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







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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

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.





Partnering with 36 elementary or secondary school principals who need to





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

	2020-21	2021-22	2022-23	% Change 2022 to 20
Powell Magnet Elementary	41.7%	50.7%	57.5%	6.8













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







- <u>250+ Influences on</u> <u>Student Achievement</u>
 <u>Glossary</u>
- NC ILA (NCDPI)
 Get Better Faster
 Scope and Sequence
 Vocabulary
 Reference



Visible Learning^{plus} 250+ Influences on Student Achievement

CLASSROOM		I
Classroom composition effects		
Detracking	•	0.
Mainstreaming/inclusion	٠	0.
Multi-grade/age classes		0.
Open vs. traditional classrooms	•	0.
Reducing class size	۲	0.
Retention (holding students back)	٠	-0.
Small group learning	0	0.
Tracking/streaming	•	0
Within class grouping	•	0
School curricula for gifted students		
Ability grouping for gifted students	٠	0.
Acceleration programs	0	0.
Enrichment programs		0.
Classroom influences		
Background music	•	0
Behavioral intervention programs	0	0.
Classroom management	٠	0.
Cognitive behavioral programs	٠	0.
Decreasing disruptive behavior	٠	
Mentoring		
Positive peer influences	0	
Strong classroom cohesion	۲	
Students feeling disliked	•	

Key for rating

 Potential to considerab accelerate student achi

> Potential to accelerat student achievement

Likely to have small pos

mpact on student achiev

TEACHER		ES
Teacher attributes		
Average teacher effects	•	0.32
Teacher clarity	•	0.75
Teacher credibility	•	0.90
Teacher estimates of achievement	•	1.29
Teacher expectations		0.43
Teacher personality attributes	۲	0.23
Teacher performance pay	•	0.05
Teacher verbal ability	۲	0.22
Teacher-student interactions		
Student rating of quality of teaching		0.50
Teachers not labeling students		0.6
Teacher-student relationships	۲	0.52
Teacher education		
Initial teacher training programs	•	0.12
Micro-teaching/video review of lessons	•	0.88
Professional development programs	0	0.4
Teacher subject matter knowledge	•	0.1

Change History.

Schools

TEACHING: Focus on student learning strategies		ES
Strategies emphasizing student m self-regulated learning	eta-cogr	nitive/
Elaboration and organization	•	0.75
Elaborative interrogation		0.42
Evaluation and reflection	•	0.75
Meta-cognitive strategies	0	0.60
Help seeking	٠	0.72
Self-regulation strategies	0	0.52
Self-verbalization and self-questioning	•	0.55
Strategy monitoring	0	0.58
Transfer strategies	•	0.86
Student-focused interventions		
Aptitude/treatment interactions	•	0.15
Individualized instruction	٠	0.23
Matching style of learning	٠	0.3
Student-centered teaching	٠	0.36
Student control over learning	•	0.02

TEACHING: Focus on teaching/instructional strategies		E
Strategies emphasizing learning inte	ntions	
Appropriately challenging goals		0.5
Behavioral organizers		0.4
Clear goal intentions		0.4
Cognitive task analysis	•	1.2
Concept mapping		0.6
Goal commitment		0.4
Learning goals vs. no goals		0.6
Learning hierarchies-based approach	•	0.1
Planning and prediction	٠	0.7
Setting standards for self-judgement	0	0.6
Strategies emphasizing success crite	eria	
Mastery learning		0.5
Worked examples		0.3
Strategies emphasizing feedback		
Classroom discussion	•	0.8
Different types of testing	-	0.1

TEACHING: Focus on implementation method		ES
Implementations using technologie	s	
Clickers	٠	0.22
Gaming/simulations	۲	0.35
Information communications technology (ICT)	•	0.47
Intelligent tutoring systems	0	0.48
Interactive video methods	0	0.54
Mobile phones	•	0.37
One-on-one laptops	•	0.16
Online and digital tools	•	0.29
Programmed instruction		0.23
Technology in distance education		0.01
Technology in mathematics	•	0.33
Technology in other subjects		0.55
Technology in reading/literacy	•	0.29
Technology in science	•	0.23
Technology in small groups	•	0.21
Technology in writing		0.42

