

How Principals Affect Students and Schools: Leading Learning in a Virtual World



Webinar
April 8, 2021

If you can see the
slide and hear the
music, you are all set.

Welcome! We will begin shortly.

All attendees are muted upon entry.
Please use the chat feature for comments
and questions during the webinar.


learningforward
THE PROFESSIONAL LEARNING ASSOCIATION

Thank you for joining us



Paul Fleming

Senior Vice
President

Standards, States,
& Equity



Thank you for joining us

The webinar will be recorded and available.

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/learningforward)

Participants will ...

- Understand the groundbreaking findings from recent research and how they can be applied in policy and practice.
- Learn about key resources, strategies, and ideas to better equip and support principals in a variety of settings (virtual, hybrid, and face to face).
- Share questions and advice within a community of learners.

Opportunity to reflect and share

In the chat box, **please write one new practice or resource** that you are using and that will become part of your leading and learning after the pandemic recedes.

If you are willing to share a resource that you rely on, please include a title and link in the chat box.

Leading learning in a virtual world



Equity Position Statement



Learning Forward believes schools **achieve their utmost potential** when:

- **Each student** experiences relevant, culturally responsive, rigorous learning and benefits from the collective guidance and care of exceptional teachers and leaders;
- Each educator has access to **high-quality professional learning** so they can cultivate the strengths and address the needs of each student they serve; and
- Each leader **advocates for and builds an education system that dismantles institutional racism** and removes other barriers to students' equitable access to learning.

Panel discussion



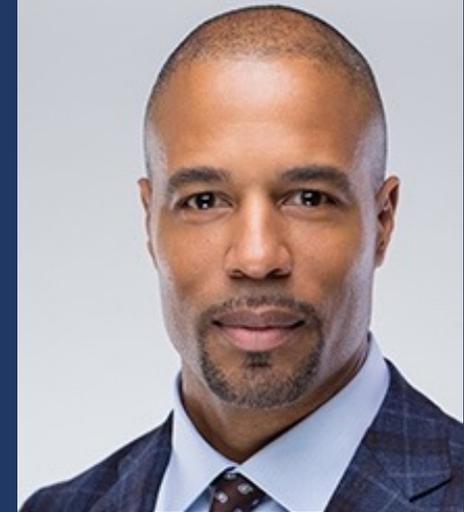
Anna J. Egalite

Associate Professor
North Carolina State
University
Raleigh, NC



Marlon Williams

Principal, M.S. 180
Dr. Daniel Hale Williams
School of the Arts
Middle School
Bronx, NY



Frederick Brown

Chief Learning Officer
and Deputy Executive
Director
Learning Forward
Dallas, TX



How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research

Anna J. Egalite,
NC State University

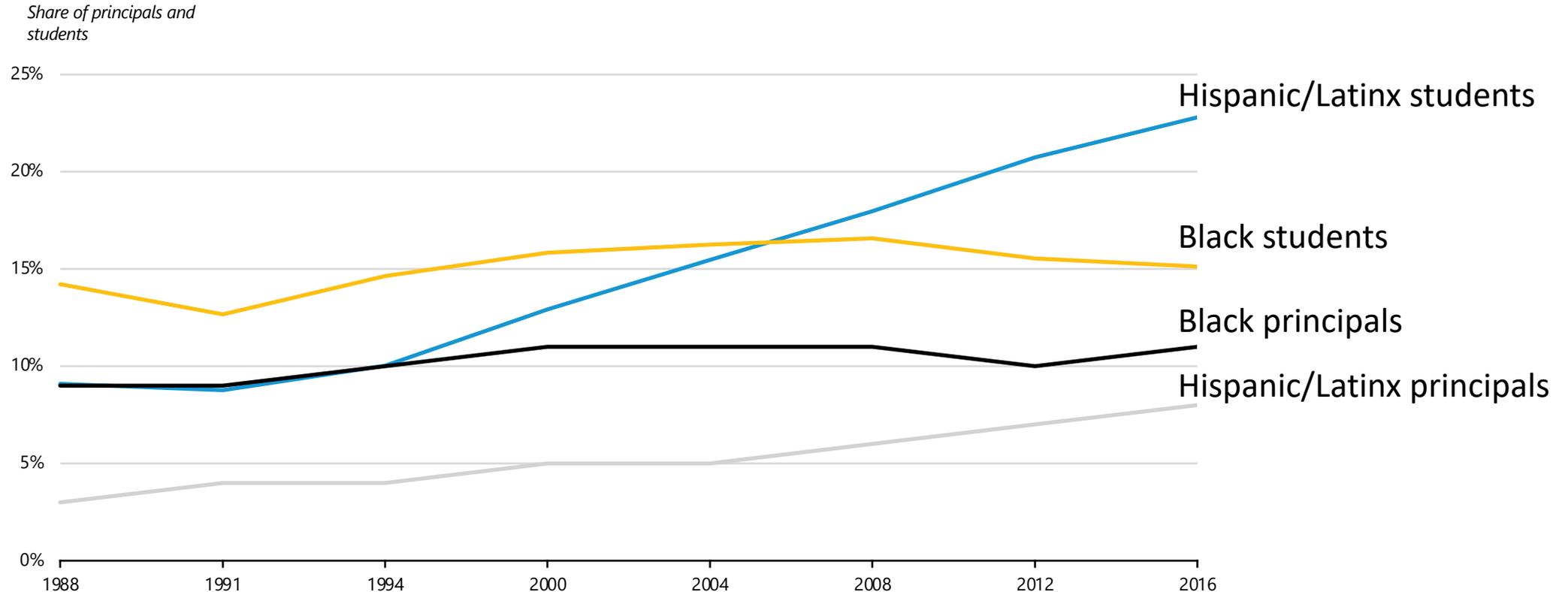
1

Who are public school principals in the United States?
How have their characteristics changed over the last few decades?

A Key Finding

Principal racial/ethnic diversity has changed slowly, despite dramatic changes for students

Gaps in Principal Representation for Black and Hispanic/Latinx Public School Students



2

How much do principals contribute to student achievement and other school outcomes?

3

What matters in the role of principal? What are effective principals' characteristics, skills, and behaviors?

