

Supporting Principals' Development of Common Core Leadership

Results From a Nationwide Survey

Matthew Clifford

American Institutes for Research

American Institutes for Research

American Institutes for Research (AIR) is a not-for-profit organization engaged in research, development, evaluation, and analysis in the behavioral and social sciences.

In the area of educational leadership, we:

- Conduct studies on principal professional development and evaluation
- Provide technical assistance to states and districts through the Center for Great Teachers and Leaders (www.gtlcenter.org)
- Transform principal evaluation systems (www.educatortalent.org)

Our Session

- Share Leadership for the Common Core survey results, giving voice to principal opinions about their own:
 - Professional learning needs
 - Priorities for Common Core implementation
 - Status of Common Core State Standards implementation
- Discuss implications for leadership support

Common Core State Standards: Implications for Leading Schools

School principals are now expected to be more...

- **Engaged** with teachers
- **Involved** in leading professional learning
- **Informed** on instructional and student progress monitoring
- **Prepared** with leadership content knowledge
- **Accountable** for teacher support and student performance

Principal leadership is critical in schools making significant gains in student academic learning.

—Wallace Foundation, 2010

Common Core State Standards: Implications for Leading Schools

Research says principal leadership is critical in these areas:

- Balancing priorities
- Interpreting state and district policy
- Allocating human and financial resources
- Assessing teacher performance
- Monitoring student progress

Common Core implementation is going to come down to the principal implementing change with teachers.

—*School Principal*

Common Core State Standards: Implications for Teaching

- **Common Core Standards in ELA/literacy emphasize:**
 - Increasing reading complexity
 - Expanding vocabulary
 - Using text-based evidence
 - Reading and development of nonfiction texts
- **Common Core Standards in mathematics emphasize:**
 - Building knowledge depth
 - Developing conceptual understanding
 - Increasing operational fluency
 - Applying knowledge

Common Core State Standards: Implications for Teaching and Leading

Common Core Implications for Teaching and Leading Schools

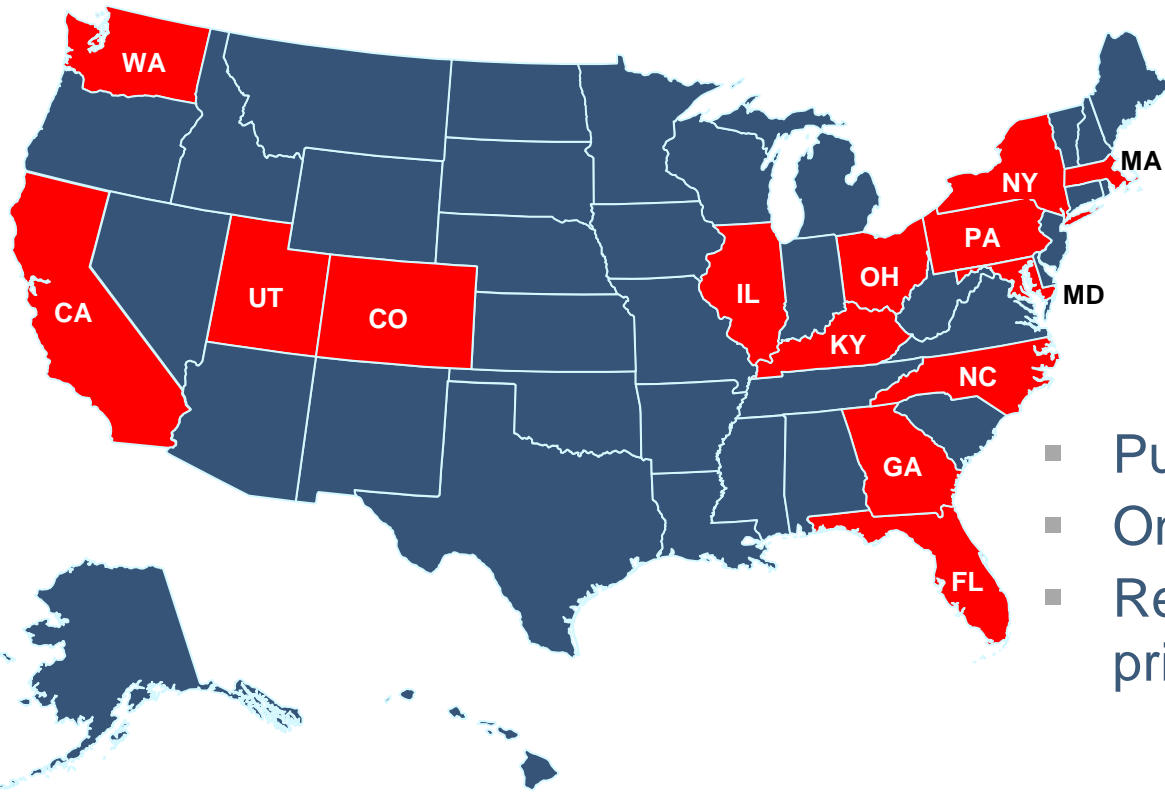
Implications for teaching	Implications for leading schools
New instructional approaches	New content for instructional coaching New content for teacher evaluation
Changes to course sequencing and alignment	Oversight of change management Allocation of resources
Adoption of new instructional materials and student progress monitoring	Assistance with materials selection Allocation of resources Materials integration assistance

