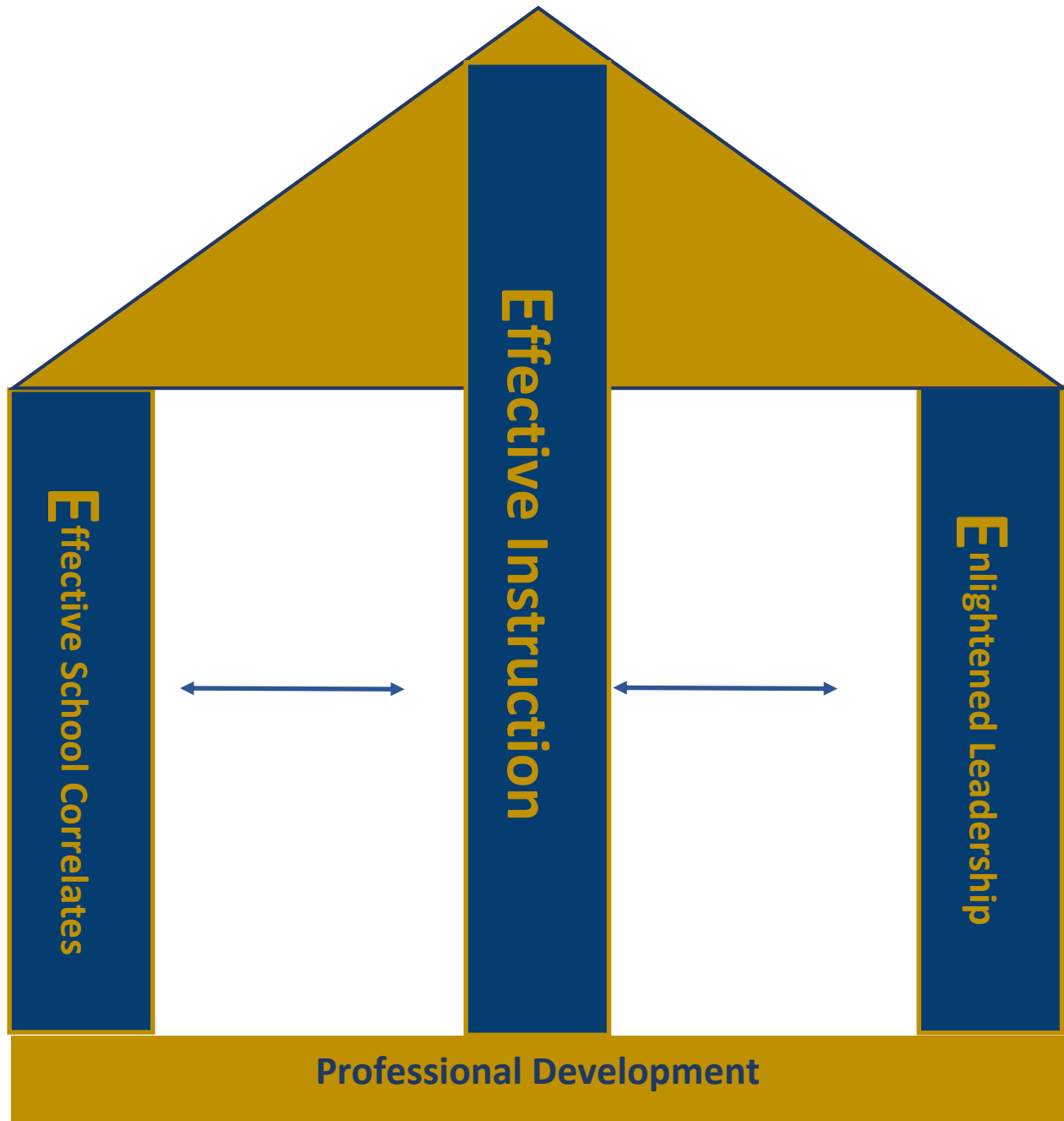




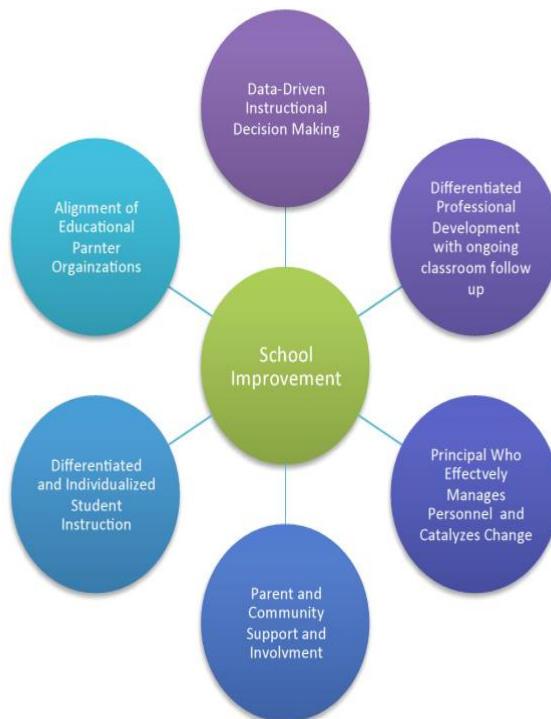
JP Associates Leadership Framework



***The goal is to have a dynamic, energetic, competent leader at the helm of every school who is leading an engaged faculty who has high expectations for every student in District 189.***

The JP Leadership Framework finds its roots in a cross section of literature and research, plus the evidenced based strategies developed over our 26 years of providing professional development. The three columns that represent content/strategies support the outcomes of the framework and are supported by professional development (with a plan of gradual release of responsibility back to the district). The content, represented by the columns, are interdependent and call for a system of communication that allows for knowledge sharing and ongoing growth. Instruction is in the center, since effective instruction is integral to successful schools. Similar to the model of Continuous School Improvement, the consistent flow of information is regularly monitored and analyzed ensuring fidelity to the identified objectives and outcomes, as well as recognizing any needs for adjustments/alignments and responding appropriately.

A detail of the above broad model is best represented by the following School Improvement Framework. Each of the elements illustrated below are supported by the JP Leadership Framework.



## **Effective School Correlates:**

The primary premise of the framework is that the ultimate goal of a school district is the creation and support of effective schools. Therefore, we start with the end product—effective schools-- and reverse engineer. What does an effective school look like?

