

Five Leadership Behaviors That Raise Student Achievement

Jim Snapp

Cell: 317.509.5753

jim@higherachievement.net

higherachievement.net

We have a great deal to celebrate. Please share a celebration of:

- ❖ Specific increase in student learning
- ❖ A proud culture moment
- ❖ Evidence of professional development/ conversation paying off
- ❖ Leader's choice










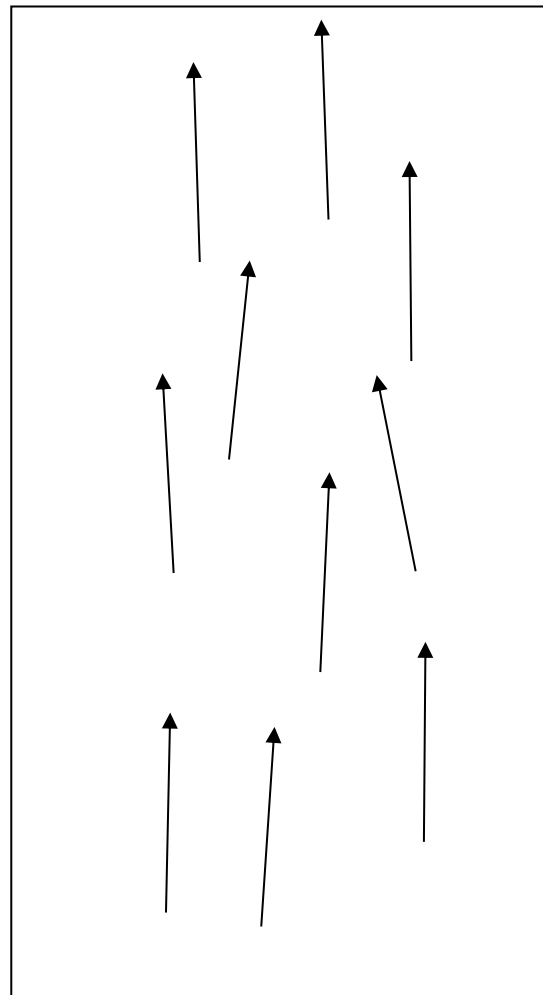
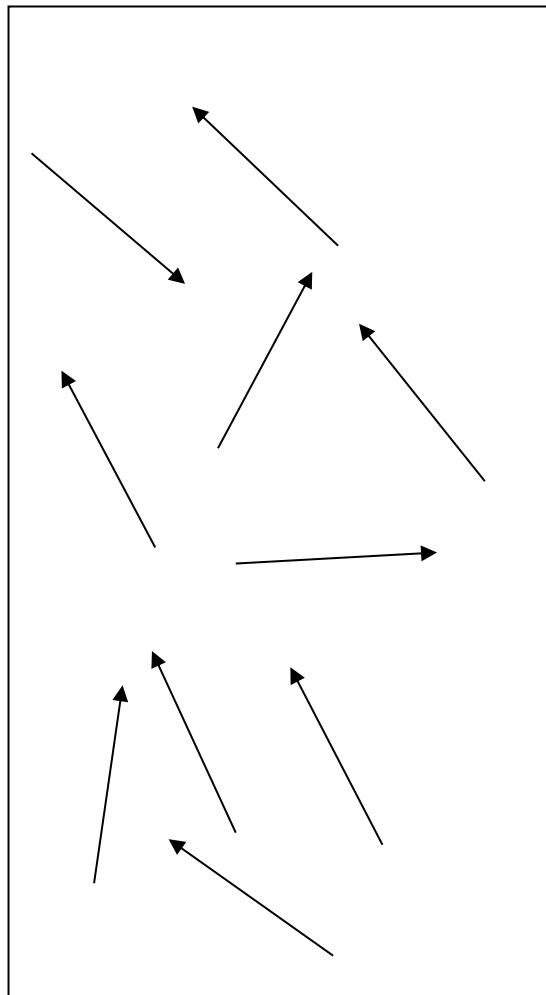
Objectives