Main Findings

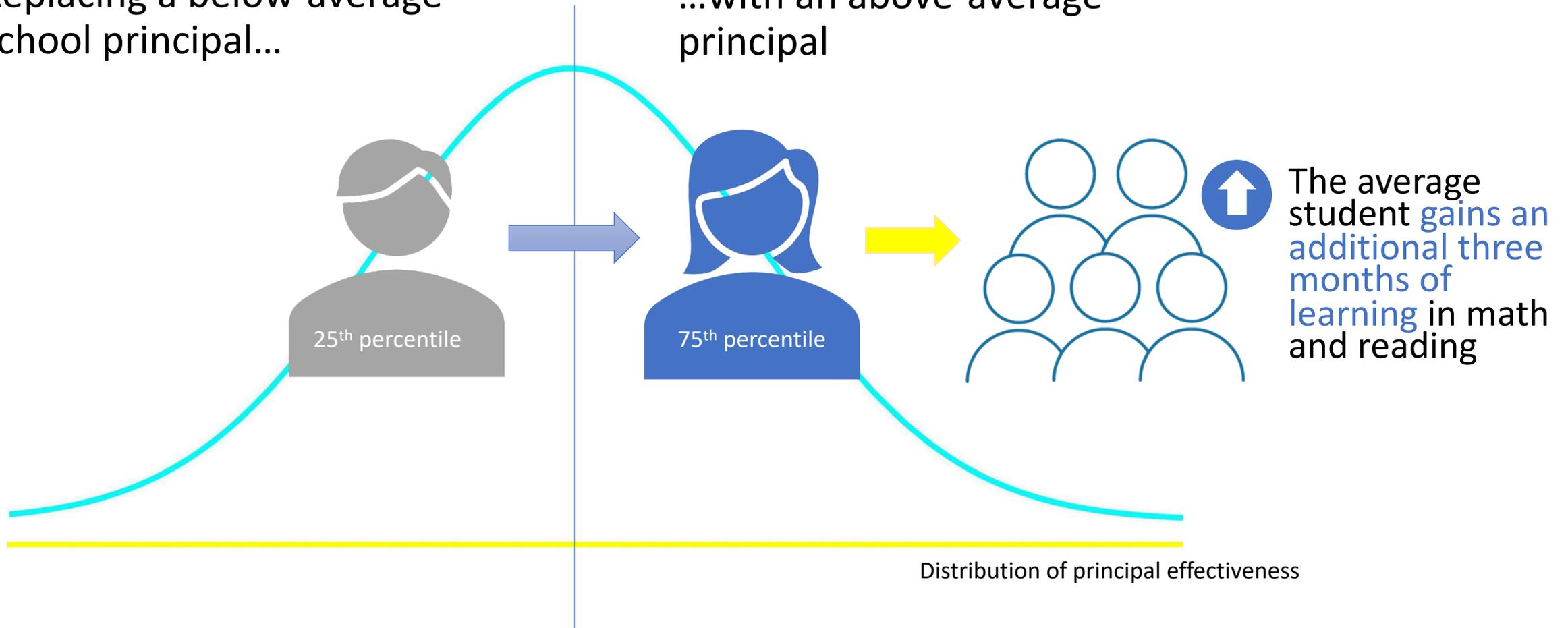
There is strong evidence that an effective principal contributes substantially to student achievement

- We identified 6 high-quality studies using longitudinal administrative data from states or large school districts.
 - Together, studies use data from more than 22,000 principals
- Following many principals and schools over time, these studies use advanced statistical methods that can tease out principals' effects on student achievement growth.
- Across these studies, we find that increasing principal effectiveness by 1 standard deviation (SD) results in an achievement increase of 0.13 SD in math and 0.09 SD in reading.

Translation

Replacing a below-average school principal...

...with an above-average principal



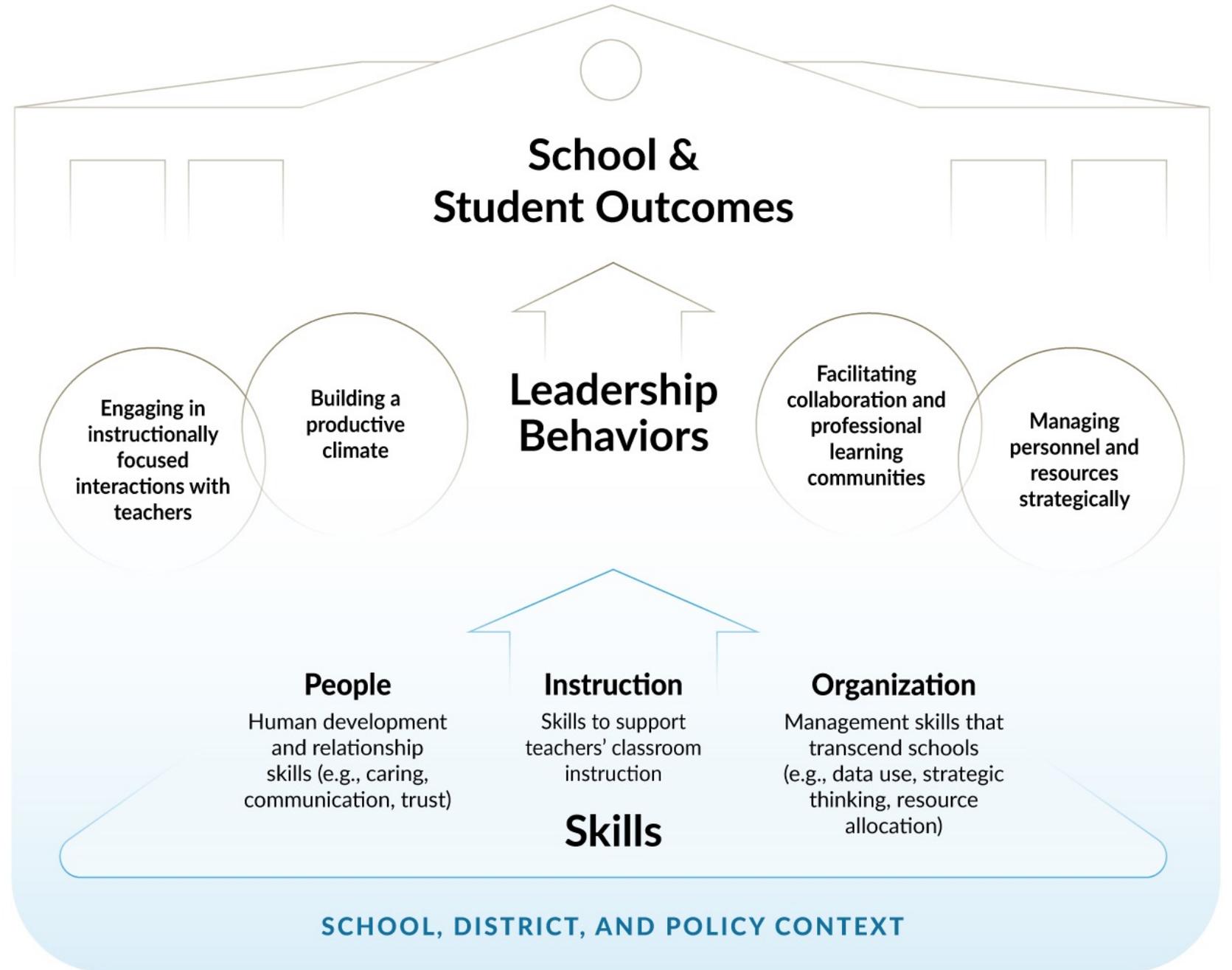
Our synthesis of the research suggests that there are **3 primary skill areas** principals need for school success.



