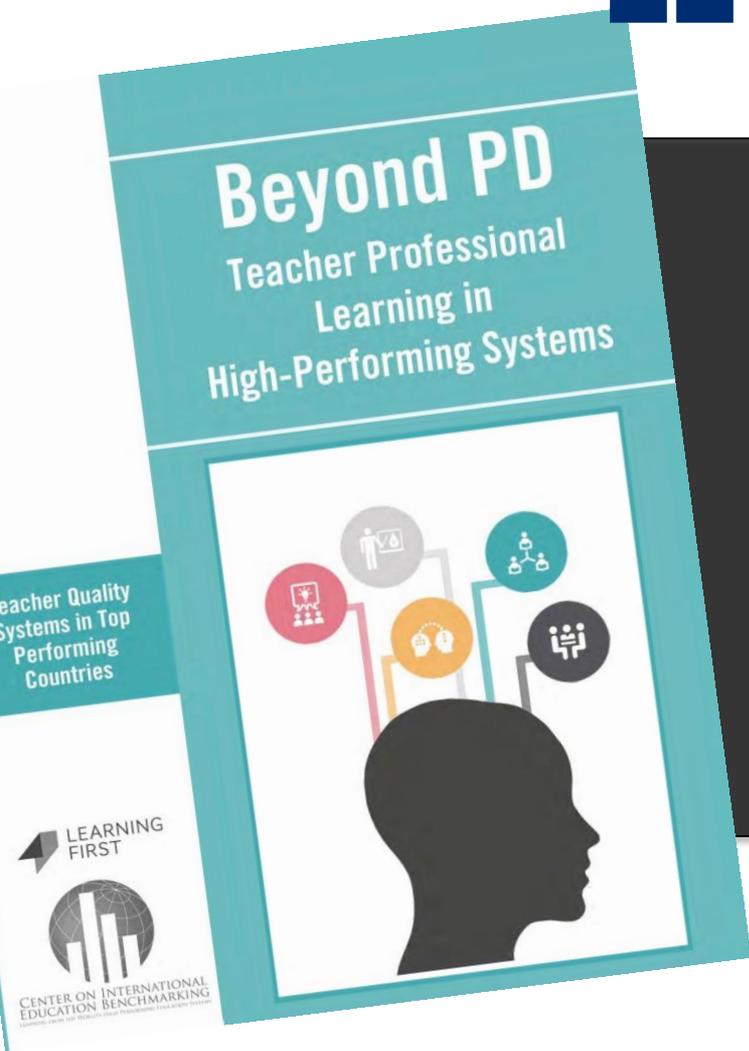
Policy Lever 2: Cohesive District Teacher Leader Models

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Professional learning is central to [teachers'] jobs.

Teacher professional learning is how they improve schools...They work in systems that are organized around improvement strategies explicitly anchored in teacher professional learning."



Beyond PD: Teacher Professional Learning in High-Performing Systems

The Global Big Picture

While the four highest performing systems in the world are quite different, Singapore, Shanghai, Hong Kong, and British Columbia, all of them contain*:

- Collaborative professional learning built into the **daily** lives of teachers and school leaders
- **Roles created** for expert teacher leaders to lead professional learning in schools and across the system
- Teachers and school leaders share responsibility not only for their own professional learning but the **learning of other teachers**
- A cycle of professional learning build upon three non-negotiables: practices and new information must be **public, sharable, and storable**

**Beyond PD: Teacher Professional Learning in High-Performing Systems, The National Center on Education and the Economy, 2016.*

TN Teacher Peer Excellence Group Teachers in Shanghai



Teacher Leader Network Mission

To create exemplary, innovative, relative, and sustainable teacher leader models that **identify, develop, and extend the reach of teacher leaders** resulting in increased teacher effectiveness and improved student learning.