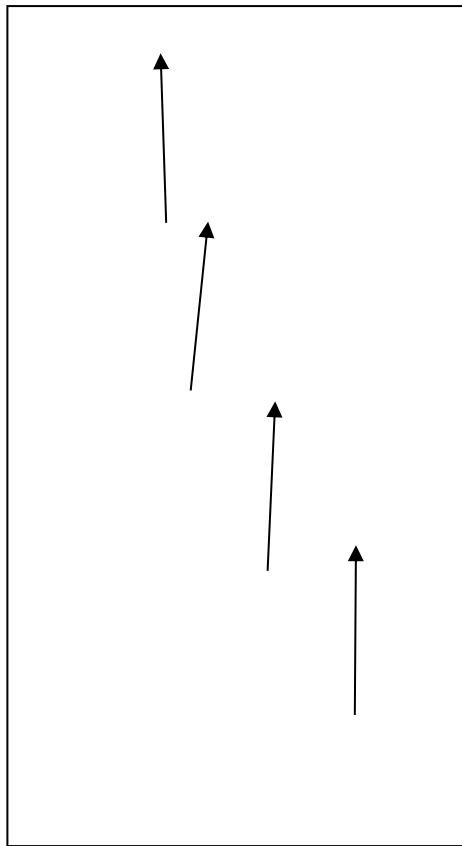
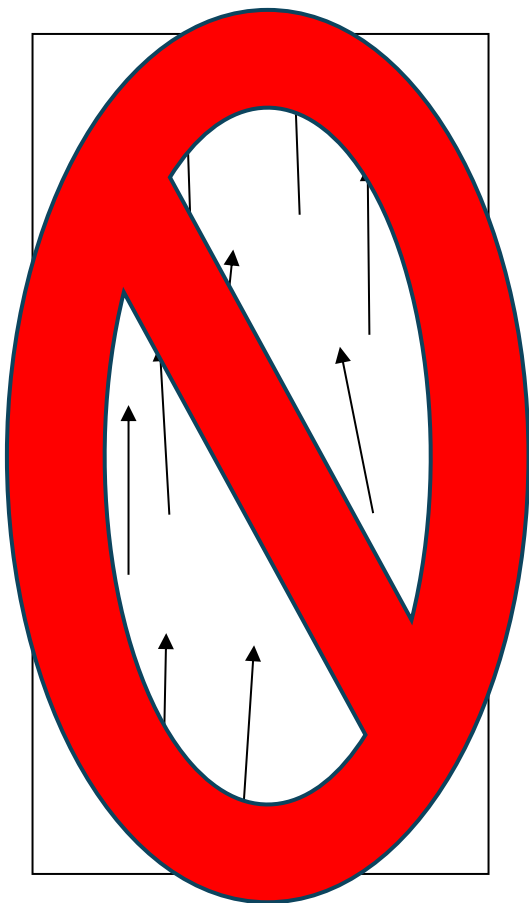
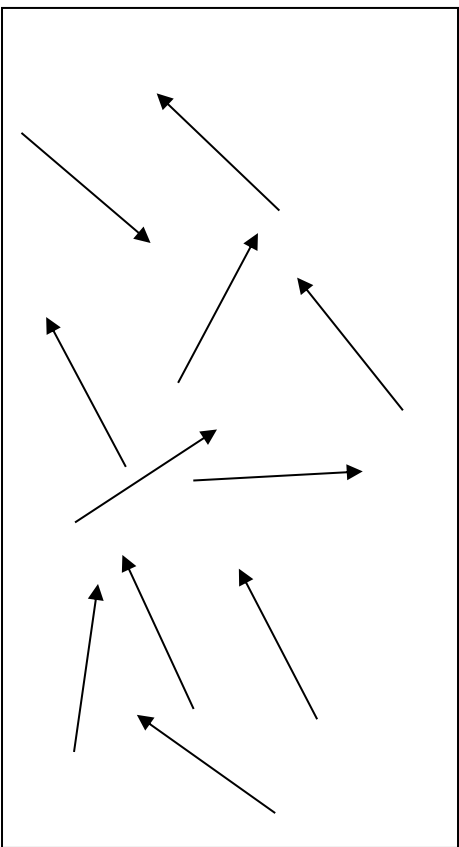
- Identify and define leadership behaviors that raise student achievement.
- Identify pitfalls and discuss strategies to overcome obstacles when demonstrating those behaviors.
- Assess your strengths as a leader that allow you to be most effective.
- Chart mentally the next steps for your school/district to fully maximize these behaviors.

