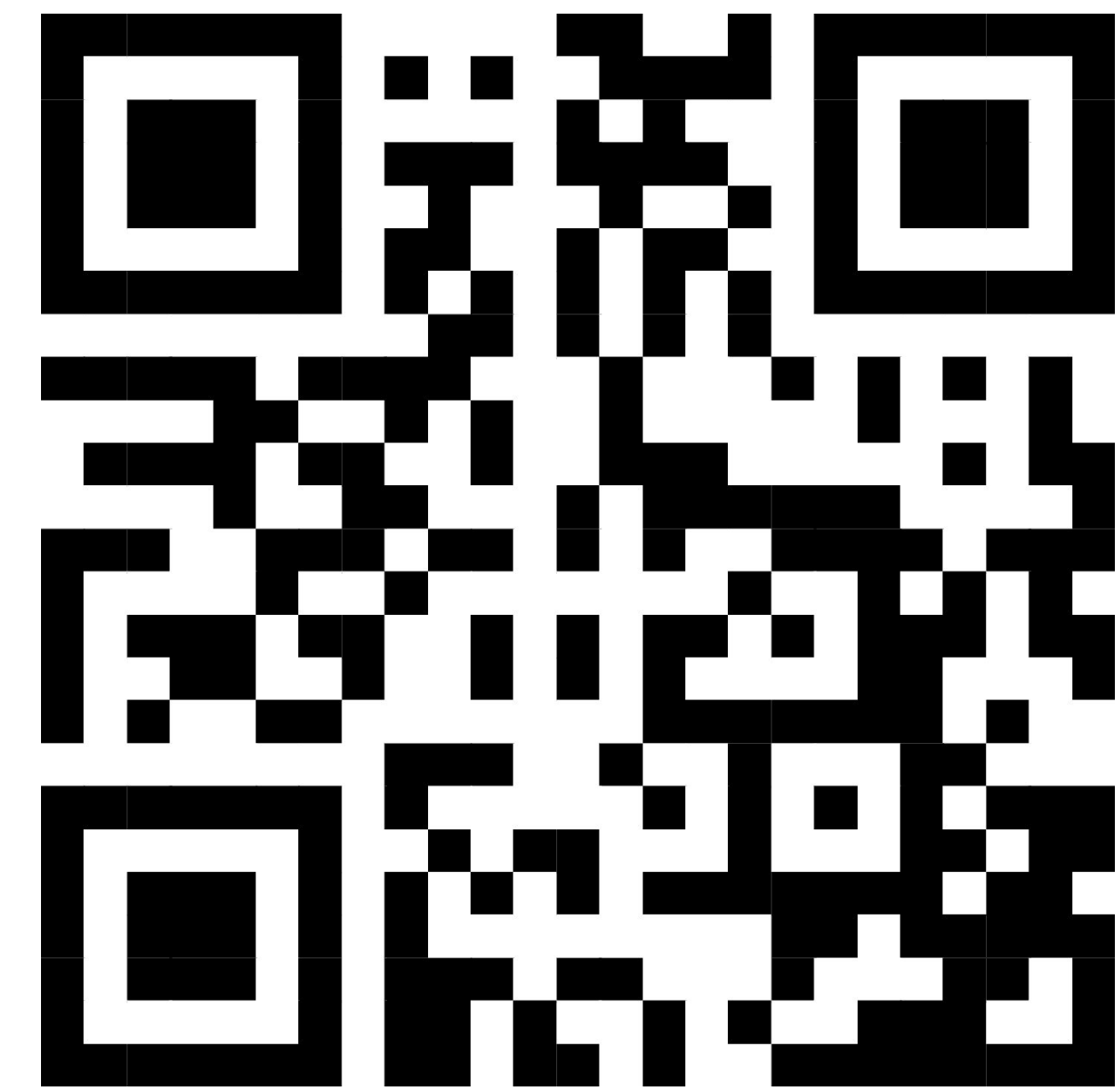


# Wake County Public School System

## Sharing the Work: Examining Practices of Principals and Leadership Coaches

NCPAPA's Fall Instructional Symposium:  
"Strengthening Leadership Strategies for  
High Performing Schools and Classrooms"