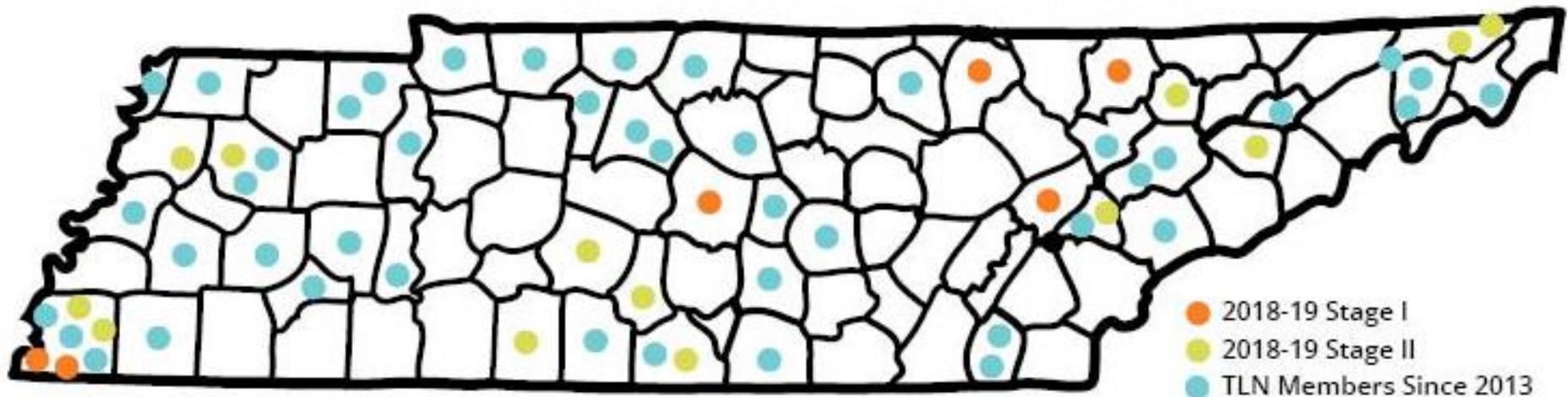
Teacher Leader Network Rationale

- Increased **student achievement and growth** through the development of a shared leadership structure at the school level
- Broader dissemination and use of effective teacher strategies through an increase in **teacher collaboration**
- Stronger and more positive school and district culture through the development and **retention** of highly effective teachers

2013-19 TLN Districts

- 6 districts in 2013-14
- 8 districts in 2014-15
- 15 districts in 2015-16
- 29 districts in 2016-17
- 24 districts in 2017-18
- 19 districts in 2018-19

63
unique
districts



5 Key Teacher Leader Lessons for Districts and Schools

- 1) Develop a **common definition** and understanding of the term Teacher Leader.
- 2) Create teacher leader models that are driven by **district and school needs** related to improving student outcomes.
- 3) **Spread the effectiveness** of current teacher leaders who are 'pockets of excellence' in districts and schools.
- 4) Provide **ongoing training and support** for teacher leaders.
- 5) Keep **teacher voice front and center** in the creation and development of teacher leader opportunities.

#1: Develop a common definition and understanding of the term Teacher Leader.

- Definitions vary but need to contain the following key element:
 - **Develop and increase the instructional capacity of self and peers to improve student learning**
- Teacher Leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement. (York-Barr and Duke, 2004)
- A teacher leader is a professional educator who, through transparent practices, acts as a change agent to build capacity in self and others to increase effective educator practices and improve student learning. (TN Teacher Leader Network, 2013)

