Instructional Leadership Data Practices

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Instructional Leadership is Complex, Challenging, and Important

“Change in education depends upon what teachers do and think - it's as simple and complex as that..”
Michael Fullan
Copy of Slides

https://tinyurl.com/bp18Jones
Our Experience with Data

Instructional Leadership Data Practices
What Data Movement Got Right

• Data Defines Goals
• Data Highlight Gaps and Triggers Engagement
• Improvement Must Examine Process as Well as Results
What Data Movement Got Wrong

• Making Judgements on a Single Point in Time
• Reducing a Complex Process to a Single Number
• Making Numbers the Only Goal
What CTE Does Better than Most in Terms of Data

• Focus on Employability Profiles rather than 100 point scale grade
• Assess and Grade on knowledge, skill and behavior
• External Evaluation
• Federal Perkins Accountability Measures
Recommendations

• **Chase Your Own Data** - Set Local School-wide Career Readiness Measures
• **Measure What Matters** - Emphasize Measuring Behaviors
• **Use Data to Improve not Impress** - Strive for Multiple Measures
• **Reflection: One Key to Leadership** - Give teachers Tools to Reflect on Rigor and Relevance
“Schools must prepare students for a different workplace--one that values innovation, imagination, creativity, communication, and emotional intelligence.”

Daniel Pink
There aren’t two worlds -- education and work, there is one world -- life”

Willard Wirtz
Chase Your Own Data

Improving the nation’s schools requires breaking the pattern of being data-rich but information-poor.

William J. Slotnik
Career Readiness Self-Assessment
Learning Criteria to Support 21st Century Learners
Measure What Matters

“Good habits formed at youth make all the difference.”
Aristotle
Three Key Strategies

1. **Define** - Begin with the End in Mind

2. **Measure** - Measure What Matters

3. **Develop** - Nurture Growth
Options for Measurement

- Rubrics in Student Projects
- Employability Profiles
- Work-based Learning Documentation
- Student Awards
- Report Cards
- Student Progress Reflection
Life/Career Rubrics

• 17 Competencies are further defined into 100 performance measures
• Each performance measure has a four level rubrics for rating student performance
# Sample Life/Career Rubric

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Collaboration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performance Measure</strong></td>
<td>Listens and Cooperates With Team Members</td>
<td>Consistently listens to others and their ideas; helps the team reach its full potential.</td>
<td>Listens to others’ points of view and makes a definite effort to understand their ideas.</td>
<td>Sometimes listens to others, but often assumes others’ ideas will not work. Tries to work well with the team.</td>
</tr>
</tbody>
</table>
Student Perceptions of Rigor/Relevance/Relationships
Impress  or
Impose  or
Improve
Are you asking the right questions about Student Career Readiness?
Can you and your staff answer these 13 questions?

1. How well do you really know your students?
2. Are you measuring what matters?
3. How can you tell what your students aren’t learning and what do you do when you know that?
4. Once you know who’s not learning, how can you help individual students?
5. How do you “grade” student work on performance assessments?
6. How can you teach students who read at very different grade levels?
7. Are you preparing students for future viable careers?
8. How do you know if instructional changes are making a difference in student learning?
9. What are your students’ perceptions about school?
10. Does your instruction help make students career ready?
11. Are your students successful in career and technical education?
12. How do you measure "soft skills"?
13. How do you know your students are career ready?
Activity

Which question worries you the most as a leader? And, Why?
Can you and your staff answer these 13 questions?

1. How well do you really know your students?
2. Are you measuring what matters?
3. How can you tell what your students aren’t learning and do you do when you know that?
4. Once you know who’s not learning, how can you help individual students?
5. How do you “grade” student work on performance assessments?
6. How can you teach students who read at very different grade levels?
7. Are you preparing students for future viable careers?
8. How do you know if instructional changes are making a difference in student learning?
9. What are your students’ perceptions about school?
10. Does your instruction help make students career ready?
11. Are your students successful in career and technical education?
12. How do you measure "soft skills"?
13. How do you know your students are career ready?
Answering these 13 Questions

Career Readiness Data Handbook – Measuring What Matters

Dr. Richard Jones
Dr. Craig Mertler

Career Readiness Data Handbook — Measuring What Will Matter Most for Students
Reflection: One Key to Leadership

Without reflection, we go blindly on our way, creating more unintended consequences, and failing to achieve anything useful. Margaret J. Wheatley
Three Reflective Questions for Instructional Leaders

• Are teachers teaching the “right” skills and knowledge?
• Are teachers teaching in a way that yields results?
• Are teachers seeking to improve?
Rigor/Relevance Framework
RAISING RIGOR AND RELEVANCE REFLECTION SURVEY

This survey will reveal the level of rigorous and relevant instruction in your classroom. Look at each pair of statements and decide which best describes your students. Allocate 5 points between the pair of items (e.g., 5 and 0, 4 and 1 or 3 and 2). For example, if one is an excellent description of your classroom and the other is nothing like your classroom, give the one 5 points and the other 0. If they are both very good descriptions, divide the 5 points into 3 and 2 with the one with 3 points slightly more accurate.