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:
ent ent PHASE 1: PRE-TEACHING (SUMMER PD)	 DEVELOP ESSENTIAL ROUTINES & PROCEDURES 1. Routines & Procedures 101: Design and Roll out Plan & practice critical routines and procedures moment-by-moment : Explain what each routine means and what it will look like Write out what teacher and students do at each step, and what will happen with students who don't get it right at first Plan & practice the roll out: how to introduce routine for the first time: Plan the "I Do": how you will model the routine Plan the first time 2. Confident Presence: Stand and speak with purpose Confident stance: when giving instructions, stop moving and strike a formal pose Warm-demander register: when giving instructions, use a warm but firm register, including tone and word choice *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: Narrate the Positive Individual Student Correction Create a Challenge/Build Momentum See the Students: notice students' level of engagement to re-engage them Do It Again) 	 WRITE AND INTERNALIZE LESSON PLANS Develop Effective Lesson Plans 101: Build the foundation of effective lesson rooted in what students need to learn: Write precise learning objectives that are Data-driven (rooted in what students need to learn based on end-goal assessments & analysis of assessmeresults) Curriculum plan-driven Able to be accomplished in one lesson Deliver a basic "I Do" as a core part of the lesson Design an exit ticket (brief end assessment) aligned to the objective 2. Internalize Existing Lesson Plans: Make existing plans your own Identify the moment of most productive struggle in the lesson—articulate what students need to know/be able to d to master it Internalize & rehearse key parts of the lesson, including the "I Do" and all key instructions Build time stamps into the lesson plan and follow them Adjust the lesson plan to target the knowledge/skills studen need 3. Write the Exemplar: Set the bar for excellence Script out ideal written responses you want students to produce during independent practice StTEM: If they get this right and you ask them why







Explore and Reflect

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

- Teacher engages students in discussion Example



	Align		
sound	Our team's aligned	Our team's aligned	
	implementation of this	implementation of th	
e 10	focus strategy WILL	focus strategy WILL N	
29	look like and sound like	look like or sound like	
e 8			
e 7			
e 6			
e 5			
e 4			
e 3			
2			
21			







10		87 C			
Practice	Definition of Practice	Criteria (teacher act	tions, look-fors)	Questions to Pro	ompt Reflection
Classroom Discussion	A form of instruction in which students are invited to speak about the topic at hand. It involves much more than a teacher asking a class a question, then another, etc., but involves students discussing with each other, often prompted from an open and not closed set of questions.	It Encourages students to think beyond their own ideas Ing Feedback from the students (students responding to questions) It Clear goals for the discussion Provides time for collaborative learning Are the standards aligned to the discussion? Clear routines/procedures for the discussion Are students in lower grades? Provides sentence stems sentence frames The following instructional practices were observed: (check any that apply) Classroom Discussion Asking open-ended quest conversation Questioning		repare students for class ctations) pose of the discussion? ers provided, particularly	
Feedback	Feedback has for more than a century been regarded as critical to skill and knowledge acquisition, and yet debates have emerged about the most effective means of providing feedback. As critical is the variability in feedback influences. Feedback in the classroom can be defined	 Targeted to a skill Specific to promote growt Open-ended (not just givi Prompting Frequent, timely Clear for the student Next steps based on feed 	Your answer		student(s) needed fee dent who is not engage nic and behavioral feed eedback did you provid ? ack that pushes studen
			What questions might this teacher benef		CPAPA
	WAKE COUNTY PUBLIC SCHOOL SYSTEM		Are students in all grades, especially u	pper grades, justifying and explaining their	AROLINA PRINCIPALS F PRINCIPALS' ASSOCIATION /E CHILDREN AND SUPPORT LEADERS







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).
- will look like and sound like in their grade levels or content areas.
- Engage teachers in building consensus around what the practices 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.







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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







Data-Driven Instruction

Determining Establishing Impact Clarity Common Challenge Monitoring Analyzing Where We Are Moving Learning Forward



Professional Learning Communities (PLCs)

Five Functions of PLCS:

- 4. Monitoring



1. Establishing Clarity 2. Analyzing Where We Are 3. Moving Learning Forward 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









- 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









and to determine and prioritize needs for faculty growth."

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





- "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,

82 Global Education Review 2





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- 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





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



Walk Schedule with prefilled links

Summarize the data Fidelity check ex.







<u>Standards aligned</u>

Vetted, rigorous resources Instruction aligned to the master schedule

Notices Strengths and Areas of growth	Wonders Questions you have	Possible Next Steps Potential supports to put into p
 out of 7 responses, 3 had no learning targets, 3 had learning targets that were not annotated. 4 of the 7 responses state that the standards were aligned to the learning target and what is being taught Strengths: Students using manipulatives of some sort Transitions Modeling of expectations 	 Are all teachers using the resources provided in the math sheet box like the sorting mats? 	 Anchor charts for visuals vocabulary
 - 50% of responses indicated verbs being posted and emphasized 	 Are teachers utilizing their planning times to plan lessons collectively? If teachers are not planning 	 LetterLand standards po Standard alignment acro grade level Consistency with reviewi







"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





Learning Walks and Feedback Leadership Shifts

Start!

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

that has the potential for the greatest impact.





Provide strategic, singular focused feedback on the area of need





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
	Grade 3	28.1%	37.5%	61.8%
Math	Grade 4	43.2%	55.8%	64.8%
IVIALII	Grade 5	30.3%	47.1%	50.0%
	All Grades Combined	34.9%	46.0%	59.0%
Dooding	Grade 3	51.5%	44.6%	47.1%
	Grade 4	57.8%	62.8%	52.7%
Reading	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?













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Questions