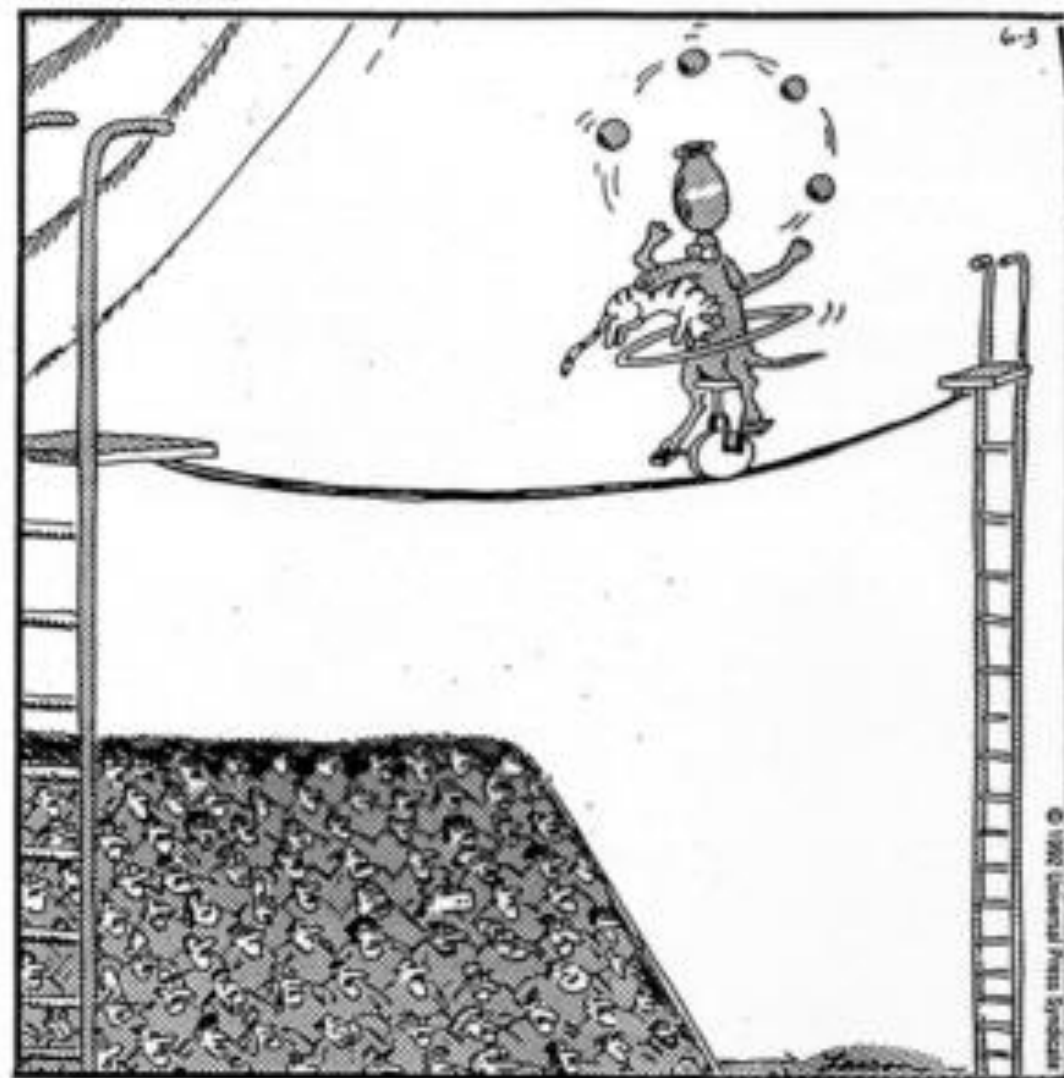


Core Beliefs

-  Educators are good and they want to do what is best for children; they internalize a sense of responsibility for student learning;
-  Educators are hard workers—they will go above and beyond when they see a compelling reason to do so;
-  We must be diligent to provide the equitable opportunities to all students, removing barriers that were previously in place for our most marginalized students;
-  The development of leadership capacity in all BCSC staff benefits students, the school and the school corporation as it moves the vision into action into results.
-  Relationships are essential to meaningful, long-term change—we want commitment, not compliance.
-  Those closest to implementing the decision should have the greatest input in making the decision.
-  Change is tough and requires, at times, difficult decisions. When necessary, I will make those decisions regardless of any negative fallout.







High above the hushed crowd, Rex tried to remain focused. Still, he couldn't shake one nagging thought: He was an old dog and this was a new trick.

Think for a moment about the most powerful components we as leaders control to raise student achievement.

Take three slips of paper and individually write down the three components (e.g. guaranteed and viable curriculum).



Now, in your group, develop a consensus about the components, from greatest impact to least impact.

The person with the least experience in his/her current position, will report out for the group.



Leaders that raise student achievement ensure:

1.Common Lesson Design

2.Guaranteed and Viable Curriculum

3.Detailed Data Rosters, Routinely Updated

4.Collaboration Focused on Raising Student Achievement (More than just PLC)

5.Teacher Evaluation As a Process Not an Episode



“We need to get the
basics before innovation.”

Mike Schmoker



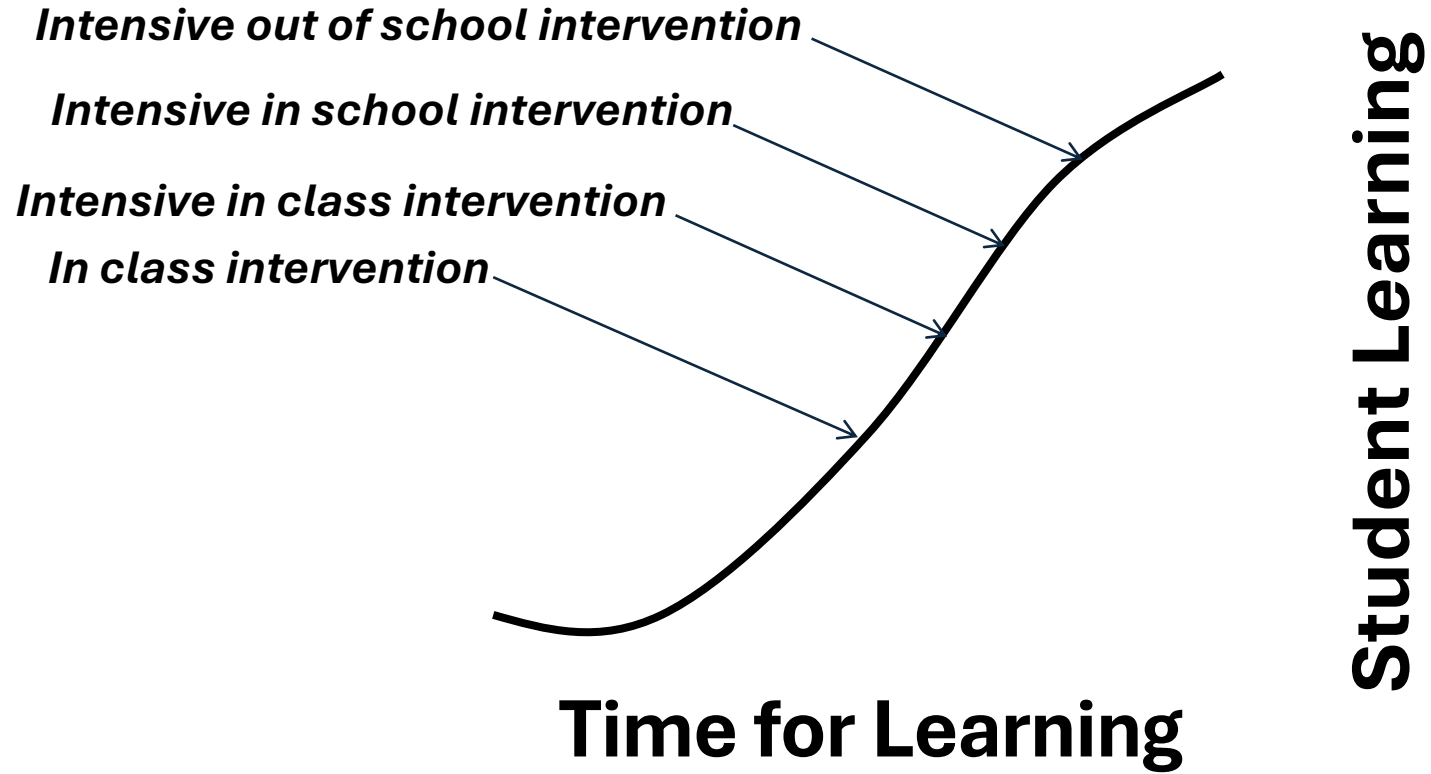
Common Lesson Design:

1. Learning Objective (Standards)
 2. Anticipatory Set
 3. Input
 4. Modeling
 5. Guided Practice
 6. Check for Understanding
 7. Independent Study
 8. Closure
- (Madeline Hunter)

1. Clear Learning Objective (Standards)
 2. Anticipatory Set
 3. Teaching/Modeling/
Demonstrating
 4. Guided Practice
 5. Check for Understanding/
Formative Assessment
 6. Independent Practice
- (Mike Schmoker)



J Curve



What is one thought/follow-up on
Lesson Design?



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Guaranteed and Viable Curriculum

1. Common format across subjects, across grade levels
2. Includes standards (Unidimensionality)
3. Cognitive alignment between the standard and demonstration of learning
4. Clear student performance standards
 - Common formative assessments
 - Common summative assessments connected to data rosters
5. Instructional materials
 - Materials for intervention (When possible aligned with primary teaching materials)
 - Materials for enrichment



On a scale of 1-5, with 5 being the highest, considering the five components of a Guaranteed and Viable Curriculum, where would you rank your school corporation? Where is the first place you would start to raise that number?



What is one thought/follow-up on
Guaranteed and Viable Curriculum?



Leaders that raise student achievement ensure:

1. Common Lesson Design
2. Guaranteed and Viable Curriculum
- 3. Detailed Data Rosters, Routinely Updated***
4. Collaboration Focused on Raising Student Achievement (More than just PLC)
5. Teacher Evaluation As a Process Not an Episode



One of our most valuable analyses is pivoting a Prior Year's ILEARN against the Next Year's ILEARN

ELA

2022 ELA (rows) to 2023 ELA (columns)

Count of STUDENT_ALTERNATE_ID

Column Labels

Row Labels

Above Proficiency

At Proficiency

Approaching Proficiency

Below Proficiency

Grand Total

1096

329

24

3

1452

359

607

216

22

1204

36

239

285

99

659

3

43

154

298

498

1494

1218

679

422

3813

This is the strength of the Core Instructional Program.

These total 100% of Previously Core

Held At Core

Lost from Core

2391

265

This is the strength of the Intervention Program.

These total 100% of Previously Not Core

Moved to Core

Kept from Core

321

836

Math

2022 Math (rows) to 2023 Math (columns)

Count of STUDENT_ALTERNATE_ID

Column Labels

Row Labels

Above Proficiency

At Proficiency

Approaching Proficiency

Below Proficiency

Grand Total

1370

294

29

1

1694

287

621

219

26

1153

29

185

246

73

533

2

36

115

269

422

1688

1136

609

369

3802

This is the strength of the Core Instructional Program.

These total 100% of Previously Core

Held At Core

Lost from Core

2572

275

This is the strength of the Intervention Program.

These total 100% of Previously Not Core

Moved to Core

Kept from Core

252

703

In grades K-5 we pivot the Beginning-of-Year Dibels against End-of-Year Dibels.

CORP Dibels Held at Core BOY (rows) to EOY (columns)				
Row Labels	Column Labels			
	Core Support	Strategic Support	Intensive Support	Grand Total
Core Support				
Count	3133	102	21	3256
% of Row	96.22%	3.13%	0.64%	100.00%
Strategic Support				
Count	327	98	26	451
% of Row	72.51%	21.73%	5.76%	100.00%
Intensive Support				
Count	199	102	188	489
% of Row	40.70%	20.86%	38.45%	100.00%
Total Count	3659	302	235	4196
Total % of Row	87.20%	7.20%	5.60%	100.00%

Comparison Schools – ELA Held at Core



District	Pop	Started Passers	Held Passers	2022 Pass Rate* UtF	2023 Pass Rate* UtF	Held At Core	Lost from Core	Move to Core	Kept Form Core
Damar Charter Academy	29	2	2	0.068966	0.068966	1	0	0	1
IN Sch for the Blind & Vis Imprd	26	1	1	0.038462	0.115385	1	0	0.08	0.92
Smith Academy for Excellence	35	5	5	0.142857	0.228571	1	0	0.1	0.9
The Genius School	31	2	2	0.064516	0.322581	1	0	0.275862069	0.724138
Brownsburg Community School Corp	3813	2656	2391	0.696564	0.711251	0.900225904	0.099774	0.277441659	0.722558
Carmel Clay Schools	5979	4042	3619	0.676033	0.701957	0.895348837	0.104651	0.298399587	0.7016
Seven Oaks Classical School	184	107	95	0.581522	0.630435	0.887850467	0.11215	0.272727273	0.727273
Paramount Brookside	392	193	171	0.492347	0.581633	0.886010363	0.11399	0.286432161	0.713568
Covington Community School Corp	282	139	123	0.492908	0.524823	0.884892086	0.115108	0.174825175	0.825175
South Montgomery Com Sch Corp	617	315	278	0.510535	0.615883	0.882539683	0.11746	0.337748344	0.662252
Plainfield Community School Corp	2151	1250	1101	0.581125	0.616457	0.8808	0.1192	0.249722531	0.750277
Duneland School Corporation	2058	1127	992	0.547619	0.623421	0.880212955	0.119787	0.312567132	0.687433
Penn-Harris-Madison School Corp	4087	2487	2189	0.608515	0.622706	0.88017692	0.119823	0.2225	0.7775
School Town of Speedway	635	333	293	0.524409	0.582677	0.87987988	0.12012	0.254966887	0.745033
The Bloomington Project School	166	108	95	0.650602	0.63253	0.87962963	0.12037	0.172413793	0.827586