<table>
<thead>
<tr>
<th>1</th>
<th>Students must show their work in arriving at an answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Student work is engaging and often hands on.</td>
</tr>
<tr>
<td>3</td>
<td>Students maintain focus on student work following teacher procedures.</td>
</tr>
<tr>
<td>2</td>
<td>Students lead discussions with their peers.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students are required to do creative and original work.</td>
</tr>
<tr>
<td>1</td>
<td>Student work is closely aligned with standards.</td>
</tr>
<tr>
<td>3</td>
<td>Students develop fluency in completing work quickly.</td>
</tr>
<tr>
<td>2</td>
<td>Student answers are logical and well thought out.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students explain their answers.</td>
</tr>
<tr>
<td>2</td>
<td>Students work in groups to demonstrate skills.</td>
</tr>
</tbody>
</table>
What are the instructional characteristics of high quality CTE that make it so engaging?

- Hands on
- Relevant
- Measure progress toward proficiency
- Design Innovation
- Active, social
- Relationship
- Focus on whole student
- Chance to use talents
- Direct connection to future plans
- Develop responsible work habits
- Teamwork
- Leadership

CAREER Instruction

Connect with Relevance
Assess for Proficiency
Reward Creativity and Innovation
Engage as Independent Learners
Empower with Hope and Confidence
Rate Work Habits and Collaborative Behaviors
CAREER Instructional Model

- Connect with Relevance
- Assess for Proficiency
- Reward Creativity
- Engage as Independent Learners
- Empower with Hope and Confidence
- Rate Work Habits
Following are 25 statements that describe instructional characteristics in the classroom. For each statement, select the frequency of that characteristic in your instruction by clicking the button under the appropriate heading. Choices for answers are: Always, Frequently, Sometimes or Never. Read each statement carefully; some of these are positive and some are negative characteristics. All statements must be answered.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students talk with you in settings outside of class.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assignments are differentiated based on student readiness, interest or learning style.</td>
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<tr>
<td>Classroom activities change every 15-20 minutes to keep students' attention.</td>
<td></td>
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<tr>
<td>Students use a study system such as SQ3R, ASPIRE or Cornell Notes.</td>
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<td></td>
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<tr>
<td>Students help establish classroom procedures to reduce distractions.</td>
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</tbody>
</table>
• An iBook organized around most significant challenges to CTE Instructional Leadership with ideas, resources and activities.
School leaders responsible for Career and Technical Education programs have the typical responsibilities and challenges of all high school administrators. However, there are additional and unique demands of CTE programs. These include state program approval and re-approval process, acquisition and maintenance of expensive equipment, work with industry advisory committees, collaboration with other school administrators and teachers frequently strong in technical skills but still learning pedagogy.

The focus on supporting school leaders in working with CTE programs is based on the CTE Leadership Competency Model. This reflects the scope of competencies which leaders need to be effective and encompass the generic areas of school leadership plus the unique demands of CTE programs.

Competence Through Blending Skills and Knowledge

School leaders obtain and retain competency through the continues development of skills and acquisition of current knowledge. The CTE TAC works to support leaders through development and revision of knowledge resources and frequent communication with school leaders through the website, newsletters, technical assistance visits to schools, and regional and state workshop in cooperation with CTE professional organizations. Take the self-reflection survey to identify your strengths and areas in need of improvement in the CTE Leadership Competency Model.
Quadrant D Leadership
Quadrant D Leadership
## Quadrant D Leadership Survey

### Personal Leadership Characteristics

<table>
<thead>
<tr>
<th>Person Completing Survey</th>
<th>Completed on, (Circle one): Self</th>
<th>Supervisor</th>
<th>Subordinate</th>
</tr>
</thead>
</table>

**Directions:** This survey is about your personal characteristics and tendencies as a leader. Check the item in each pair of statements that best describes the action you are most likely to do most comfortably acting as a leader.

1. **Clearly define areas of responsibilities for staff (D)**
2. **Listen to the concerns and needs of staff (F)**
3. **Serve as a role model for staff (F)**
4. **Facilitate teambuilding activities among staff (F)**
5. **Search for innovations and potential improvements (I)**
6. **Compare student achievement to other schools (Mc)**
7. **Ensure there are adequate resources to support initiatives (Pi)**
8. **Support staff that are willing to take risks (A)**
9. **Make sure everyone is committed to the school vision (D)**
10. **Coach staff in improving their skills (M)**
11. **Follow “chain of command” directives (Pi)**
12. **Solve problems in creative and clever ways (A)**
13. **Use student data to measure progress (Mc)**
14. **Bend “the rules” if it is in the interests of students (I)**
15. **Build consensus among staff teams (F)**
16. **Take actions when staff are feeling overworked and stressed (Pf)**
17. **Clarify priorities and direction (D)**
18. **Provide time for staff collaboration (M)**
19. **Ensure distinct policies are followed when solving a problem (Pi)**
20. **Persevere even when faced with initial setbacks (A)**

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Recommendations

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