Instructional Leadership Development Framework for Data-driven Systems

CULTURE

Learner-Centered
High Expectations

QUALITY

STUDENT PERFORMANCE

ETHICS AND INTEGRITY

Collaborative
Continuous Improvement

Organizational Management
Communication and Community Partnerships
Professional Development
Supervision

Curriculum/Instruction/Assessment

DATA

DATA

DATA

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“When you talk about school improvement, you’re talking about people improvement. That’s the only way to improve schools.”

—Ernest Boyer
—in DuFour, *The Principal as Staff Developer*
The Continuous Improvement Process

Compare the continuous improvement process for campuses and individuals.
Professional Development to Impact Student Achievement

Campus Needs

Teacher Staff Needs

Your Needs as Instructional Leader
Premises

• Student achievement is improved by the continued professional development of all stakeholders.
• Professional development is based on identified needs and goals.
• Effective professional development is learner-centered.
Objectives

• To understand the purpose of professional development in providing sustained support for teachers
• To become aware of current best practices in professional development
• To recognize the variety of professional development strategies
Best Practices in Professional Development

**Decrease**
- An orientation toward the transmission of knowledge and skills by “experts”
- A focus on generic instructional skills
- Staff developers who function primarily as trainers
- Staff development provided by one or two departments
- Isolated, individual development
- Fragmented, piecemeal improvement efforts
- District-focused professional development
- A focus on adult needs
- Training conducted away from the job
- Professional growth as a “frill” that can be cut during difficult financial times

**Increase**
- The study of the teaching and learning process
- A combination of generic and content-specific skills
- Those who provide consultation, planning, and facilitation services as well as training
- Staff development as a major responsibility performed by all administrators and teacher leaders
- Individual development and organizational development
- Staff development driven by a clear, coherent strategic plan
- School-focused approaches to professional development
- A focus on student needs and learning outcomes, and changes in on-the-job behaviors
- Multiple forms of job-embedded learning
- A commitment to professional development as a critical part of the school improvement process

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—Sparks & Hirsh
—Adapted from *A New Vision for Staff Development*
Best Practices in Professional Development

• Using H-PD-1, highlight key words from the “Increase” side of the chart.
• Using the key concepts, develop a summary statement that captures the essence of the recommended best practices in professional development as supported by research.
Professional Development

Key Concept: Levels of Impact

• Knowledge: Do I know what it is?

• Skill Acquisition: Can I do it?

• Application: Can I do it in the real world?
# Relationship Between Levels of Impact and Components of Training

<table>
<thead>
<tr>
<th>Components of Training</th>
<th>Levels of Impact</th>
<th>Knowledge</th>
<th>Skill</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Theory</td>
<td></td>
<td>85%</td>
<td>15%</td>
<td>5–10%</td>
</tr>
<tr>
<td>Modeling</td>
<td></td>
<td>85%</td>
<td>18%</td>
<td>5–10%</td>
</tr>
<tr>
<td>Practice and Low-Risk Feedback</td>
<td></td>
<td>85%</td>
<td>80%</td>
<td>10–15%</td>
</tr>
<tr>
<td>Coaching/Study Groups/Peer Visit</td>
<td></td>
<td>90%</td>
<td>90%</td>
<td>80–90%</td>
</tr>
</tbody>
</table>

—National Staff Development Council
—Adapted from *Standards for Staff Development*
Analysis Tool: Bloom’s Taxonomy and Erickson’s Structure of Knowledge
Professional Development Key Concept: Selection of Strategies

The professional development strategy selected should

• have the potential for significant impact on student and teacher performance, and
• be aligned with the objectives you want to accomplish based upon assessed needs
Professional Development Strategies

- Individual/Self-Directed
- Mentoring/Coaching
- Group Planning
- Instruction/Training
- Inquiry/Action Research
- Study Groups
## Professional Development Strategies

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>DESCRIPTION</th>
<th>SUGGESTIONS FOR USE</th>
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<tbody>
<tr>
<td>Individual/Self-Directed</td>
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</table>
Lone Star Middle School
Professional Development to Impact
Student Achievement

Campus Needs

Cheryl’s Needs
Your Needs as Instructional Leader
Kelley’s Needs
Planning for Lone Star Middle School
Professional Development Needs

Lone Star Middle School
Professional Development Strategies

Based on each of the campus objectives, utilize your knowledge of effective staff development and plan at least one strategy involving professional development for each objective.