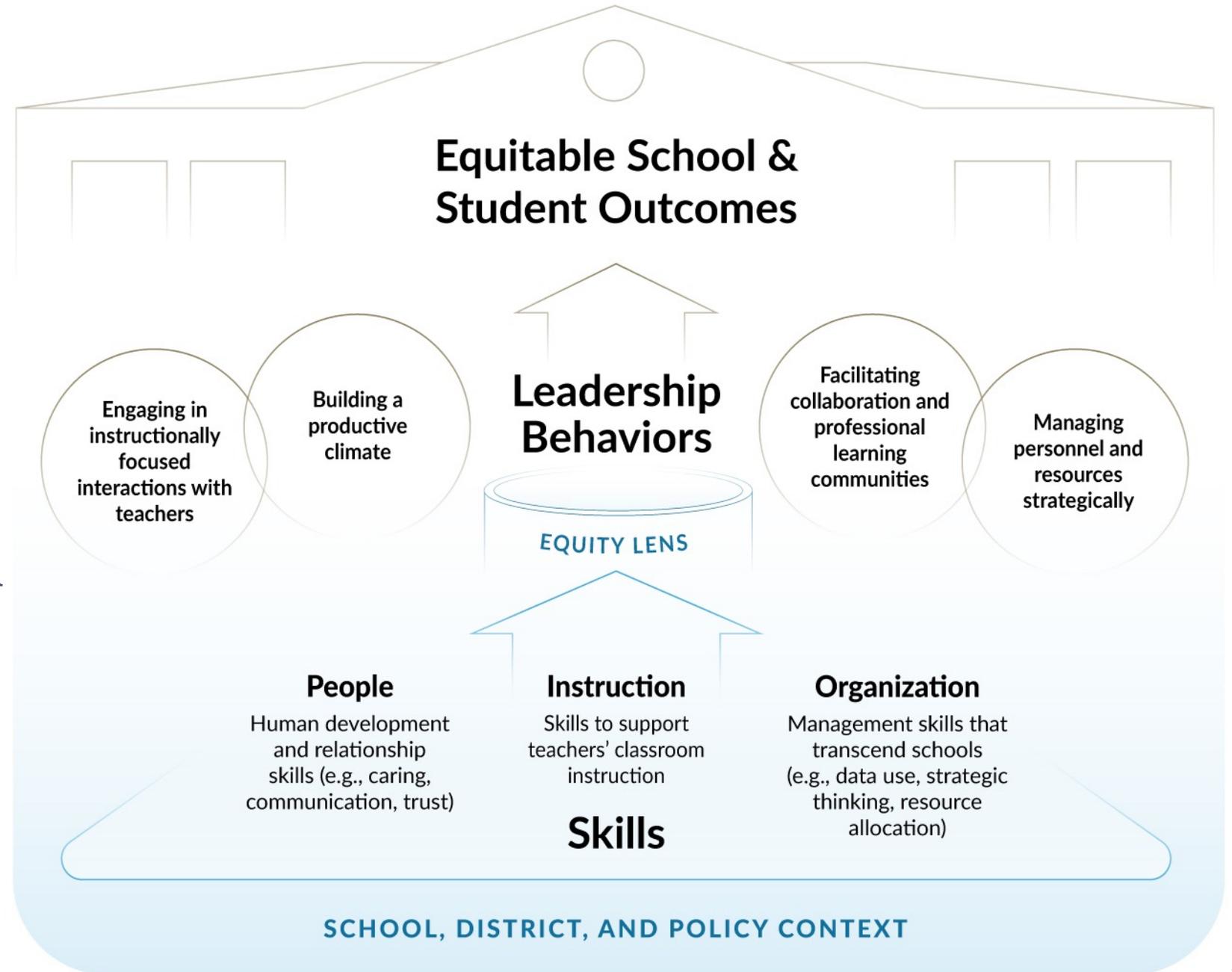
These skills support 4 domains of high-leverage behaviors or practices.



Principals who consistently engage in these behaviors see more positive outcomes.



An emerging framework for centering equity in school leadership



Key Takeaways

- Studies using new data and methods show that the **importance of principals may not have been stated strongly enough** in prior work, given the magnitude and scope of their impacts on a range of outcomes
- Evidence links **four domains of behaviors** to positive outcomes for students and schools—and they include but go beyond engagement with instruction
- The principalship needs continued reorientation toward **educational equity**
- We need renewed attention to supporting a **high-quality principal workforce**

**DR. DANIEL HALE
WILLIAMS/M.S. 180**

**THE SCHOOL FOR THE
ARTS**

A School of Excellence and Opportunity

Marlon P. Williams

Principal



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In order to create an equitable inclusive school culture

- We must embrace the unique gift each student possesses.
- We work to create heterogeneous groupings in all classes. This allows every student to shine.
- Our school community experienced double-digit gains over five years.
- This was created by the whole community, but began with administration intentionally removing barriers.



So, in our arts classes . . .

Students with
Individual
Educational Plans



Students enrolled
in accelerated
courses



Work hand-in-hand
on the next
performance



The orchestra produces student musicians, many of whom go on to La Guardia and Celia Cruz High Schools.



The chorus prepares vocalists in a variety of genres, including lessons about social justice.



The dance program specializes in classical and modern schools of dance.



This fills our halls with the sound of joy that you have to experience firsthand.

Cultural events



DR. DANIEL HALE WILLIAMS
M.S. 180
PRESENTS:

WOMEN'S HISTORY MONTH

STILL I.R.I.S.E.!