December 5-6, 2023 - Pinehurst, NC



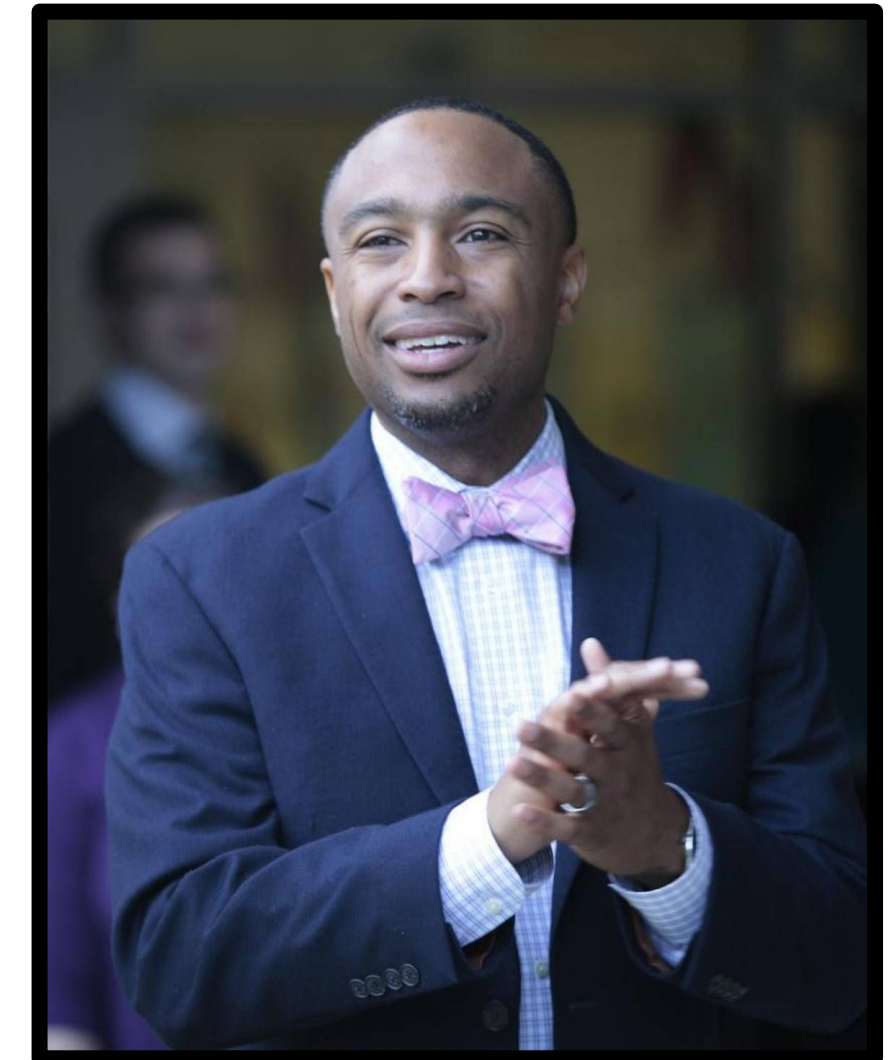
