



The Principal's Impact on a Middle School's Success

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**Jerry Valentine
Matthew Goodman
Kris Matthews
Nyle Klinginsmith
Greg Mees**

**NASSP 2008 Principal Impact on
MS Success**



Speakers and Topics

- **Jerry Valentine...Study Overview**
- **Nyle Klinginsmith...Principals and Student Achievement**
- **Greg Mees...Principals Impact on School Culture**
- **Jerry Valentine...Principals Impact on Teacher Efficacy, Commitment, and Trust**
- **Kris Matthews...Principals Impact on Effective Student Assessment**
- **Matt Goodman...Principals Impact on MS Programs and Practices**
- **Jerry Valentine...Q/A and Closing Comments**



Study Overview

- **Sponsored by Middle Level Leadership Center, University of Missouri**
- **Comprehensive state-wide two-year study of 224 of the 325 middle level schools across the state of Missouri**
- **Largest study known with common measurement of student achievement**
- **Findings about leadership, culture, climate, efficacy, commitment, assessment, and programs and practices.**
- **Detailed findings will be available soon on the web site of the Center (www.MLLC.org)**



Selected Principal Leadership Factors

- **Interactive processes**
- **Instructional improvement**
- **Curricular Improvement**
- **Vision**
- **Modeling**
- **Group Goals**
- **Individualized Support**
- **Intellectual Stimulation**
- **Holding High Expectations**



Principal Leadership Factors

Findings – Principal Leadership does relate directly to student achievement.

Factors:

Interactive Processes

Identifying and Articulating a Vision

Providing Intellectual Stimulation

Instructional Improvement



Principal Leadership Factors

Principal behaviors that influence student achievement:

- **Maintain high levels of day-by-day organizational effectiveness**
- **Engage significantly with the instructional issues of the school**
- **Facilitate faculty development of a comprehensive vision for the school**
- **Maintain currency of knowledge of best practice and support teacher maintenance of the same knowledge**



School Culture Factors

- **Collaborative Leadership**
- **Teacher Collaboration**
- **Professional Development**
- **Unity of Purpose**
- **Collegial Support**
- **Learning Partnership**



Transformational Leadership Factors

- **Vision Identification**
- **Modeling**
- **Goal Acceptance**
- **Individualized Support**
- **Intellectual Stimulation**
- **High Performance Expectations**



Leadership and Culture Findings

**The more principals provided quality leadership
for EACH transformational leadership
factor,
the greater the increase in school culture
for EACH culture factor.
(All relationships were statistically
STRONG)**



Principal Impact on Culture

- **Facilitate the creation of a school mission that is in line with faculty values and that is understood, supported, and will serve as a guide for teaching and learning.**
- **Create school structures and opportunities for dialogue that will allow teachers to share ideas for improving teaching and learning and be involved in the decision-making process.**
- **Create time for teachers to professionally dialogue, plan together, observe each other, and analyze effectiveness of practices in order to facilitate teacher collaboration.**
- **Support, reward, and praise significant risk-taking teacher behavior.**
- **Provide structures and opportunities so the knowledge gained through professional development is shared and used for school improvement.**



Teacher Efficacy, Commitment, Trust Factors

- **Teacher Efficacy**
 - **Efficacy Regardless of External Circumstances**
 - **Personal Efficacy**
 - **Collective Efficacy**
- **Teacher Commitment**
 - **Committed Teacher Behavior**
- **Trust**
 - **Faculty Trust of Principal**
 - **Faculty Trust of Colleagues**
 - **Faculty Trust of Clients (parents and students)**



Teacher Efficacy, Commitment, and Trust with Achievement Findings

- **Teacher Collective Efficacy (Large r w/ CA & Math)**
- **Teacher Personal Efficacy (Small r w/ CA & M)**
- **Committed Teacher Behavior (Moderate r w/CA; Small r w/ Math)**
- **Teacher Trust in Clients (Moderate r w/ CA & Math)**



Principal Impact on Efficacy, Commitment, Trust

■ What Principals can do...

- Lead faculty conversations about the importance of individual and collective efficacy.
- Lead small groups in a study of the impact of efficacy.
- Lead faculty discussions and problem-solving dialogues about academic support before school and after school.
- Find resources to create after school academic tutoring and support experiences.
- Facilitate faculty discussions about dedication to student success and strategies about how to go the extra mile to support and encourage students during and after school.
- Develop programs and activities to engage teachers with parents for discussions about students' academic work.