FUN FRIDAY'S
MARCH 5 - HIDDEN FIGURES
MARCH 19 - RBG (CIVICS WEEK)
MARCH 26- STUDENT CHOICE

PARENT ASSOCIATION EVENTS
MARCH 18 - 5:00PM ZUMBA
MARCH 25- 5:00PM TEA PARTY
APRIL 22 - 7:00PM PAINT & SIP

CELEBRATING WOMEN OF M.S. 180
APRIL 12 - 2:00PM CELEBRATION

DAILY ANNOUNCEMENTS
EACH DAY STUDENTS WILL SHARE THANK YOU TO INSPIRING WOMEN

FOR MORE INFORMATION:
MWILLIAMS@MS180.ORG

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Learning Leaders for Learning Schools

Learning Forward Leadership Webinar

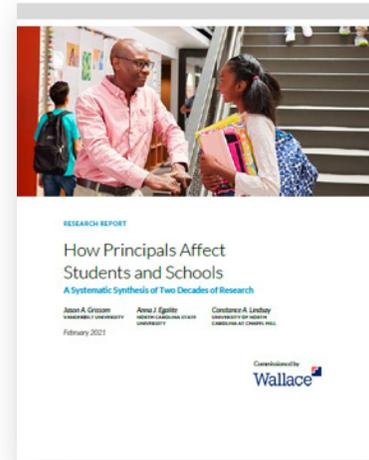
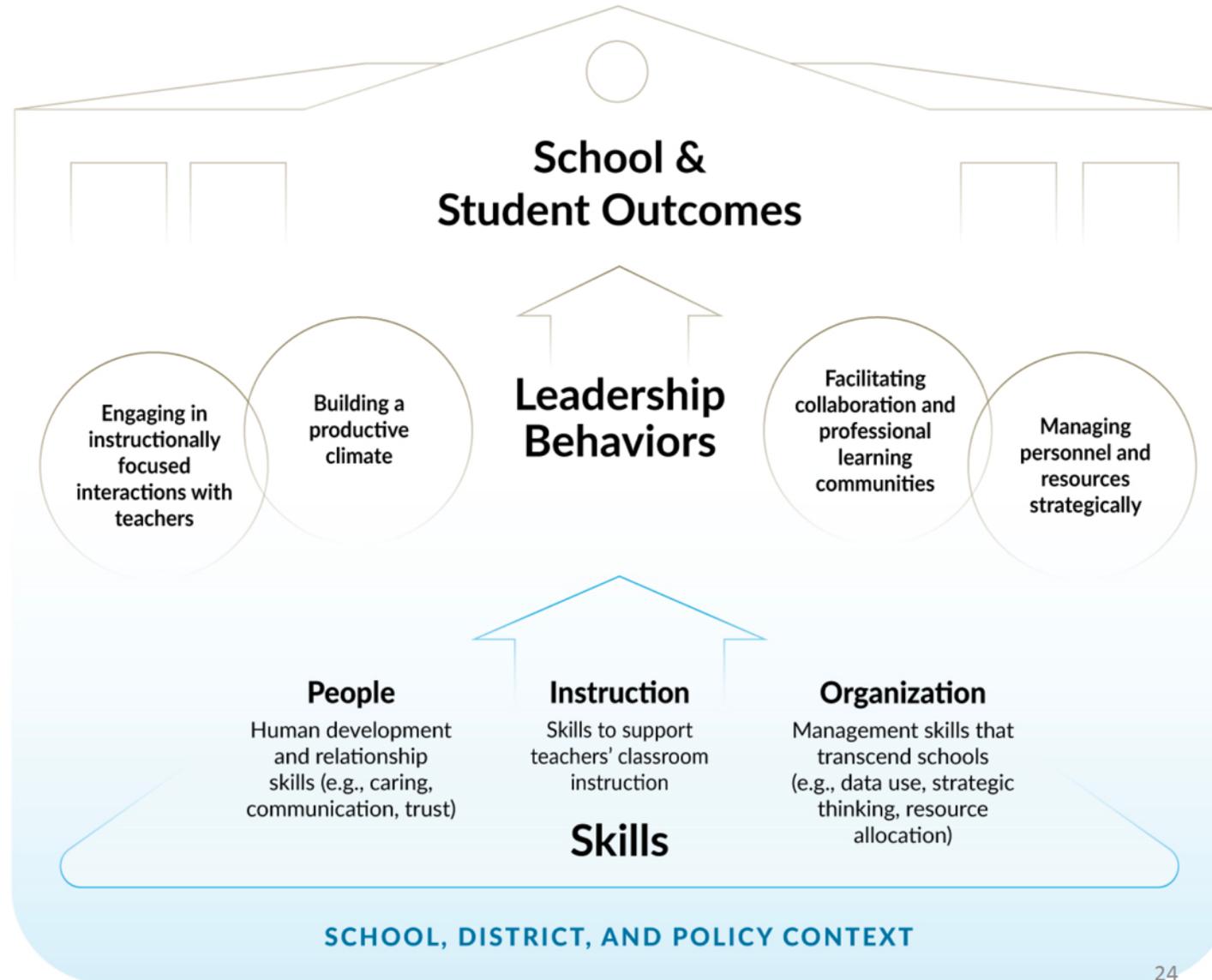
April 8, 2021