Comparison Schools – ELA Intervention Moved to Core



District	Pop	Started Passers	Held Passers	2022 Pass Rate* UtF	2023 Pass Rate* UtF	Held At Core	Lost from Core	Move to Core	Kept Form Core
Paramount Cottage Home	48	24	21	0.5	0.666667	0.875	0.125	0.458333333	0.541667
Paramount Englewood	201	76	65	0.378109	0.58209	0.855263158	0.144737	0.416	0.584
The Oaks Academy	462	302	263	0.65368	0.688312	0.870860927	0.129139	0.34375	0.65625
South Montgomery Com Sch Corp	617	315	278	0.510535	0.615883	0.882539683	0.11746	0.337748344	0.662252
Duneland School Corporation	2058	1127	992	0.547619	0.623421	0.880212955	0.119787	0.312567132	0.687433
Union Township School Corp	515	312	265	0.605825	0.63301	0.849358974	0.150641	0.300492611	0.699507
Carmel Clay Schools	5979	4042	3619	0.676033	0.701957	0.895348837	0.104651	0.298399587	0.7016
Diocese of Evansville	2269	1592	1387	0.701631	0.699427	0.871231156	0.128769	0.295420975	0.704579
School Town of Munster	1463	879	755	0.60082	0.630895	0.858930603	0.141069	0.287671233	0.712329
Paramount Brookside	392	193	171	0.492347	0.581633	0.886010363	0.11399	0.286432161	0.713568
Brownsburg Community School Corp	3813	2656	2391	0.696564	0.711251	0.900225904	0.099774	0.277441659	0.722558
Mill Creek Community Sch Corp	546	239	199	0.437729	0.520147	0.832635983	0.167364	0.276872964	0.723127
The Genius School	31	2	2	0.064516	0.322581	1	0	0.275862069	0.724138
Seven Oaks Classical School	184	107	95	0.581522	0.630435	0.887850467	0.11215	0.272727273	0.727273
North West Hendricks Schools	709	444	388	0.626234	0.648801	0.873873874	0.126126	0.271698113	0.728302

Detailed Data Rosters, Routinely Updated

1. Classroom data rosters, with predictive information for each student, are routinely updated and distributed to teachers
2. Collaborative processing of the newly released information, intervention supported by and widely communicated by building leadership
3. Celebrate successes and process interventions—begin identifying what works, what works best and in some cases who is the best at making it work
4. Clear plan (evidence of changed practice based on the data) is put in place leading to the next update; a sense of urgency woven into the interventions



Why is predictability so important?

Do you study and react to correlation between data roster standardized data and student grades?



What is one thought/follow-up on
Detailed Data Rosters, Routinely Updated?



Leaders that raise student achievement ensure:

- 1.Common Lesson Design
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- 3.Detailed Data Rosters, Routinely Updated
- 4.Collaboration Focused on Raising Student Achievement (More than just PLC)***
- 5.Teacher Evaluation As a Process Not an Episode



Collaboration Isn't Just for PLC Anymore:

1. Prioritization of standards
2. Deconstructing the standards
3. Alignment of instructional materials (after examining the student learning data)
4. Develop effective intervention strategies and alignment of instructional materials and settings (after examining the student learning data)
5. Vertical review of student performance on common and standardized assessments focused on increasing rigor. (Purposeful spiraling of essential content.)



Collective efficacy is the shared conviction that educators make a significant contribution in raising student achievement.
(Hatti, 2020)



Collective efficacy was three times more likely to contribute to student achievement than any other influences on student learning.
(Hatti, 2016)



Minus these elements it is a meeting, not a PLC.

1. What do we want our students to know?
2. How are we going to know they know it?
3. What are we going to do if they don't know it? Or enrich their learning if they do know it?

Richard Dufour

Additionally, is there evidence of adult learning and specific processing time to improve.