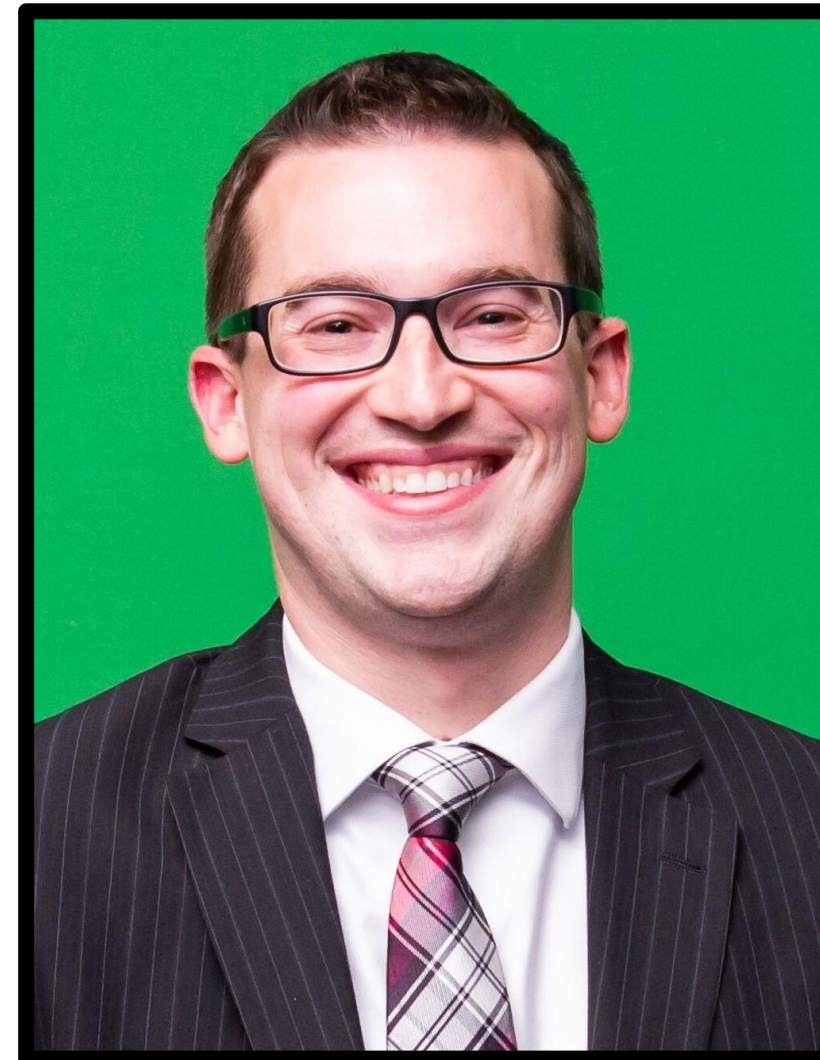
[tinyurl.com/ELCNCPPAPA](https://tinyurl.com/ELCNCPPAPA)