Frederick Brown
 @fbrownLF
Learning Forward

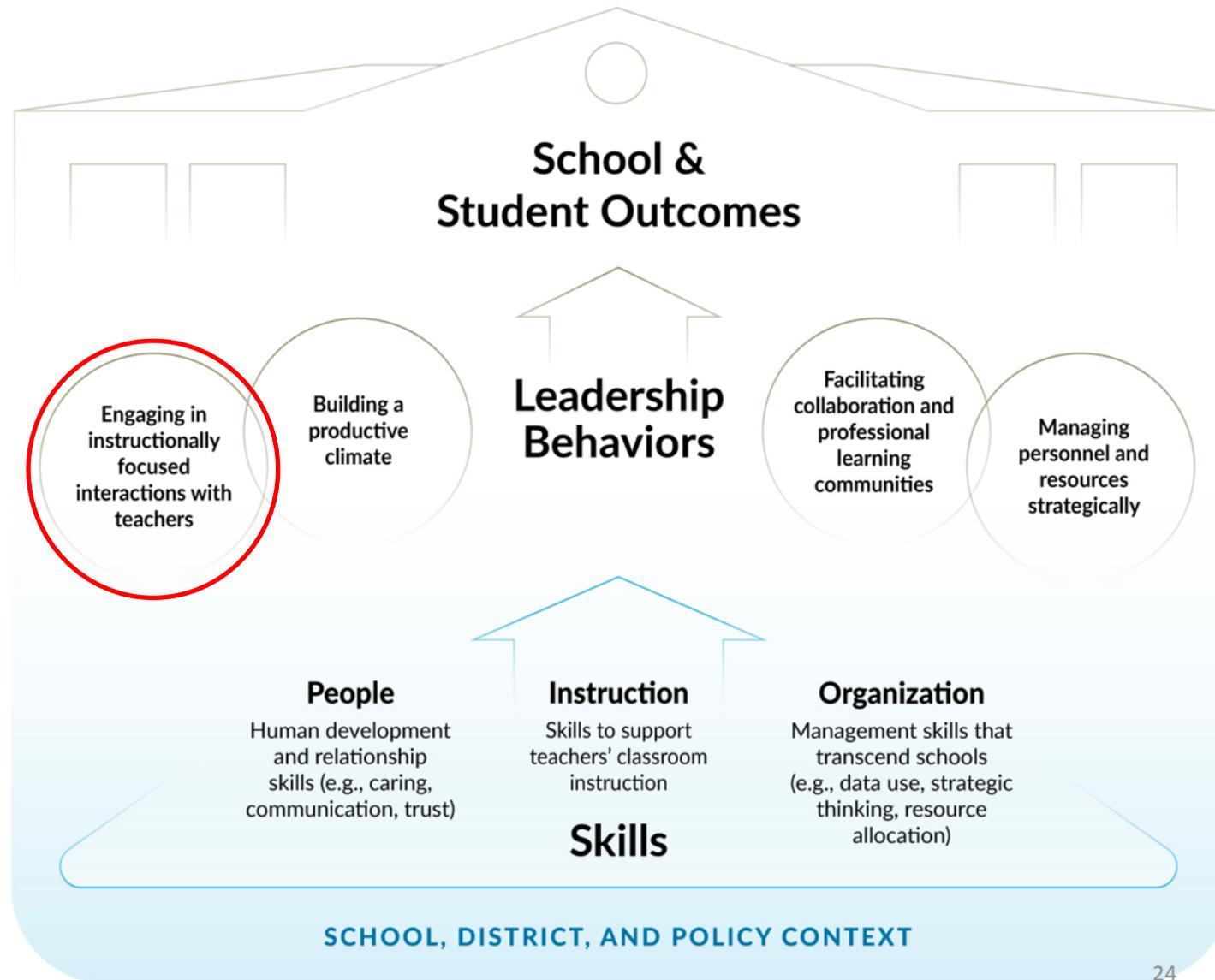


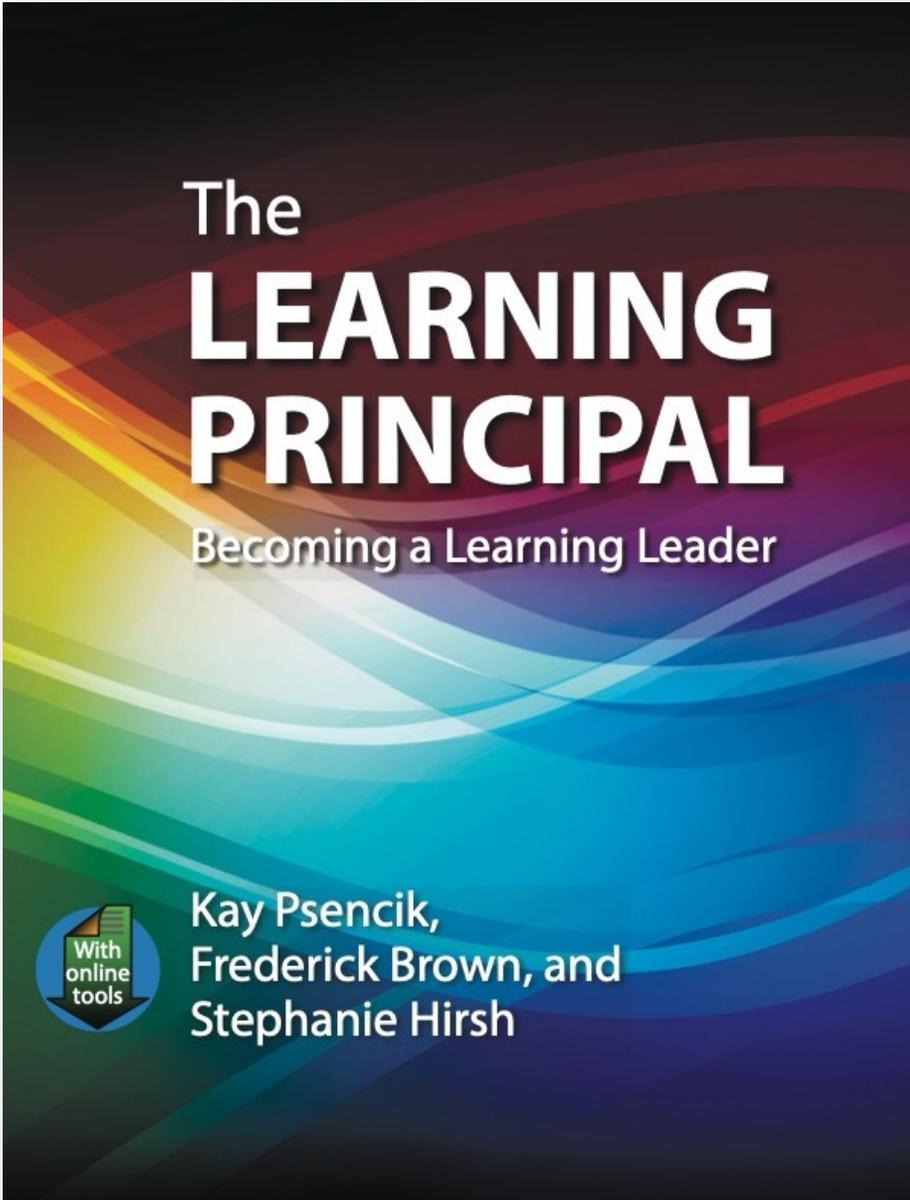
Looking back to the Wallace-commissioned report

Principals who consistently engage in these behaviors see more positive outcomes.



Engaging in instructionally focused interactions with teachers





Chapter 6 – Leveraging feedback and coaching

Principals acting as coaches want to improve the skills and effectiveness of the teaching staff in ways that increase the success of all students. To do that, they use listening and questioning techniques that allow teachers and teaching teams to value their own learning, establish learning opportunities for themselves, explore connections between teachers and students, and implement their curriculum materials appropriately and strategically to advance teaching and learning.

Innovation Configurations for Highly Effective Principals as Coaches

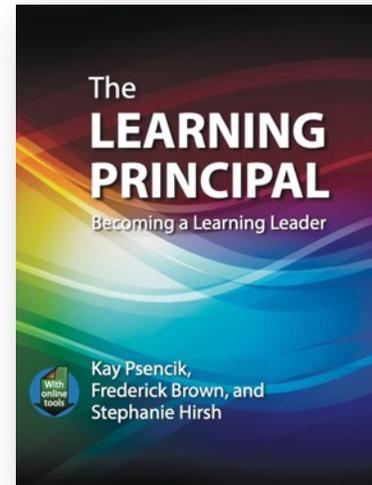
Definition: Principals acting as coaches want to improve the skills and effectiveness of the teaching staff in ways that increase the success of all students. To do that, they use listening and questioning techniques that allow teachers and teaching teams to value their own learning, establish learning opportunities for themselves, explore connections between teachers and students, and implement their curriculum materials appropriately and strategically to advance teaching and learning.