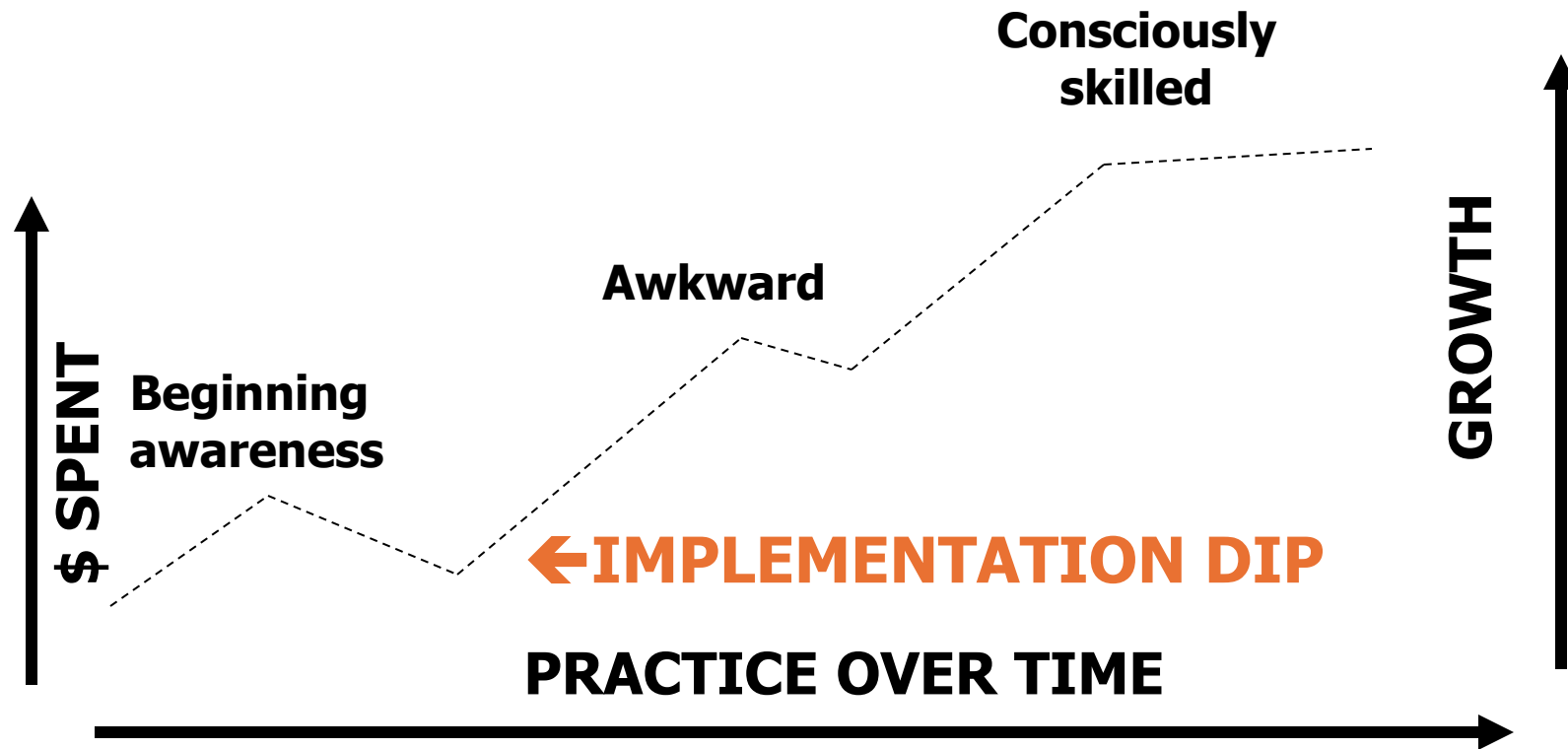
Effective PLCs:

- Have a focus on learning—not coverage (taught this) but what our students demonstrated learning (results oriented)
- A collaborative culture—beyond cooperation
- Consider an PLC environment that has:
 - Reminders/protocols/goals on a table chart (or on the agenda at a minimum)
 - Materials (e.g. post its, pens, snacks 😊)
 - Timer (phone)
- Consider an agenda that:
 - Front loads
 - Statement of purpose
 - Reason for the task(s)
 - How it connects to past and future work
 - Reviews norms (beginning and/or end) and processes success of adhering to the norms
 - Reflection
 - Next time—no surprises on what is coming

What is one thought/follow-up on
**Collaboration Focused on Raising Student
Achievement (more than just PLC)?**



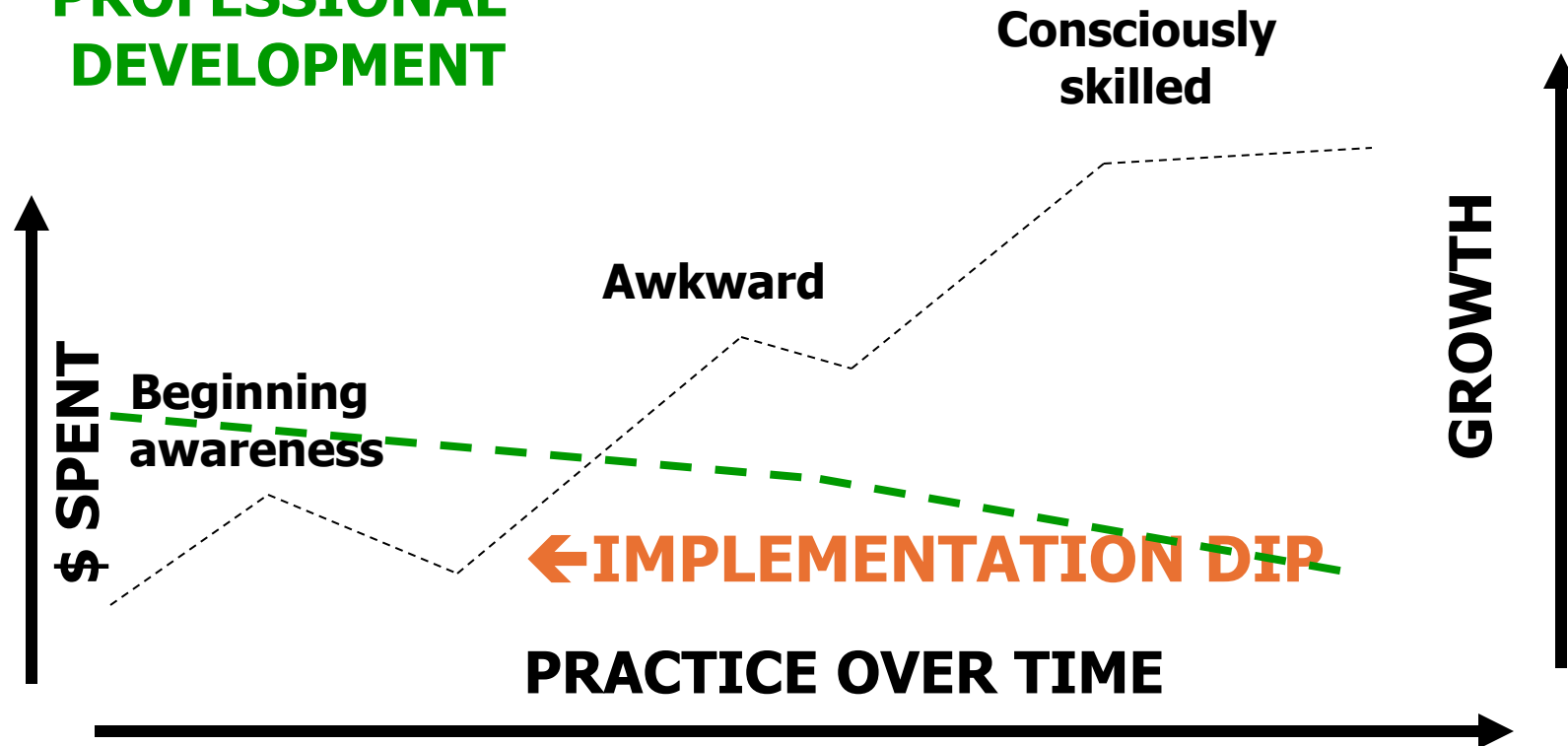
Model for Spending During Professional Development Process