“The effective school is characterized by high overall student achievement with no significant gaps in the achievement across the major subgroups in the student population. The effective school is built on a foundation of high expectations, strong leadership, unwavering commitment to learning for all, collaboration, differentiated instruction, and frequent monitoring of student progress.” *What Effective Schools Do: Re-Envisioning the Correlates*: Lezotte and Synder.

Effective School Research identifies 7 correlates associated with schools that are unusually effective. They are:

1. Clear School Mission
2. High Expectations for Success
3. Instructional Leadership
4. Opportunity to Learn and Time on Task
5. Safe and Orderly Environment
6. Positive Home-School Relations
7. Frequent Monitoring

In recent years researchers have refined this list:

1. Productive school climate and culture reflecting shared values
2. A focus on student acquisition of central learning skills
3. Appropriate monitoring of student progress
4. Practice-oriented staff development at the school site
5. Outstanding leadership
6. Salient parent involvement
7. Effective instructional and organizational arrangements
8. High operational expectations and requirements for all students
9. Multicultural instruction and sensitivity

Either or both lists represent beginning points for exploring leadership within a school. What is clear is that resilience, consistency, and persistence seem to be hallmarks of effective schooling.



## Enlightened Leadership

Because growth and change go hand in hand, The JP Leadership Framework, addresses change management. Often this begins with a paradigm shift leadership is viewed or what kind of leader we are looking for.