Rationale: Principals use a variety of coaching stances to build trusting relationships with individuals and teaching teams. Quality coaching inspires and energizes others. By questioning and challenging assumptions in the school, teaching teams learn more aggressively and change their practices with greater confidence because the thoughts and ideas matter.

Desired outcome 1:	The principal as coach builds a safe and nurturing environment by being totally committed to others and their success, sees the strengths in others (not just the challenges), helps teams see possibilities and work toward achieving challenging goals for themselves and their students, and comes from the view that anything is possible and that teaching teams are in control of the factors that impact student learning.
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Desired outcome 2:	The principal as coach structures the learning to ensure that teams engage in effective learning communities.
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Desired outcome 3:	The principal as coach is the model learner and continuously seeks to improve his practices as a leader and as a coach.
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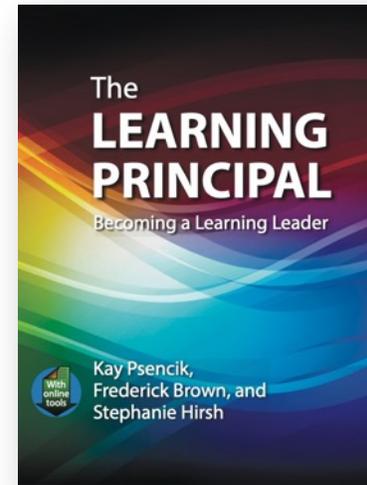
Tool 6.1

Innovation Configurations for Highly Effective Principal Coaches, continued

Desired outcome 1:

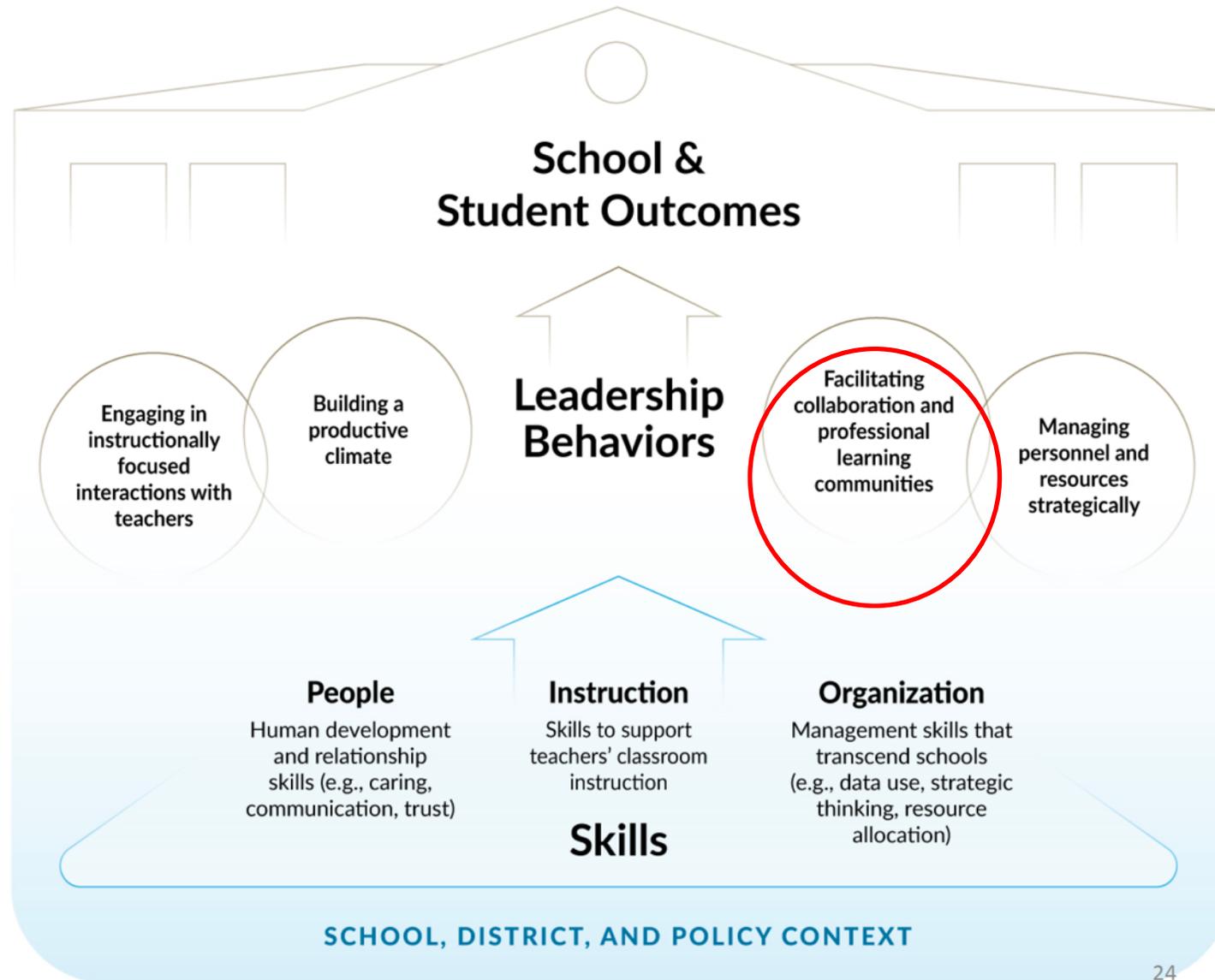
The principal as coach builds a safe and nurturing environment by being totally committed to others and their success, sees the strengths in others (not just the challenges), helps teams see possibilities and work toward achieving challenging goals for themselves and their students, and comes from the view that anything is possible and that teaching teams are in control of the factors that impact student learning.

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • The principal as coach is a trusted confidante and builds trusting relationships among all staff and students. • The principal as coach has high regard for the teaching staff and student population's emotional safety and security. • The principal as coach deeply understands individual and organizational change and the principles of systems thinking and adult learning. 	<ul style="list-style-type: none"> • The principal as coach is valued and trusted by all on the staff and students. • The principal as coach understands that adults have different learning needs and designs coaching strategies that best meet the individual needs of learners. • The principal as coach uses systems thinking to design learning for all in the 	<ul style="list-style-type: none"> • Though the principal as coach values trusting relationships with staff and students, he is not comfortable in being open and honest in all situations with the staff and students. • Though the principal as coach understands that adults learn in different ways, he insists on all staff engaging in the same professional learning and rarely allows 	<ul style="list-style-type: none"> • The principal as coach does not intentionally focus on building trusting relationships. • The principal as coach designs incident driven professional learning and rarely engages anyone in a cycle of continuous improvement. 	