Objective 1:

Campus-Level Strategy(ies):

Objective 2: Ninety percent of parent/guardian responses on the school climate survey will be favorable toward Lone Star Middle School.

Campus-Level Strategy(ies):

Based on your data concerning Cheryl, utilize your knowledge of effective staff development and plan at least one potential strategy involving professional development that might be a suggestion for Cheryl.

Potential Growth Area:

Teacher-Level Strategy(ies):

Based on your data concerning Kelley, utilize your knowledge of effective staff development and plan at least one potential strategy involving professional development that might be a suggestion for Kelley.

Potential Growth Area:

Teacher-Level Strategy(ies):
Planning for Lone Star Middle School Professional Development Needs

- Review the data you have concerning both campus objectives.
- Utilizing the four critical elements of curriculum/instruction/assessment—high cognitive thinking and making connections, addressing the varied needs and characteristics of all learners, assessing student progress, and alignment of learning objectives—discuss some potential professional development strategies.
- Prioritize the strategies and select your top two priorities.
- Be prepared to share these priorities.
# Planning for Lone Star Middle School
## Professional Development Needs

**Lone Star Middle School**
Professional Development Strategies

Based on each of the campus objectives, utilize your knowledge of effective staff development and plan at least one strategy involving professional development for each objective.

<table>
<thead>
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<th>Objective 1:</th>
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<tbody>
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<td>Campus-Level Strategy(ies):</td>
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</table>

<table>
<thead>
<tr>
<th>Objective 2: Ninety percent of parent/guardian responses on the school climate survey will be favorable toward Lone Star Middle School.</th>
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<tbody>
<tr>
<td>Campus-Level Strategy(ies):</td>
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</table>

Based on your data concerning Cheryl, utilize your knowledge of effective staff development and plan at least one potential strategy involving professional development that might be a suggestion for Cheryl.

<table>
<thead>
<tr>
<th>Potential Growth Area:</th>
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<tbody>
<tr>
<td>Teacher-Level Strategy(ies):</td>
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Based on your data concerning Kelley, utilize your knowledge of effective staff development and plan at least one potential strategy involving professional development that might be a suggestion for Kelley.

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<tr>
<td>Teacher-Level Strategy(ies):</td>
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</table>
Planning for Individual Professional Development Needs

• Review the data gathered on Cheryl and identify some of the professional development needs reflected in the data.

• Utilizing the four critical elements of curriculum/instruction/assessment—high cognitive thinking and making connections, addressing the varied needs and characteristics of all learners, assessing student progress, and alignment of learning objectives—discuss some potential professional development strategies for Cheryl.

• Prioritize the potential strategies and be prepared to share.

• Repeat the process for Kelley.
Professional Development

Campus Needs

Teacher Staff Needs

Your Needs as Instructional Leader
Administrator Needs Assessment

• Campus and individual teacher needs
• Reflection Journal: “What knowledge and skills do you need in each area?”
• Appraisal: On-the-job performance
• State Board of Educator Certification (SBEC) required 200 hours based on the principal standards
• Supervisory styles
How do you know professional development was effective?

1. What were participants’ reactions?
2. Did participants learn?
3. Did the organization provide support and change?
4. Did participants use and apply new knowledge and skills?
5. Were student learning outcomes improved?

—Guskey
—Evaluating Professional Development
Continuous Improvement Planning Process
Data Sources for Data-driven Decision-making

<table>
<thead>
<tr>
<th>Data Source</th>
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<tbody>
<tr>
<td>Curriculum/Instruction/Assessment</td>
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<tr>
<td>Supervision</td>
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<tr>
<td>Professional Development</td>
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<tr>
<td>Communication and Community Partnerships</td>
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Self-Assessment/Reflection

• Based on the Professional Development component, what additional knowledge and skills do you need for continuous improvement?
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- High Expectations

**ETHICS AND INTEGRITY**
- Collaborative
- Continuous Improvement

**QUALITY STUDENT PERFORMANCE**
- Curriculum/Instruction/Assessment
- Supervision
- Professional Development
- Communication and Community Partnerships
- Organizational Management

**DATA**
- Professional Development
- Continuous Improvement
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**PROFESSIONAL DEVELOPMENT**