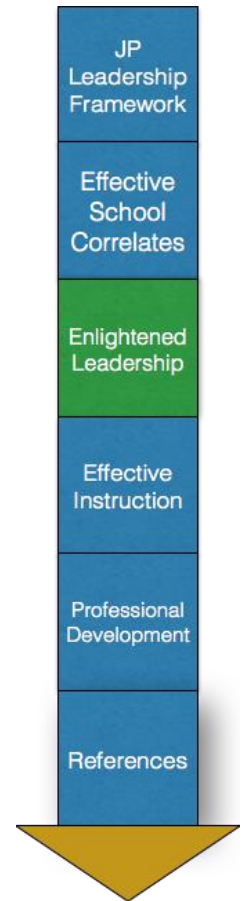
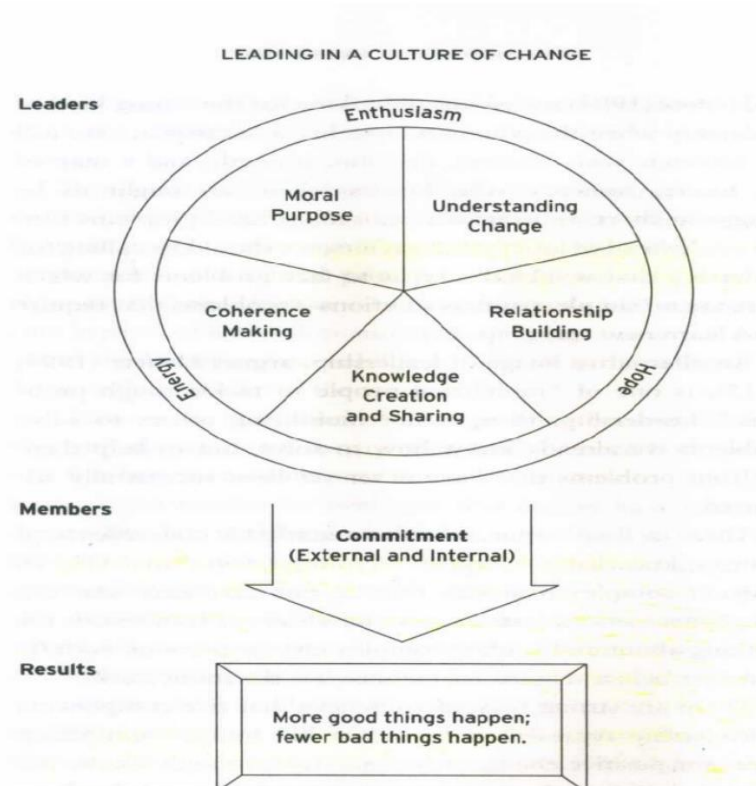
More times than not, when there is a problem, we look for someone with answers—someone who knows where we ought to be going and make the problems disappear or at least manageable. JP’s approach is to develop leaders that challenge us to face and address problems and in doing so require us to learn a new way of leading and following. We want to create Leaders of Leaders.

Then it becomes a mobilization of people to tackle tough problems that have never yet been successfully addressed.

Fullan’s Framework for Leadership\* focuses on five central elements:

1. Moral Purpose
2. Understanding Change
3. Relationship Building
4. Knowledge Creation and Sharing
5. Coherence Making

\*See Figure below



These five elements bear a brief description both to provide a clear understanding of each and to demonstrate how they align with the correlates above and support the third pillar in the JP Framework.

- Moral Purpose:** Acting with the intention of making a positive difference in the lives of administrators, teachers, students and families
- Understanding Change:** Less about innovation, and more about innovativeness. It is less about strategy and more about strategizing. Change can't be managed or controlled-it can be understood. It needs to be pulled by the concerns and needs, not pushed by pre-established concepts developed in isolation.
- The goal is not innovate the most
  - It is not enough to have the best ideas
  - Appreciate the implementation dip
  - Redefine resistance
  - Reculturing is the name of the game
  - Never a checklist, always complexity
- Relationships:** Relations are job two. Things and people exist in relationship to everything else. "Most people want to be part of their organization, they want to know the organization's purpose; they want to make a difference."
- Knowledge Building:** Organizations must frame the giving and receiving of knowledge as a responsibility and reinforce such sharing.
- Coherence Making:** Change is complex-a living system. It cannot be directed along a linear path. The challenge is to disturb them in a manner that approximates the desired change.

## Effective Instruction

The cornerstone of effective schools is instruction. All other factors should support the work of instruction. It is essential that each teacher in each classroom recognizes that they are part of a larger system--the grade level, and then that group is part of the school and the school is part of a district, and so on. This necessitates that there is alignment, appropriate support and clear direction—all functions of effective leadership.