Tool 6.1

Facilitating collaboration and professional learning communities



Learning team cycle of continuous improvement

By Tracy Crow and Stephanie Hirsh

In education and in other professions, we read about improvement, learning, or change happening in a cycle. At its most fundamental, active learners, whether adults or children, observe the world around them, take action based on what they understand, and then reflect on what happened before they take their next actions, modifying strategies to better achieve the results they seek.

Learning Forward's Standards for Professional Learning and definition of professional development put a cycle of continuous improvement at the heart of collaborative learning. We believe that a team learning cycle is the means for embedding professional learning in the day-to-day work of teachers, supporting them when they need it most.

The stages within the cycle may vary slightly according to the scope of responsibility of the team engaging in



the cycle. For example, a district professional learning committee may engage in the backmapping cycle to establish a year-long plan for the school system. The school improvement team may engage in one cycle for developing a year-long plan and another for examining a particular challenge at a deeper level.

The five stages we describe here guide the work of a learning team, most typically in a school, whose members share collective responsibility for the success of a group of students as well as each other.

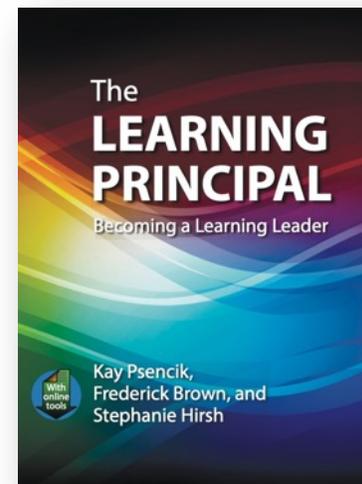
ENTERING THE CYCLE

How do learning teams know what student learning gap they're going to address during their time together?

Ideally, they have the benefit

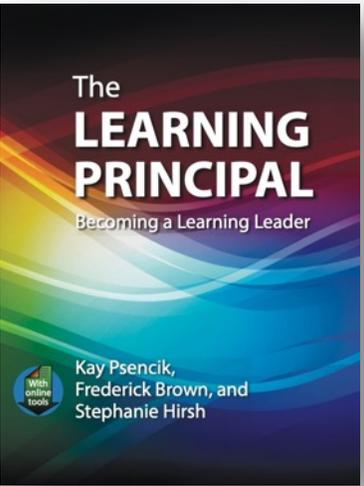
of working within a system or school that has crafted a shared vision for the success of all students or ensures that

Continued on p. 2



Tool 1.3

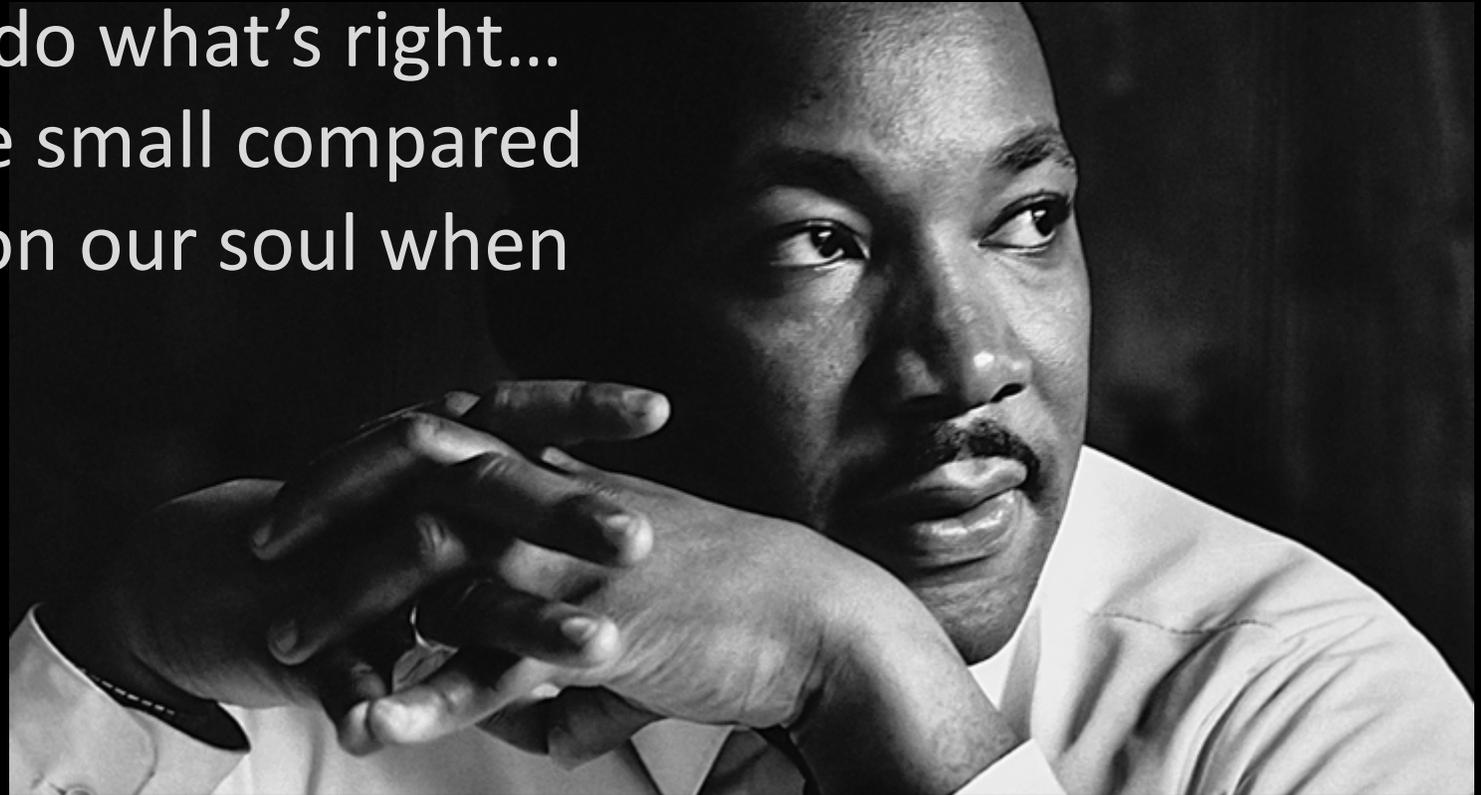
Learning Team Cycle



Tool 1.3

Never, never be afraid to do what's right...
Society's punishments are small compared
to the wounds we inflict on our soul when
we look the other way.