Assessment Concepts/Factors

- **Teachers' Assessment Practices**
 - **Preparation for Formative Assessments**
 - **Application of Formative Assessments**
 - **Collaboration through Assessments**
 - **Impact of Summative Assessments**
 - **Overall Collective Assessment Practices**



Assessment Findings

- **The more principals provided quality instructional and curricular leadership, the following assessment practices increased:**
 - **Application of Formative Assessments**
 - Re-teaching (low *r*)
 - Providing feedback to students (low *r*)
 - Self & peer assessments (mod. *r*)
 - **Collaboration through Assessments**
 - Use formal data to plan instruction (mod. *r*)
 - Use classroom assessment data to plan instruction (mod. *r*)
 - Use classroom data for individual students' needs (mod. *r*)
 - **Impact of Summative Assessments**
 - Changes in instructional delivery for individuals and collective faculty (mod. *r*)
 - Changes in curriculum for individuals and collective faculty (low *r*)
 - **Collective Faculty Beliefs about Assessment Practices (mod. *r*)**



Principal Impact on Assessment

- **What Principals can do...**
 - **Develop “assessment leadership”**
 - Develop an intimate knowledge of what occurs in classrooms.
 - Develop a clear focus on the desirable educational outcomes targeted by current curricular programs.
 - Develop familiarity with the purposes of assessments and the intended audience for the results.
 - Develop an understanding of fundamental assessment concepts to create a vision for assessment in your school.
 - **Communicate an “assessment vision”**
 - Collaborate with teachers on assessment data with a focus on improving student achievement.
 - Give teachers permission to teach students over content.
 - Give teachers time to change teaching philosophies—accept “slow to grow.”