Too often schools see the district has a separate entity-an “us against them mentality” may exist. The fact is without substantial engagement by the central office, schools do not see any substantial and sustained improvement. The objective, the “sweet spot,” is when central office administrators and school leaders (and school leaders and their peers) exercise essential leadership together to build capacity throughout the district.

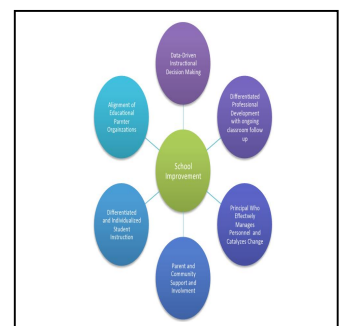
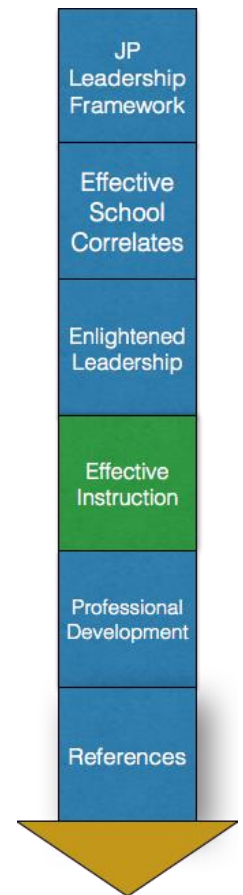
Working in tandem, leaders:

- Will investigate the investment of staffing and other resources at multiple levels of the system
- Align staff and resources with learning improvement goals to enhance equity and leadership capacity
- Explore the reinvention of central office work practices and relationship with the schools to better support district-wide improvement of teaching and learning

In short, a reculturing of all levels and members of the district should be explored with the goal of a refocus on instruction and student achievement and what must be done to accomplish that objective.

A system of support and communication around a central message regarding instruction is essential. The adoption of an instructional framework, a plan that identifies appropriate instructional models (curriculum) based on a review of the data, an efficient data management system (efficient meaning collects the right data and distributes the information so that principals and their teachers can use it to guide instruction on a weekly, if not daily basis) and a behavior management system are all components supporting instruction. Efforts should lead to a reconfiguration and exercise of leadership within elementary, middle, and high schools to enable more focused support for learning improvement.

Effective instruction needs a strong culture of accountability to take root. Everyone one in the district must accept the belief that they are all accountable for the instruction of all children. One of the objectives of leadership, therefore, is to help each person to define what their specific role is and what support and resources they need to be successful in that role.



Whatever framework or rubric you are using, JP can is well versed in providing support. Below are some examples of what forms this support takes.

### **Data Driven Instructional Decision making**

*Establishing/supporting a data-oriented culture of regular collection and analysis of formative student data to help teachers fine-tune their practices and preemptively identify learning difficulties before they adversely impact a student's academic development.*

- Identifying Data to be collected
- The roles of Summative and Formative Data
- Data Usefulness
- Interdependent Assessment
- Data Meeting Protocols



### **Differentiated Professional Development with ongoing classroom follow up**

*Instilling high teacher, parent, administrator expectations for all students by conducting needs assessment that identify specific group focus areas and then collaboratively developing /monitoring customized academic and behavior action plans.*

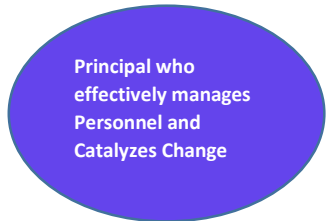
- Differentiation of professional development based on teacher performance- placement of teachers into a 3 Tier Model
- Pre-service for instructional tool, behavior, creating effective formative assessments
- Intensive small and large group workshop session followed up by
- Onsite individual relationship-based coaching sessions—Side by Side Coaching (The JP Responsive Coaching Model)
- Follow up and goal-directed coaching reports/feedback



### **Principal who effectively manages personnel and Catalyzes change**


*Develop a sustainable leadership development program that fosters a culture of principal accountability for improving school performance on annual performance measures.*

- Modeling for principals how to think and act like an instructional leader
- Developing and using tools that supported principals' engagement in instructional leadership
- Brokering external resources to help principals become more powerful instructional leaders
- Establishing a district-wide principal network to facilitate knowledge sharing