# Who Are We?

## WCPSS Executive Leadership Coaches (ELC) and Partner Principal



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## Session Description

### **Sharing the Work: Examining Practices of Principals and Leadership Coaches**

WCPSS Executive Leadership Coaches have successfully partnered with school Principals to improve outcomes for students through intentional practices, structures, and processes. Join us as we share examples of this leadership work in areas such as data-driven instruction, observation and feedback, instructional planning using high-yield strategies, and professional development. You'll hear from the Coaches and a Principal who moved his school out of low-performing status.



## ELC Purpose

Partnering with 36 elementary or secondary school principals who need to transform designated low performing and/or Restart schools:

- Principal coaching in individual and small group settings.
- Intensive academic, culture, and systems support.
- Synergy of curriculum, instruction, and assessment.
- Continuous improvement strategies; implement best practices.
- Walkthroughs focusing on academic rigor and data driven instruction.
- Short-term and long-term goals, creates action plans, supports implementation.
- School performance and data collection; regularly assesses progress.



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# ELC School Data Outcomes

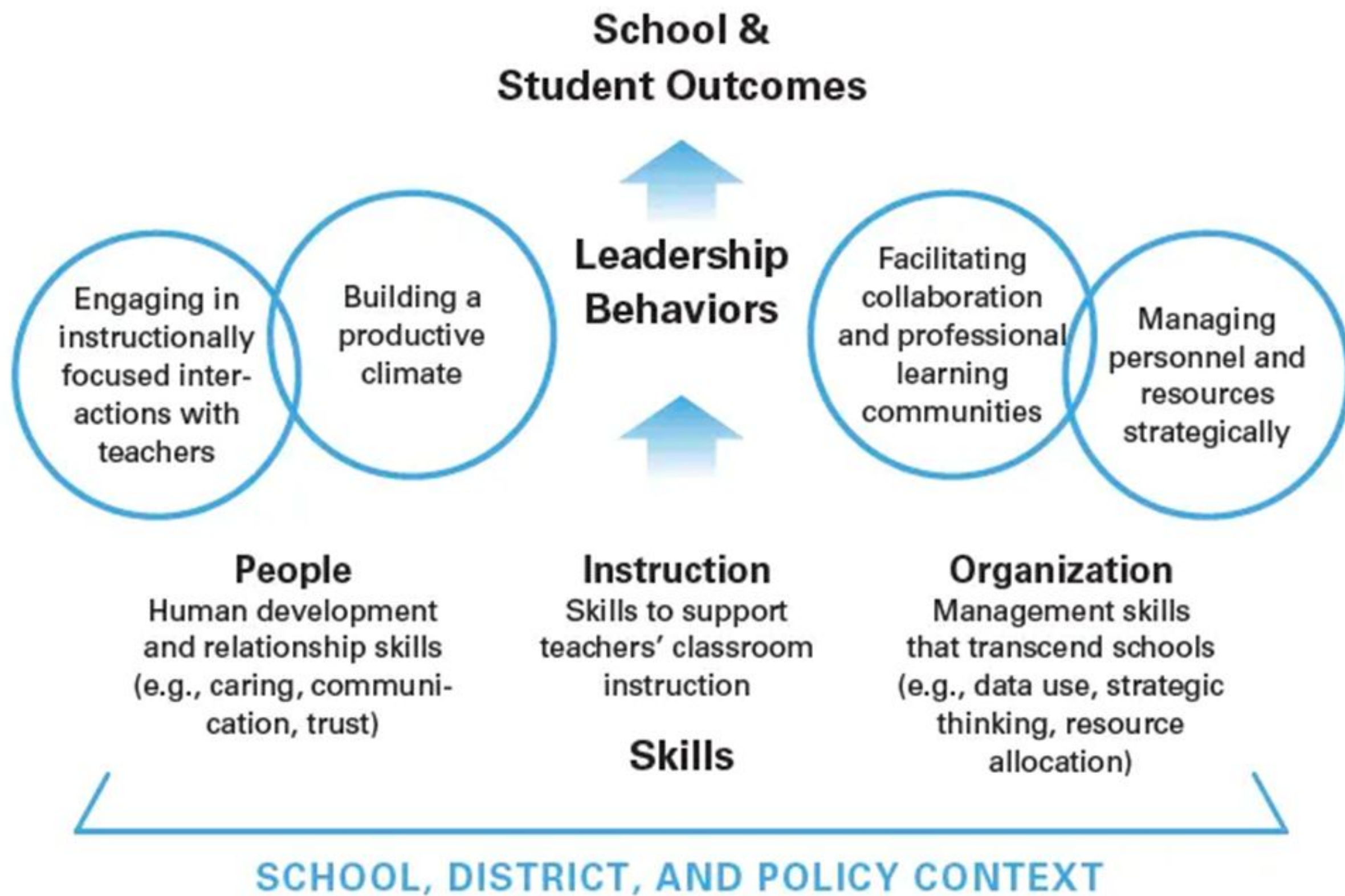
In 2022-2023, 92% of ELC Partner schools showed positive gains in overall school proficiency, as measured by the NC EOG/EOC.

