

Taking Action to Improve Ineffective Instructional Leadership

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+ Principal Leadership Quotes

“We have not found a single case of schools improving its student achievement record in the absence of talented leadership.”

Wallace Foundation

“Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.”

Leithwood, et al

+ Four Dimensions of Instructional Leadership*



- Vision, Mission and Learning-focused Culture
- Improvement of Instructional Practice
- Allocation of Resources
- Management of Systems and Processes

*Center for Educational Leadership, University of Washington

+ 6 Steps to Improving Instructional Leadership

- Begin with a growth mindset
- Collect and examine the data
- Engage in a courageous conversation
- Set realistic goals with accountable deadlines
- Assign a coach
- Evaluate and assess progress



+ **Begin with a Growth Mindset**

- Believe that adults, like students, are capable of changing and growing
- Commit to the hard work required to identify problems and take actions against ineffective leadership
- Consign the time, emotional energy, and resources required to yield benefits for students.
- Remember that kids come first, and time is short.





Collect and Examine the Data



Hard Data

- Test scores
- Attendance
- Suspensions
- Retention
- Ineligibility
- graduation

Soft Data

- Staff surveys
- Student surveys
- Parent phone calls and emails
- Communication samples

+ Engage in a Courageous Conversation



- Present the data and solicit principal's reflection and analysis
- Emphasize the urgency of the problem and the need for change
- Solicit feedback from principal as to root causes, possible solutions, and supports needed

+ Set Realistic Goals and Deadlines

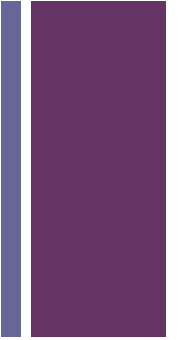


Develop a growth plan

- Specify specific and measurable goals
- Set accountable deadlines
- Plan for periodic check-ins and progress review

+ Assign a Coach

- Successful Principal
- Growth Mind Set
- Objective, Knowledgeable, Consistent
- Organized and Flexible
- Interpersonally Courageous
- Understands the Struggle and Pain



+ Evaluate and Assess

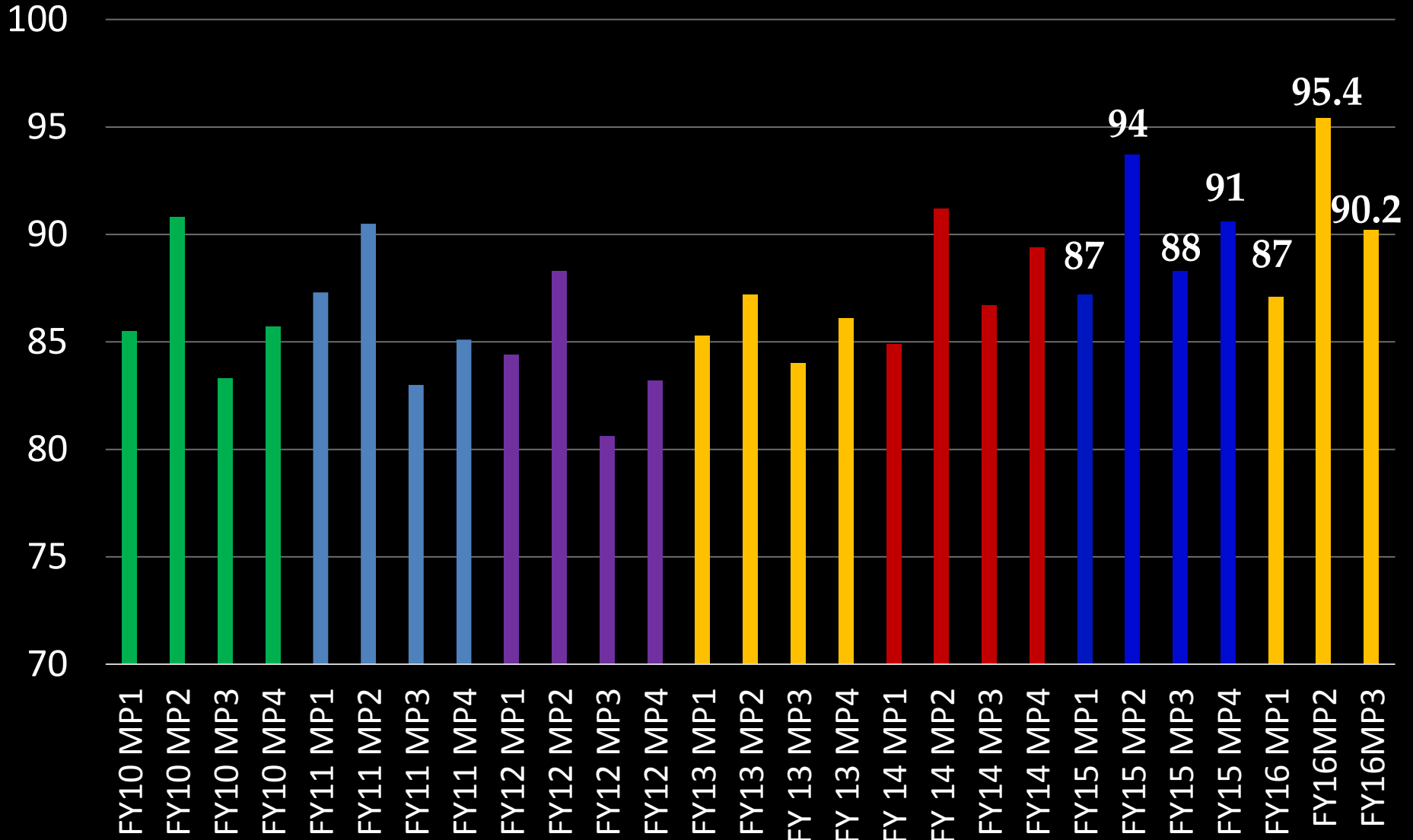


- **Growth Plan Progress**
- **District Performance Standards**
- **Comparison by Schools**

Percent Eligibility

	FY14 MP1	FY14 MP2	FY14 MP3	FY14 MP4	FY15 MP1	FY15 MP2	FY15 MP3	FY15 MP4	FY16 MP1	FY16 MP2	FY16 MP3
HI	73.1	83.9	78.7	80.5	79.9	88.2	81.1	85.1	81.0	92.6	83.2
AS	93.0	97.5	97.0	96.1	96.5	98.9	96.3	96.1	92.7	99.0	95.6
BL	76.1	88.2	81.6	86.5	79.9	90.8	83.8	87.2	83.6	92.9	85.9
MU	78.1	90.4	82.1	91.4	88.3	91.5	83.8	92.1	84.0	94.0	88.1
WH	88.5	95.3	91.8	94.3	93.3	97.8	93.8	94.2	92.3	97.7	96.0
SPED	71.3	81.2	79.4	81.7	74.3	80.8	73.0	79.6	80.3	89.4	81.9
FARMS	70.1	82.8	76.1	80.3	72.3	85.8	77.3	82.9	78.5	89.7	80.4
Males	79.4	89.2	83.6	87.2	84.1	92.0	85.5	88.3	84.1	94.4	88.0
Females	85.5	93.2	89.9	91.5	90.4	95.5	91.2	93.0	90.2	96.3	92.3
Total	84.9	91.2	86.7	89.4	87.2	93.8	88.3	90.6	87.1	95.4	90.2

Percent of Eligible Students





“The great thing in this world is not so much where we stand as in what direction we are moving.” ~ Oliver Wendell Holmes



Questions? Comments?