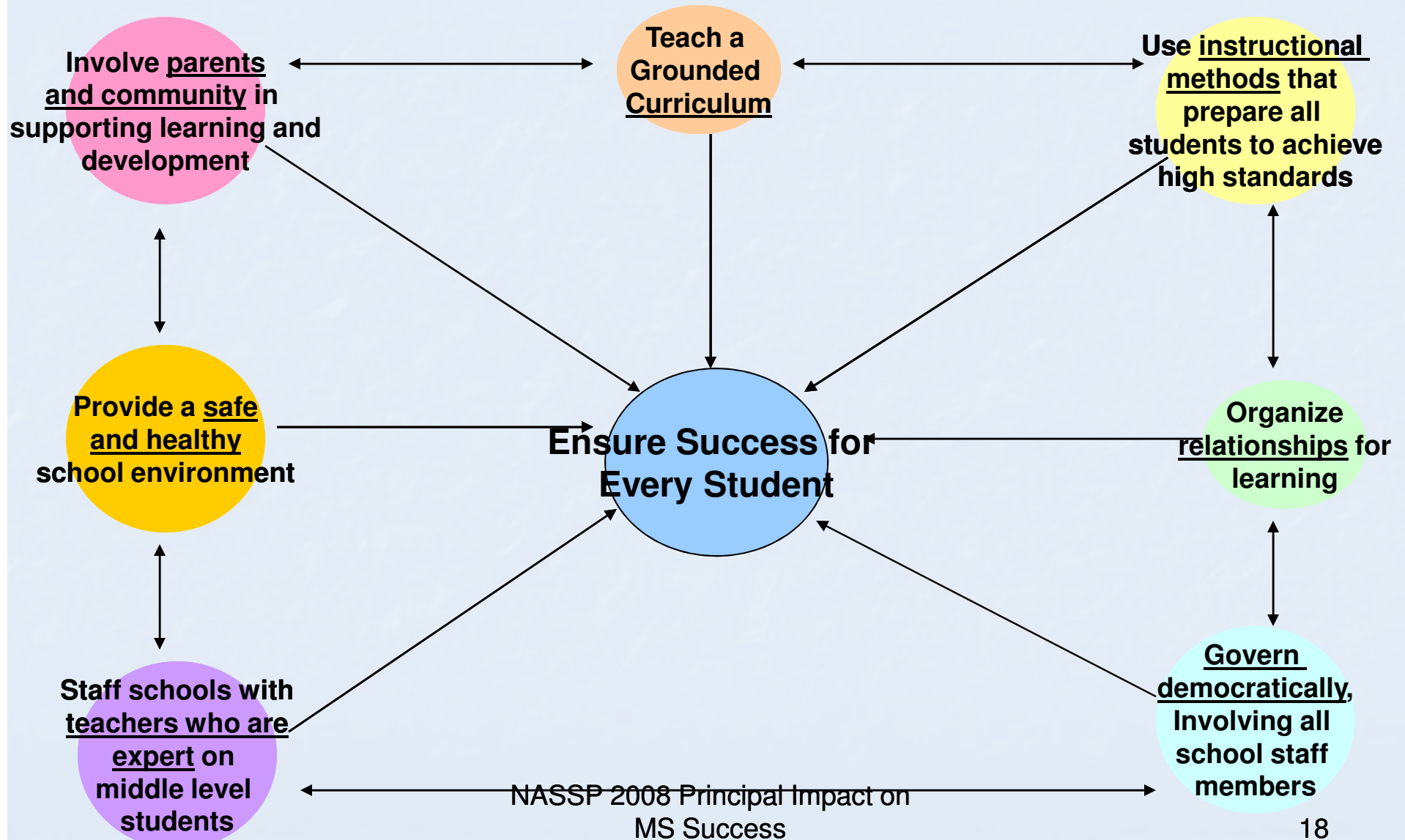


MS Programs and Practices

- **The selection of pertinent survey items was informed by**
 - **Turning Points 2000 (Jackson & Davis, 2000)**
 - **NASSP's National Study of Middle Level Leadership (Valentine, Clark, Hackman, & Petzko, 2002)**
 - **Schools to Watch Criteria (National Forum, 2005)**
 - **This We Believe (NMSA, 2003)**

Turning Points 2000 Design

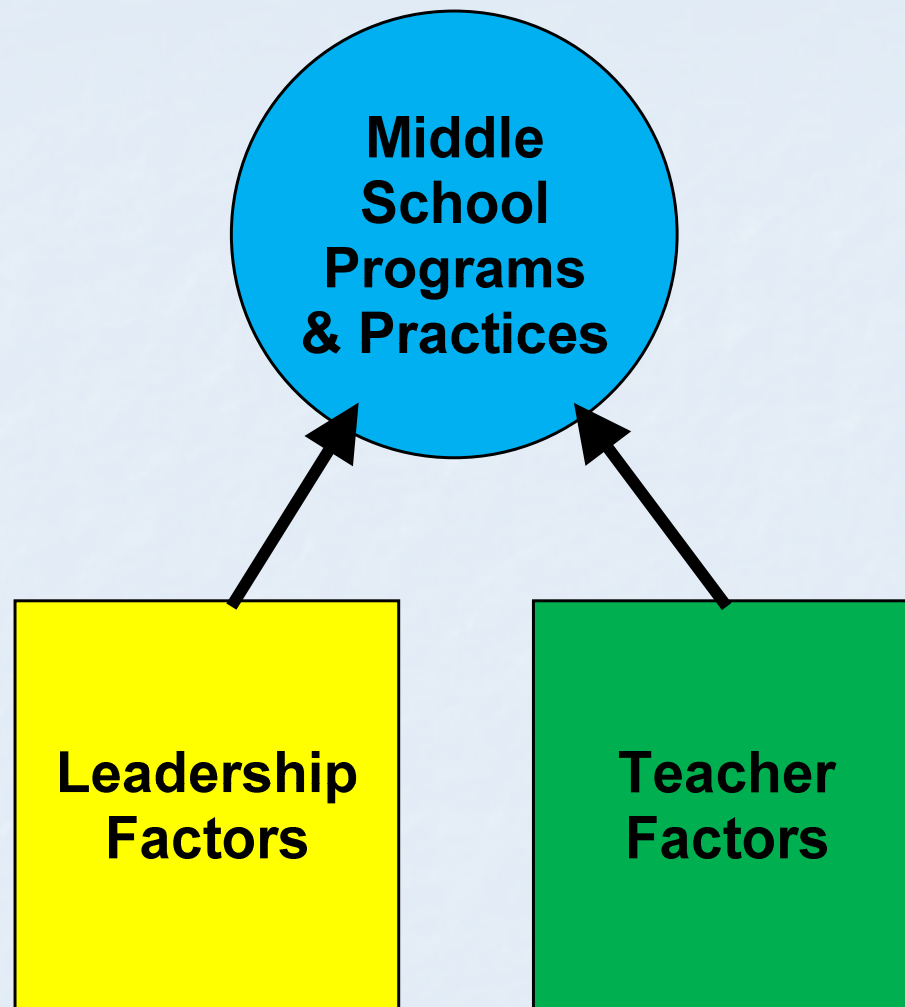
(Jackson & Davis, 2000)



Middle School Programs & Practices



<u>MS Study</u>	<u>TP 2000</u>
Teaming	Organize Relationships
Learning Environment	Safe & Healthy School Environment
Professional Development Principles	Expert Teachers
Shared Learning	
Curriculum Design	Teach a Grounded Curriculum
Engaging Instructional Practices	Use Instructional Methods that Prepare All Students to Achieve High Standards
Skills-Based Instructional Practices	
Parent Communication (Frequency)	Involve Parent & Community
	Democratic Governance