Source: Robby Champion

Model for Spending During Professional Development Process

SPENDING ON PROFESSIONAL DEVELOPMENT



Source: Robby Champion

Leaders that raise student achievement ensure:

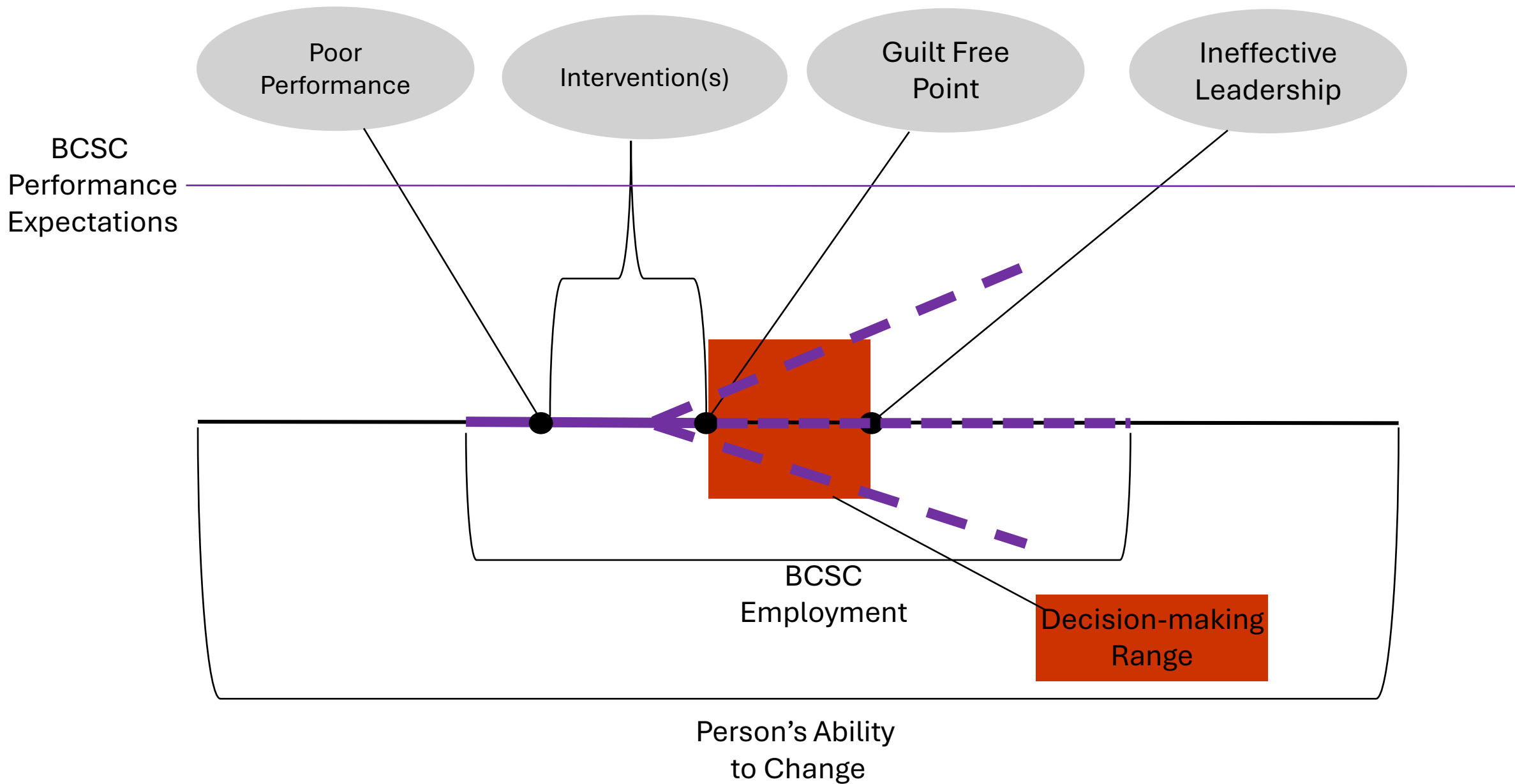
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Key Beliefs About Teacher Evaluation