	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>% Change 2022 to 2023</b>
Powell Magnet Elementary	41.7%	50.7%	57.5%	6.8

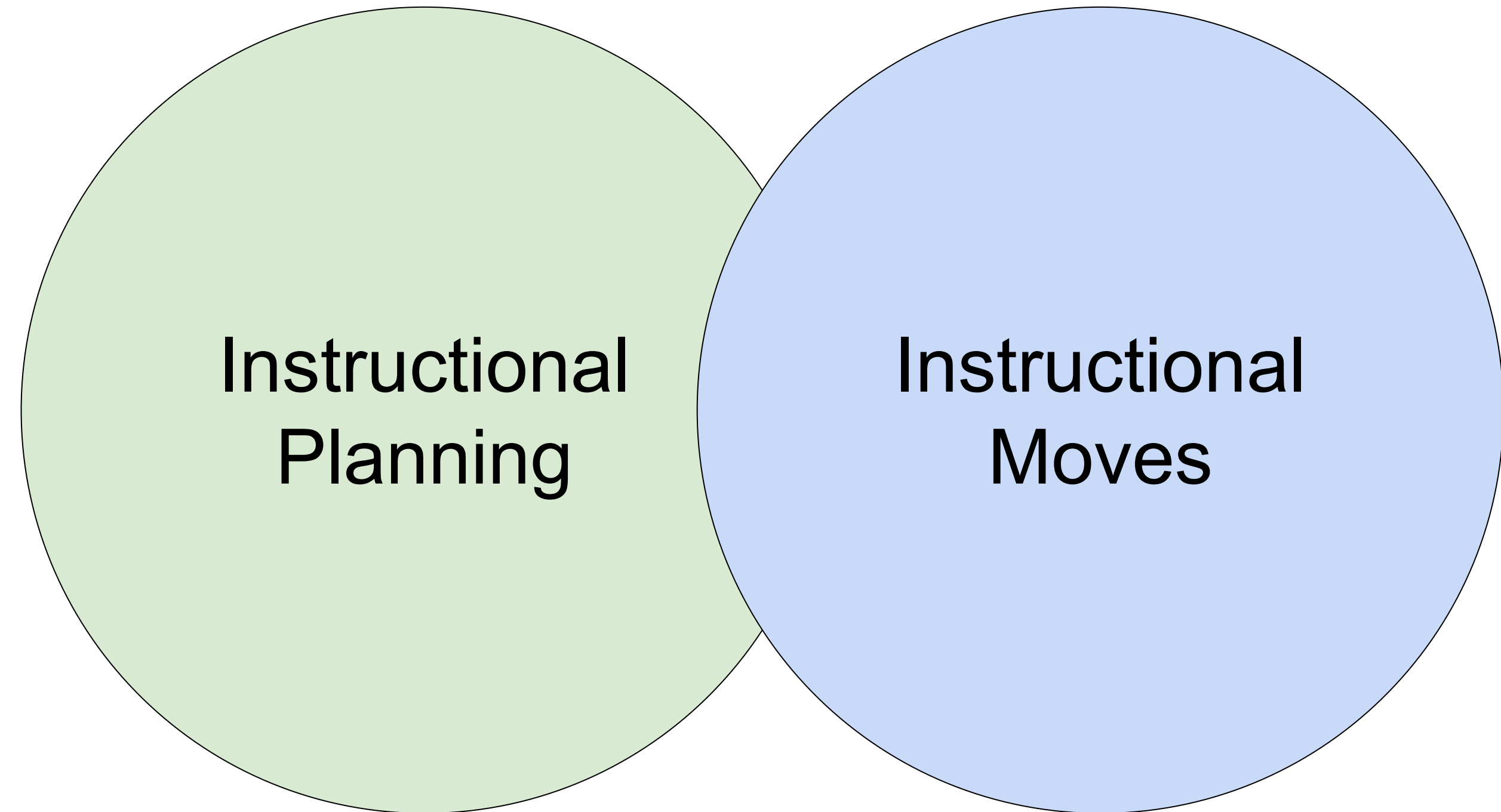


# Instructional Practices

**FIGURE 1. Principal Skills and Behaviors to Improve School Outcomes**



From Grissom, Egalite, and Lindsay. *How Principals Affect Students and Schools*, 2021.