Leadership for the Common Core Survey

- A National Association of Elementary School Principals study, with support from the Wallace Foundation and AIR
- Key questions include:
 - What priority do principals assign Common Core State Standards?
 - What supports do principals have and need for instructional leadership of Common Core State Standards?
 - What actions have principals taken to implement Common Core State Standards?

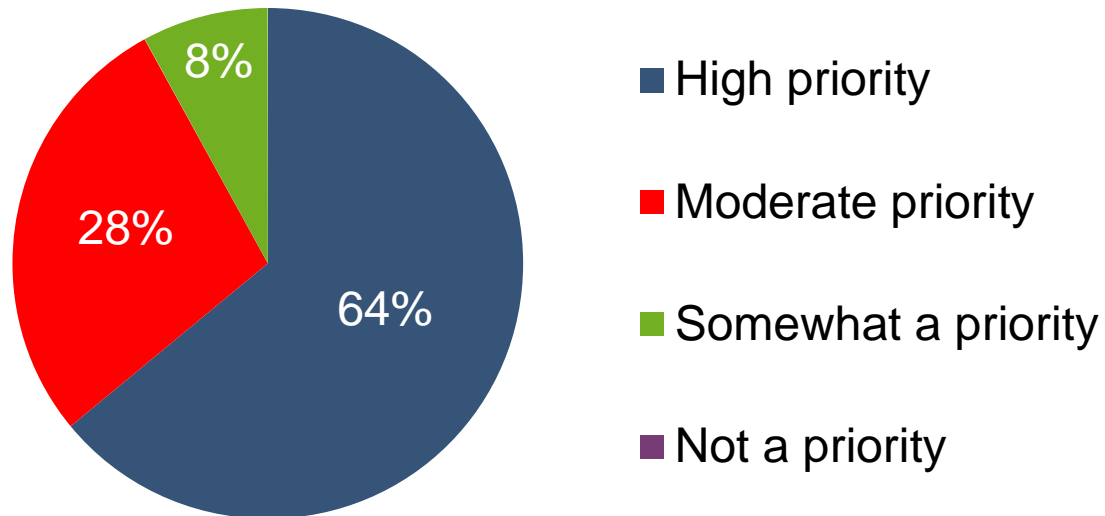
The report is located at <http://www.naesp.org/leadership-common-core-briefs-new-version>

Leadership for the Common Core Survey



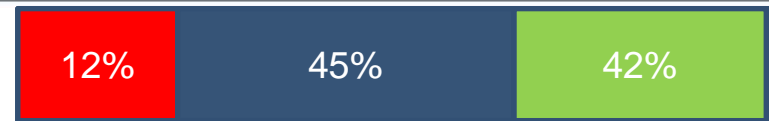
- Purposeful sample of states
- Online survey
- Responses from 1,100 principals

Survey Results: Principal Prioritization of CCSS

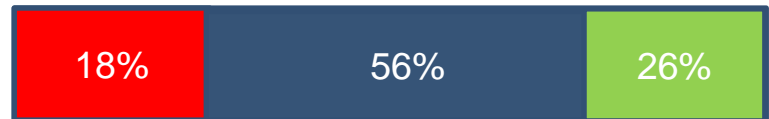


Survey Results: Leadership Familiarity

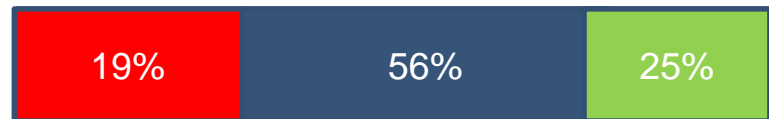
State timetables for implementation of
Common Core State Standards