## Parent and Community Support and Involvement

*Develop plans for the increase of parent and community involvement to support the establishment of a healthy school culture that supports quality teaching and learning. Parent services should be differentiated to meet the varying needs of students' families.*

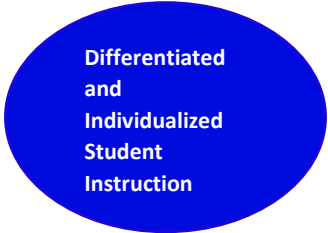


Parent and  
Community  
Support and  
Involvement

- Identify parent and community leaders for brainstorming on recruitment and engagement ideas
- Create Private Sector Advisory Board
- Establish partnership with Institutes of Higher Learning
- Conduct parent walk-throughs to determine level of building “friendliness”
- Hold instructional orientations for parents,
- conduct mock classes so they experience what their children are going through
- Invite parents to attend professional development opportunities

## Differentiated and Individualized Student Instruction

*Differentiation, or the ability to meet learners at their individual instructional level is critical to effective teaching and learning for all ages. Accordingly, individualized student instruction will be developed and implemented.*



Differentiated  
and  
Individualized  
Student  
Instruction

- Intensive small and large group workshop sessions followed up by
- In-building individual relationship based coaching session
- Follow up and goal directed coaching reports/feedback

Must address all the different populations:

- General Education
- Special Education
- ELL

Explore and Identify Appropriate Curriculum/Instructional Models

- Core Curriculum
- Intervention
- Goal: increase student achievement, close the achievement gap, promote positive movement through the three tiers

Response to Intervention

- Differentiated support for staff and students based on assessments (formative tests for students and teacher evaluations for staff)
- Three tiered structure for instruction based on data



## Behavior Management

The number one reason teachers say they leave the field prematurely is due to classroom management/behavior management issues. A leadership framework must address the root cause or the “function” of the students, teachers and administrators behavior choices. The role of function, what someone is getting or avoiding, has to be infused into the teacher and administrators critical thinking skills. While this is a difficult concept for many professionals to grasp, through workshop trainings and repeated coaching experiences that incorporate the IFSaM model, the professional educator will understand and appreciate the power of “Function.”

- Function concept training and coaching
- Developing and monitoring Behavior Intervention Plans
- Developing a School-wide behavior model based on Positive Behavior Supports
- Clear system of Data Reporting to evaluate the effectiveness of the interventions.

## Alignment of Educational Partner Organizations

*Schools with clear and shared goals are characterized by a unity of purpose, explicit expectations, and shared values for student learning and success. This unity of purpose must extend to the community, inviting them to identify common needs and approach them as a collective.*

- Identify and recruit educational partners
- Development of a logic model that clearly delineates inputs, and the resulting outcomes. Partner organizations should engage in the collective development of a logic model to guide future collaboration
- Institution of monthly collaborative meetings
- Promote interaction to support one another’s work
- Utilize as a collective body strategizing solutions for commonly identified issues



**Professional Development Support:**

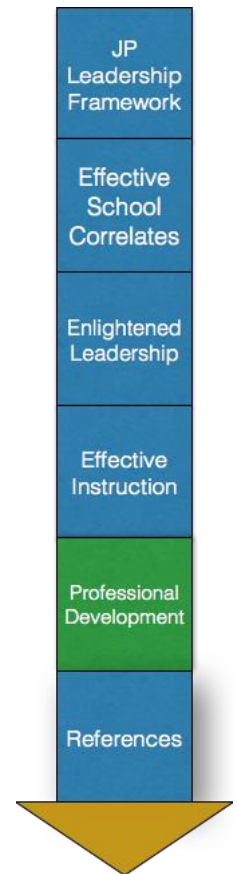
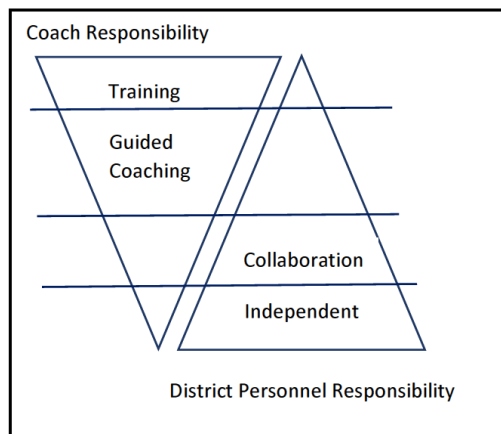
Structural or system changes do not automatically translate into staff actually working with schools in smarter and better ways, specifically connected to teaching and learning improvement. The change process needs to be navigated. A shift in focus is needed for everyone from primarily delivering the services that they control to taking responsibility for solving problems. Strategies that empower staff to examine information that promises to help schools improve teaching and learning are trained and staff engage with their colleagues to solve specific problems around supporting schools’ focus on teaching and learning improvement. In short, a reculturing of the district is cultivated that moves staff to participate in intentional **efforts to develop the capacity of people throughout the district to support teaching and learning improvement.**