# Instructional Practices

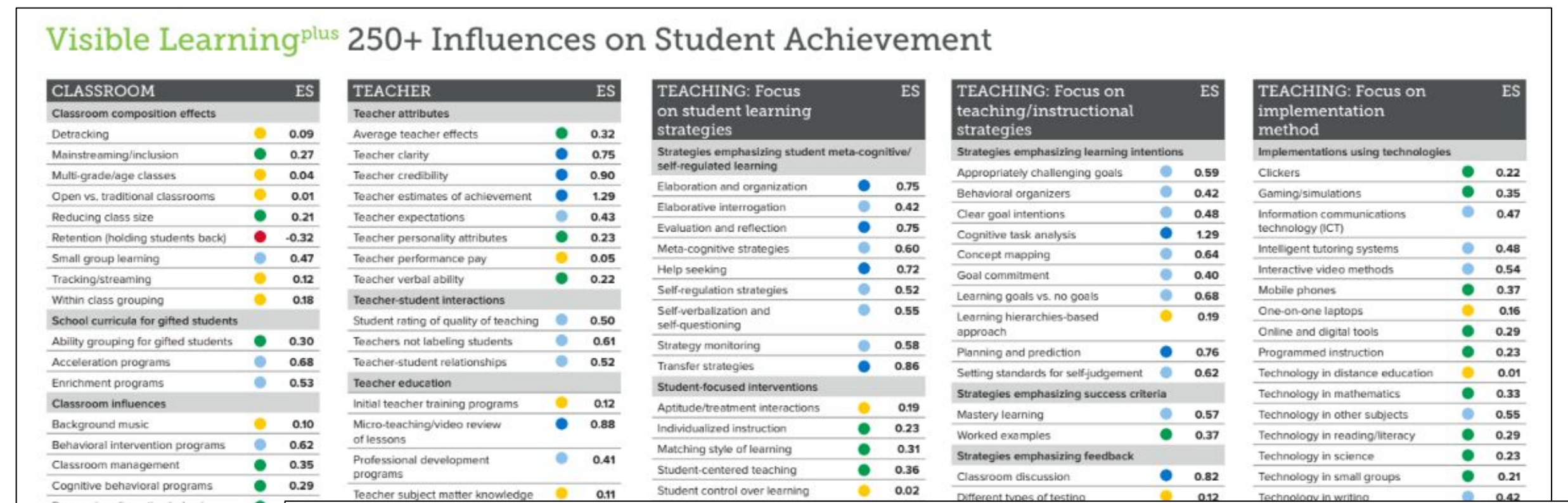
- 250+ Influences on Student Achievement

- Glossary

- NC ILA (NCDPI)