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Leadership Impacts

Middle School Programs and Practices

	Teaming	Learning Environ	Profess. Develop. Princ.	Curric. Design	Engaging Instruct. Practices	Skills-Based Inst. Pr.	Shared Learning	Parent Comm. (Freq.)
Org.Direct.		X						
Org. Proc.								X
Curr. Impr.			X					
Vision Iden				X				
Goal Accep	X							
Indivi.Supp		X						
Intell Stim		X	X					
Sup P Beh				X				X
Rest P Beh		-X						
Coll Ldshp								X
Prin Influe		X						
Collab Ldsh	X	X		X				



What principals can do to influence the TEAMING Factor

- **Goal setting**
 - **Use problem solving to generate school goals**
 - **Work toward establishing consensus for goal priority**
 - **Encourage faculty members to evaluate progress toward the achievement of school goals**
- **Facilitate teachers working together**
- **Value teacher ideas, praise those that perform well, and reward those that experiment with new ideas and techniques**
- **Keep teachers informed of current issues in the school**



What principals can do to influence the LEARNING ENVIRONMENT factor

- **Direction Setting**
 - Assist faculty in developing an understanding of, and support for, the beliefs and attitudes that form the basis of the educational value system of the school
 - Provide for the identification of, and the reaching of consensus on, the educational goals of the school
 - Set high, professional expectations and standards for self, faculty, and school
 - Encourage changes in school programs that lead to a better school for students
 - Communicate to teachers the direction the school's programs need to take for growth



What principals can do to influence the LEARNING ENVIRONMENT factor

- **Individualized Support**
 - **Provide extended training to develop relevant knowledge and skills for being a faculty member**
 - **Provide necessary resources to support the implementation of the school's program**
 - **Treat faculty members as individuals, recognizing their unique needs and expertise**



What principals can do to influence the LEARNING ENVIRONMENT factor

- **Intellectual Stimulation**
 - **Help teachers think of ways to implement the school's program**
 - **Stimulate teachers to think about what they are doing for the school's students**
 - **Challenge teachers to reexamine basic assumptions they have about their work in the school**
- **Don't burden teachers with what they perceive as "busywork"**



What principals can do to influence the LEARNING ENVIRONMENT factor

- **Principal Influence**
 - **Teachers have perceptions of the principal's ability to influence superiors (i.e., central office administrators)**
 - **Ability to**
 - **Get what you want**
 - **Influence superior's actions**
 - **Have your recommendations receive serious consideration**
 - **Secure appropriate approval for programs and activities**

Teacher Variables and Middle School Programs and Practices

	Teaming	Learning Environ	Profess. Develop. Princ.	Curric. Design	Engaging Instruct. Practices	Skills-Based Inst. Pr.	Shared Learning	Parent Comm. (Freq.)
Acad Emph		X	X	X				X
Teach Collab	X		X				X	
Lear Partn		X		X				
Fac Trust Cli		X		X				
Colleg T Beh		X		X				
Comm T Beh			X					
DisengT Beh						-X		
T Eff Ext Cir	X							
T Collect Eff		X						



Synthesis of Key Findings

- Provide efficient day-by-day management
- Maintain currency in knowledge of best practices
- Maintain focus on values, beliefs, and vision
- Facilitate faculty collaborative conversations
- Facilitate teacher and parent engagement
- Stand up for the key programs and practices
- Understand the importance of second-order change
- Keep your eye on the comprehensiveness of true school improvement



Recommended Resources

- See the Wayne Hoy website at (www.coe.ohio-state.edu/whoy/). Dr. Hoy and his colleagues at The Ohio State University have completed some outstanding research on the relationships between leadership and selected school variables, including school climate, efficacy, and trust. From Dr. Hoy's home page, select current research and consider the PDFs on Collective Teacher Efficacy and Teacher Trust. In addition, go to Research Instruments to view the myriad of leader and school improvement surveys and tools developed by Dr. Hoy and his colleagues. This is an exceptional website for a school leader. Dr. Hoy has been a leading scholar in education for decades and his site provides valuable resources for school leaders.
- See the website of the Middle Level Leadership Center located at (www.education.missouri.edu/orgs/mlhc/) or (www.MLLC.org). Watch for the posting of research from this study in the coming months. Though the website is currently being rebuilt, at this time we have uploaded papers and presentations from selected conferences. In those papers and presentations you will find information designed specifically for principals and teacher leaders. The papers can be found under the heading Conference Research Papers/Presentations.

Questions, contact the presenters at:



Website: www.MLLC.org

Email: valentinej@missouri.edu

Phone: (573) 882-0944

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