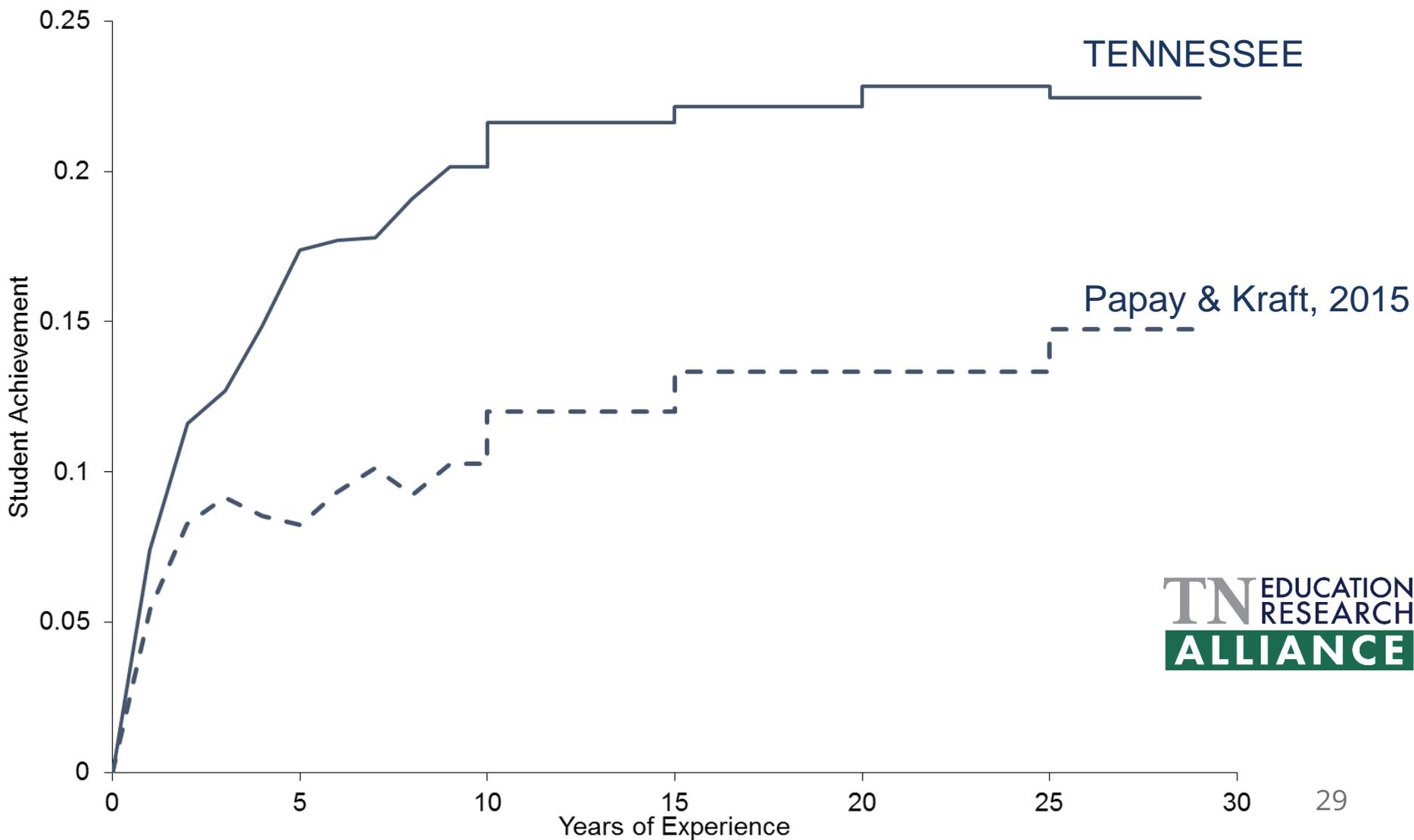


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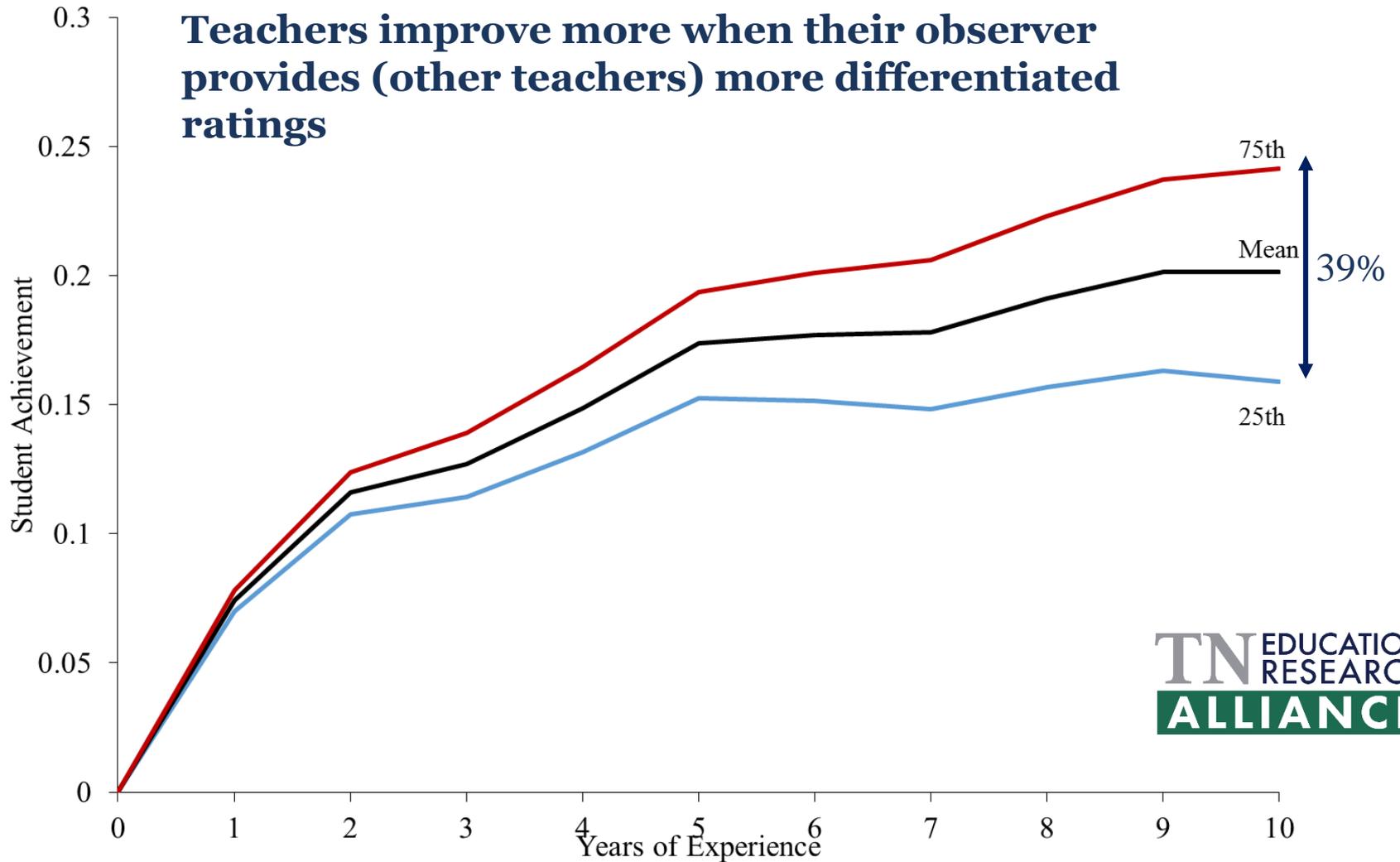
**Policy Lever 3: Cohesive
Educator Evaluation
System**

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Teacher improvement is steeper in TN than elsewhere



Teachers improve more in districts with more robust evaluation/feedback



The literature shows that beginning teachers improve more if they:

- Work in more supportive professional environments with strong school leaders.
- Work in schools that are more collaborative.
- Participate in a rigorous teacher evaluation system.

Recent “Wins”

- Most teachers in Tennessee see evaluation as a professional learning opportunity
- 72 percent of teachers say that “the evaluation process used in my school has led to improvements in my teaching.”
- 53 percent of teachers say “evaluation is more focused on helping me improve my teaching than making a judgment about my performance.”

Recent Challenges

- TEAM observation scores are often inflated
 - Four out of five teachers earn a level 4 or 5 on observation.
- Teachers are concerned about the accuracy of observation ratings
 - Nearly half of teachers say that different evaluators reviewing the same evidence would likely give different ratings.
- Not all teachers are getting actionable feedback
 - Nearly one-third of teachers say they aren't receiving specific suggestions for professional learning tied to evaluation.
- Educators find the system burdensome
 - Half of teachers rate the process as a significant burden.

Learnings and Takeaways To-date

Evaluation works better as a tool for professional learning when:

- Teachers receive accurate information about their performance (and evaluators differentiate across teachers)
- Teachers receive regular, strong, and actionable feedback tied to their ratings
- Teachers believe that their evaluators are competent and that the system is about support rather than just accountability

TEAM 2.0: Theory of Action

- If TEAM is implemented rigorously, transparently, credibly, and equitably and is utilized as the model for continuous improvement of
 - **standards-based instruction fostering the instructional shifts** needed for all students to produce work reflective of grade and content expectations;
- then educational outcomes will improve for all students.