Instructional changes required by Common
Core State Standards



Curriculum changes required by Common
Core State Standards



State policies that establish Common Core
State Standards



National information and resources on
Common Core State Standards



Key: ■ Very familiar ■ Familiar ■ Not too familiar ■ Not at all familiar

Survey Results:

Leadership Knowledge and Needs

- About 98 percent of the principals reported completing professional development aimed at supporting teachers.
- Principals are least prepared to:
 - Integrate Common Core with English language learners/special education or expanded learning programs
 - Evaluate teachers on use of instruction supportive of Common Core State Standards
 - Budget for change processes
- Principals are most prepared to communicate Common Core State Standards purposes and inspire staff to action.

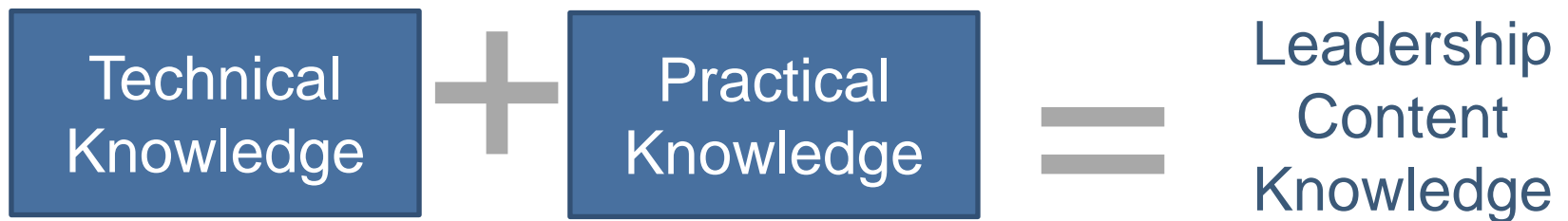
Survey Results: Leadership Actions

- **Nearly all** of the principals have communicated the purposes of Common Core State Standards, organized staff for curriculum change, and sent staff to professional development.
- **About 75 percent** of the principals reported core curriculum changes.

Survey Results: Leadership Actions

- **Half of the principals** had added Common Core State Standards in the school improvement plan and had begun to upgrade technology in support of Common Core.
- **Less than one third** of the principals had integrated special education, English language learning, expanded learning, and other offerings with Common Core State Standards.

Common Core State Standards: Implications for Our Work



Common Core State Standards: Implications for Our Work

Build *leadership content knowledge*.

- How do students learn and how is learning assessed?
- What shifts must teachers make?
- What should “instructional leadership” be like?
- How should organizational systems support change?
- How to use student learning data to identify teaching and learning needs?

Common Core State Standards: Implications for Our Work

Professional supports for building **technical knowledge**, or **what** leaders should know.

- District-level support
- A continuum of principal learning, including teacher evaluation support
- Information dissemination networks
- Information about instructional shifts, challenges to implementation, examples of instructional practice
- Information about managing, budgeting, and change in schools

Common Core State Standards: Implications for Principal Learning

Professional supports for building *practical knowledge*, or **how** leaders should do the work

- Evaluating and observing principals
- Coaching principals
- Principal (and school leaders) networks
- School improvement benchmarking
- Cases and videos of leadership processes for change and improvement

Common Core State Standards: State and District Leader Actions

- Develop and support principal professional development activities and networks
- Engage principals in determining how and when changes occur
- Provide principals time to plan, learn, and engage
- Articulate a planning process with support and oversight

Common Core State Standards: State and District Leader Actions

- Consider principal performance evaluation system changes, and establish inter-rater agreement among supervisors
- Access written resources and technical assistance offered by the Center for Great Teachers and Leaders (gtlcenter.org)
- Work in partnership with professional development providers to assure administrators access high quality professional development
- Work in partnership with principal preparation programs and districts to prepare, recruit, and hire the next generation of leaders

Leadership for the Common Core

Questions or comments

References

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Matthew Clifford, Ph.D.

630-689-8017

mclifford@air.org

gtlcenter.org

educatortalent.org

20 North Wacker Drive, Suite 1231

Chicago, IL 60606-2901

General Information: 312-288-7600

www.air.org