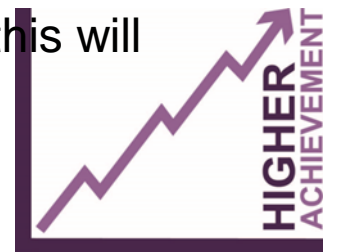
- Teacher evaluation is a **collaborative endeavor** between the teacher and the evaluator *focused on recognizing excellent teaching, learning and professional practice*, while supporting efforts to become even more effective in the profession.
- For 98%-99% of our teachers, this is about **professional dialogue** that clearly supports their efforts in the classroom, working with colleagues and parents. Following the evaluation, teachers should feel affirmed in most if not all their professional practices and have one area, *often initiated by them*, where there is a genuine desire to improve (progress principle). The evaluator should focus on ways he/she can be supportive in the improvement effort.
- The teacher evaluation process—from classroom walk throughs to the summative evaluation to informal conversations about teaching, should be affirming, *provide helpful and specific feedback* that leaves the teacher feeling supported in our **professional partnership** to do what is best for our students.
- Embedded in the teacher evaluation process is the essential element of **understanding**—not just the expectations from the evaluator which should be clearly aligned to the rubric, but just as importantly, understanding how to fully support and affirm the teacher—from the teacher's perspective. (What area is the teacher trying to make progress in?)
- There should never be any surprises, particularly the kind that could be viewed as negative in the summative evaluation. Any concerns, whether shared verbally or in writing, should have been *shared previously in a prompt, clear manner* with the teacher at the time the evaluator became aware of the concern.
- In the 1%-2% of the cases when the evaluation can impact current and future employment decisions, it should be direct, clear and aligned with past communication between the evaluator and the teacher. This should be as honoring of the teacher as possible.

***Place a good person in a
bad system and the system
will win every time.***



Wrong Justifications

- **The Special Circumstance:** Hard to find teacher
- **The Likeable Fraud:** Not a good teacher but everyone likes him/her
- **The Excuse:** It isn't my fault, I didn't pick them. She got through the model lesson; even the superintendent interviewed her
- **The Gamble:** She will leave on her own
- **The Comparison Game:** At least this person isn't as bad as OR this person is better than
- **Not my Decision:** AP>Principal; SDH>Principal; Principal> CO
- **Self Healing:** It will take of itself—others will help—"She's on a good team"
- **Poor Team:** He would have been fine on another team. What does it say about that team?
- **Giving Credit Where Credit Isn't Due:** "He knows" it is serious—without being told it is serious
- **Time:** Give it more time—meaning there will be bigger issues next year and attention on this will diminish



BROWNSBURG COMMUNITY SCHOOL CORPORATION

TO:

FROM: Jim Snapp

SUBJECT: Improvement Necessary Rating on 2019-2020 Evaluation

DATE: 6/3/2020

CC: Personnel File

On this date you met with Jodi Gordon and me to discuss the Improvement Necessary rating you received on your 2019-2020 performance evaluation. As a result of that rating, you will not receive a salary increase for the 2020-2021 school year.

The purpose of this conference was to:

- Review and answer questions regarding the evaluation process;
- Clarify your rating of Improvement Necessary and the consequences of that rating;
- Discuss efforts to date to support you in areas noted for improvement;
- Request your input on other strategies that can assist you in achieving a rating of Effective or higher in 2018-2019 and each year beyond;
- Emphasize the need for immediate and sustainable improvement to take place in your professional performance; and
- Stress that failing to meet BCSC performance expectations will result in a recommendation to non-renew your contract with the school corporation.

If is essential to your continued employment with the Brownsburg Community School Corporation that your professional performance consistently meets corporation expectations. **Failure to meet those expectations will result in a recommendation to end your employment with the school corporation at the conclusion of the 2020-2021 school year.**

Your signature below only indicates that this meeting has taken place and these points have been reviewed with you.

Name

Date

Teacher Evaluation: Highly Effective

- **Greater consistency**—not just great once or twice a week—this is professional behavior not a professional episode
- Greater variety of **effective strategies**
- Expanded **formative assessment** that drives student learning—think specificity to the student
- Consider more artifacts: What does the **quality of student work** look like? Have you asked to review different examples of differentiation? Have you asked teachers to explain showing the work students have completed? Remember—Show, Don't Tell. (Data)
- Goal writing: What level of thinking is reflected in the entire goal writing process?

In the school corporation I lead:

- 1.A Highly Effective rating is directly linked to (measurable) student learning outcomes.
- 2.A teacher cannot be rated as Highly Effective if he/she sees more than 10% of students decrease in performance.
- 3.A teacher cannot be rated as Highly Effective if he/she does not move at least 10% of the students from failing to passing.
- 4.Student artifacts of learning are an important part of the overall evaluation process.
- 5.Either by the evaluator, or for teachers rated as Highly Effective, a measurable improvement goal that positively impacts student learning is established and monitored.



Some considerations

- Constantly reinforce the teacher evaluation rubric is how we define good teaching in our schools—not the preference of a principal or superintendent.
- Embed in each Leadership/Principal meeting conversation/professional activities focused on the evaluation rubric.
- Simplify the classroom walkthrough data gathering tool (think lesson design). Utilize the data gathered to select what part of the teacher evaluation rubric to focus on with principals—and then teachers.
- Gather feedback from teachers about what part of the teacher evaluation rubric needs greater clarification. Focus on that during faculty meetings. Consider allowing teachers to assist in defining it. Share with leaders in other schools at the next principals meeting.
- Good teaching is not an episode, but consistent behavior but remember we all have bad days. Don't argue about a classroom visit, have a do over.
- Show don't tell when it comes to what needs to be included in an evaluation—whether with Highly Effective teachers or those who urgently need to improve.



Accountability or Capacity Building

- Of these two choices—***holding people accountable*** or ***building capacity***, which is your most dominate approach?
- Why?
- Can you share a brief example/evidence of how you utilized accountability or capacity building with a staff member?



What is one thought/follow-up on
Teacher Evaluation as a Process Not an Episode