- Get Better Faster Scope and Sequence

- Vocabulary Reference



**Uncommon Schools** Change History.

**GET BETTER FASTER SCOPE & SEQUENCE 21-22**

Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
PHASE 1: PRE-TEACHING (SUMMER PD)	<b>DEVELOP ESSENTIAL ROUTINES &amp; PROCEDURES</b> 1. <b>Routines &amp; Procedures 101:</b> Design and Roll out <ul style="list-style-type: none"> <li>Plan &amp; practice critical routines and procedures moment-by-moment:                             <ul style="list-style-type: none"> <li>Explain what each routine means and what it will look like</li> <li>Write out what teacher and students do at each step, and what will happen with students who don't get it right at first</li> </ul> </li> <li>Plan &amp; practice the roll out: how to introduce routine for the first time:                             <ul style="list-style-type: none"> <li>Plan the "I Do": how you will model the routine</li> <li>Plan the practice and what you will do when students don't get it right the first time</li> </ul> </li> </ul>	<b>WRITE AND INTERNALIZE LESSON PLANS</b> 1. <b>Develop Effective Lesson Plans 101:</b> Build the foundation of an effective lesson rooted in what students need to learn: <ul style="list-style-type: none"> <li>Write precise learning objectives that are                             <ul style="list-style-type: none"> <li>Data-driven (rooted in what students need to learn based on end-goal assessments &amp; analysis of assessment results)</li> <li>Curriculum plan-driven</li> <li>Able to be accomplished in one lesson</li> </ul> </li> <li>Deliver a basic "I Do" as a core part of the lesson</li> <li>Design an exit ticket (brief end assessment) aligned to the objective</li> </ul>
	2. <b>Confident Presence:</b> Stand and speak with purpose <ul style="list-style-type: none"> <li>Confident stance: when giving instructions, stop moving and strike a formal pose</li> <li>Warm-demander register: when giving instructions, use a warm but firm register, including tone and word choice</li> </ul> <p><i>*Note: Many other topics can be introduced during August training. What are listed above are the topics that should be addressed to reach proficiency. Other topics to introduce—even if the teachers will not yet master them—could be:</i></p> <ul style="list-style-type: none"> <li>Narrate the Positive</li> <li>Individual Student Correction</li> <li>Create a Challenge/ Build Momentum</li> <li>See the Students: notice students' level of engagement to re-engage them</li> <li>Do It Again: have students do routines again if not done correctly (and know when to stop Do It Again)</li> </ul>	2. <b>Internalize Existing Lesson Plans:</b> Make existing plans your own <ul style="list-style-type: none"> <li>Identify the moment of most productive struggle in the lesson—articulate what students need to know/be able to do to master it</li> <li>Internalize &amp; rehearse key parts of the lesson, including the "I Do" and all key instructions</li> <li>Build time stamps into the lesson plan and follow them</li> <li>Adjust the lesson plan to target the knowledge/skills students need</li> </ul>
		3. <b>Write the Exemplar: Set the bar for excellence</b> <ul style="list-style-type: none"> <li>Script out ideal written responses you want students to produce during independent practice                             <ul style="list-style-type: none"> <li>Humanities: What is an ideal answer you want them to give during the class discussion?</li> <li>STEM: If they get this right and you ask them why,</li> </ul> </li> </ul>



# Instructional Practices

## Explore and Reflect

What does effective **Student Discourse** look like and sound like?

- Teacher engages students in discussion - Example 10
- Teacher engages students in discussion - Example 9
- Teacher engages students in discussion - Example 8
- Teacher engages students in discussion - Example 7
- Teacher engages students in discussion - Example 6
- Teacher engages students in discussion - Example 5
- Teacher engages students in discussion - Example 4
- Teacher engages students in discussion - Example 3
- Teacher engages students in discussion - Example 2
- Teacher engages students in discussion - Example 1

## Align

Our team's aligned implementation of this focus strategy **WILL** look like and sound like....

Our team's aligned implementation of this focus strategy **WILL NOT** look like or sound like...







# Instructional Practices Leadership Shifts

- Identify priority practices (refer to data gaps or research-based practices).
- Provide staff with a knowledge “floor” through descriptors, criteria, and models (articles, videos of the practice in action).
- Engage teachers in building consensus around what the practices will look like and sound like in their grade levels or content areas.
- Provide opportunities for application of practices in planning (as enhancements in lesson plans).
- Determine how feedback and support will be provided to bolster the practices.
- Monitor the implementation of the practice.



# Data-Driven Instruction

What does it mean to be data-driven?

- Focus on student learning
- Use of data-based methods



# Data-Driven Instruction

## Four Principles of Data-Driven Instruction

- Assessment
- Analysis
- Action
- Culture



# Data-Driven Instruction

## Professional Learning Communities (PLCs)

### Five Functions of PLCs:

1. Establishing Clarity
2. Analyzing Where We Are
3. Moving Learning Forward
4. Monitoring
5. Determining Impact







# Data-Driven Instruction

## Principal Support

- Develop a school assessment calendar
- Establish protocols for data analysis
- Create data-driven action plans
- Routine monitoring of school-wide data



# Data-Driven Instruction Leadership Shifts

- Foster a data-driven culture
- Develop, monitor, and support data-driven systems and structures
- Ask the right questions
- Be intentional
- Focus action plans on instructional adjustments





## Learning Walks and Feedback

“Learning walks are those in which the principal and the capacity building team walk the campus together in order to get a common sense of what’s happening, to share ideas, learn from one-another, and to determine and prioritize needs for faculty growth.”