- Martin Luther King Jr.



Discussion and Questions



Let us hear from you

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survey**

Visit bit.ly/3bC0UPp

Mark your calendars

Thursday
April 22
3 pm ET

**Instructional
Coaches:
Critical Support
in a Virtual World**

Thursday
May 6
3 pm ET

**Celebrating
Educators:
Acknowledge, Honor,
Energize, and Renew**

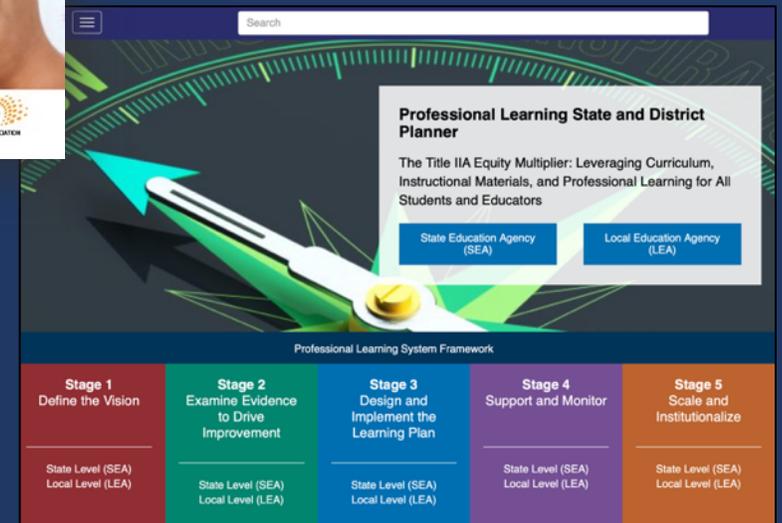
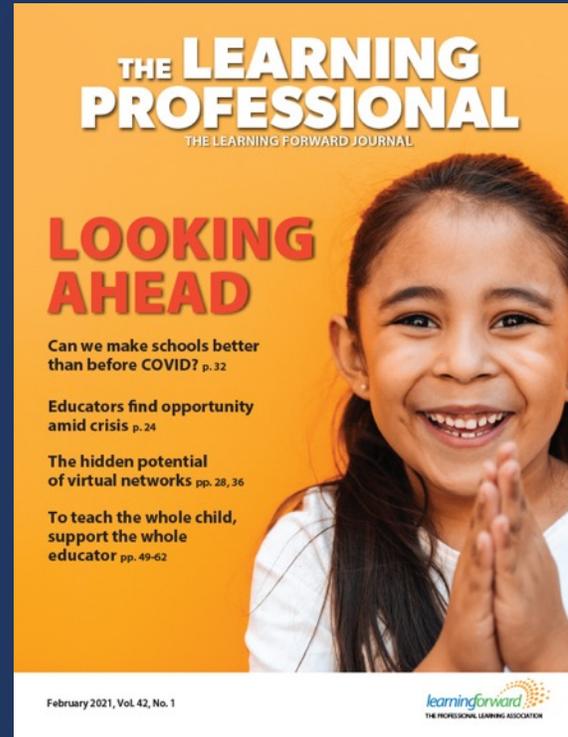
Thursday
May 20
3 pm ET

**Planning for
Summer and Fall**

Online resources

Look for follow-up resources, including a recording of this webinar and slides

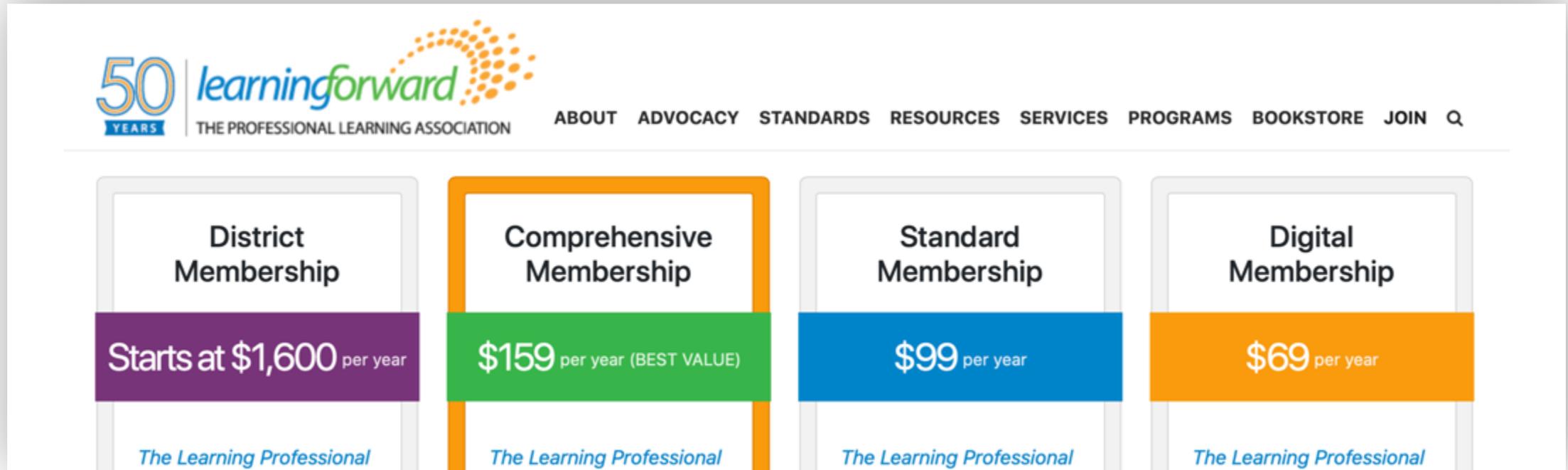
- Read latest issue of [The Learning Professional](#)
- Check out the [Learning Forward blog](#)
- Use the planner at [Professional Learning State and District Planner](#)



Learning Forward memberships

- Get \$10 off any new Learning Forward membership
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* Code valid for new members only



The screenshot displays the Learning Forward website's membership page. At the top left is the logo for the 50th anniversary of Learning Forward, with the text "50 YEARS" and "learningforward THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with links for ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon. Below the navigation menu are four membership options presented in vertical cards:

Membership Type	Price	Additional Info
District Membership	Starts at \$1,600 per year	The Learning Professional
Comprehensive Membership	\$159 per year (BEST VALUE)	The Learning Professional
Standard Membership	\$99 per year	The Learning Professional
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Reaching students of all abilities during distance learning

Webinar
May 14, 2020

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