Such a process calls for the application of both transformative and instructional leadership skills. These skills are addressed via professional development and include, but are not limited to:

- Leader of Follower/Leader of Leaders
- Sphere of Influence
- Critical Mass
- Team Building
- Problem Solving (IFSaM)
- Planning and Monitoring

Support would continue to be offered in the form of training and coaching capitalizing on the existing working relationships that exist among staff in the district and that exist with the JP leadership coaches.

Important to any professional develop efforts is sustainability. JP uses the Gradual Release of Professional Development Model. The purpose is to empower the participants (building and district leaders) to gradually become independent and in control. See model below:



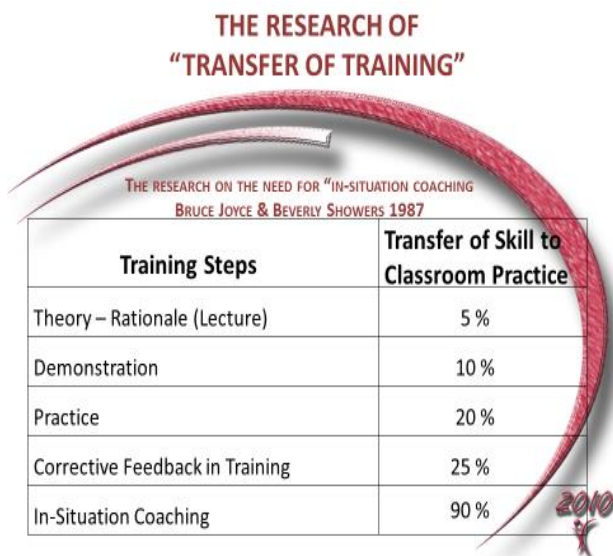
In addition, to the “what” (end product), the “who,” also needs to be identified. Who needs to address the issue or the change? Is at the classroom, school or district level? Commonly, it touches on all three levels. Therefore a strategy that aligns the issues and the people and allows for active communication with concrete, measurable outcomes needs to be fostered and supported. The creation of school based teams with the responsibility of supporting all students from all aspects is integral. These teams, working closely with district personnel and resources, pursuing a common goal and purpose will create not only the opportunity for change, but change itself.

Central to JP’s professional development is onsite coaching because it provides results. Participants receive customized support and immediate feedback. It builds capacity and models the important skill of relationship building. JP has been at the forefront of educational coaching since 1989.

The professional development services provided will use the Joyce & Showers coaching model to help school leaders initially acquire coaching skills, pedagogy, and content, and then ensure transfer of learnings by developing the executive control thereof for each school leader.

This research indicates that effective coaching requires the following elements:

1. Study of the theoretical basis or rationale of the desired model.
2. Observation of demonstrations by persons who are relatively expert in the model.
3. Practice and feedback in protected conditions
4. Coaching each other as the practitioners work to master the new mode



These elements are essential to learning the desired skills for effective model implementation, but not sufficient to ensure transfer of the model into the active repertoire that allows using the new model regularly and sensibly. Additional coaching is required to ensure a high degree of transfer. Once the model has been acquired, it must be adapted to fit the actual classroom conditions in which the model will be applied. To do so demands that practitioners develop executive control; understanding the approach, why the approach works, what the approach is good for, what its major elements are, how to adapt the approach to varying content & students, development of a set of principles that enable practitioners to think about the approach and to modulate and transform it in the course of its use.

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