McREL Leadership Responsibilities Through the Lens of Data: The Critical Nine

82 Global Education Review 2



# Learning Walks and Feedback

WCPSS walkthrough tool samples:

K/1 ELA Curriculum Fidelity Check

Letterland Illustrated Checklist

Letterland Illustrated Checklist Grades 1 & 2

EL Checklists

Look For Documents





# Learning Walks and Feedback

Area Superintendent initiated walks:

- AP plans - build capacity
- walk entire grade level(s)
- scheduled/announced
- tied to standards
- includes ELCs, Academics, BTSP, Title I

# Learning Walks and Feedback

Start focused - 3 things & expand as you go

- Standards aligned
- Vetted, rigorous resources
- Instruction aligned to the master schedule

Walk Schedule with prefilled links

Summarize the data

Fidelity check ex.

Grade Level	Notices <i>Strengths and Areas of growth</i>	Wonders <i>Questions you have</i>	Possible Next Steps <i>Potential supports to put into place?</i>
Kindergarten	<ul style="list-style-type: none"> <li>out of 7 responses, 3 had no learning targets, 3 had learning targets that were not annotated.</li> <li>4 of the 7 responses state that the standards were aligned to the learning target and what is being taught</li> <li>Strengths: Students using manipulatives of some sort</li> <li>Transitions</li> <li>Modeling of expectations</li> </ul>	<ul style="list-style-type: none"> <li>Are all teachers using the resources provided in the math sheet box like the sorting mats?</li> </ul>	<ul style="list-style-type: none"> <li>Anchor charts for visuals for vocabulary</li> </ul>
First Grade	Strengths: <ul style="list-style-type: none"> <li>50% of responses indicated verbs being posted and emphasized</li> </ul>	<ul style="list-style-type: none"> <li>Are teachers utilizing their planning times to plan lessons collectively?</li> <li>If teachers are not planning</li> </ul>	<ul style="list-style-type: none"> <li>LetterLand standards posted</li> <li>Standard alignment across the grade level</li> <li>Consistency with reviewing</li> </ul>





# Learning Walks and Feedback

“Feedback is one of the most powerful influences on learning and achievement.” John Hattie, *Visible Learning*

Effect Size .70

Feedback and actions as a result



# Learning Walks and Feedback Leadership Shifts

Start!

Be strategic with the focus areas and adjust as you see shifts

Provide strategic, singular focused feedback on the area of need that has the potential for the greatest impact.





# Professional Development

- Selecting priority levers.
- Building instructional “chunks” into routine time (staff meetings, Monday moments, Hallway Huddle, etc.).
- Circle back on professional development regularly (avoid one-off PD).

## Success Story (Principal Perspective)

		2020-21	2021-22	2022-23
Math	Grade 3	28.1%	37.5%	61.8%
	Grade 4	43.2%	55.8%	64.8%
	Grade 5	30.3%	47.1%	50.0%
	All Grades Combined	34.9%	46.0%	59.0%
Reading	Grade 3	51.5%	44.6%	47.1%
	Grade 4	57.8%	62.8%	52.7%
	Grade 5	43.8%	52.9%	60.9%
	All Grades Combined	51.8%	52.7%	54.1%
Science	Grade 5	30.3%	58.8%	63.0%
All combined	All Grades Combined	41.7%	50.7%	57.5%





## Success Story (Principal Perspective)

- What have you found to be most valuable in the coaching partnership?
- How has your leadership changed as a result of coaching?
- What structures or processes in your school are different now compared to before?
- What advice would you offer school leaders who are partnering with a Leadership Coach or central office?

# Questions

