Wallace Foundation

- Identify and remedy conditions that interfere with school leaders in driving student achievement gains for all students.

- Improve initial leader preparation and ongoing professional development.

- Create collaborative relationships that will result in student achievement gains for all students.
Wallace Foundation

- 12 LEAD districts nationally
- 15 SAELP states
- 6 new LEAD/SAELP states/districts
- Is the principal’s job ‘doable’?
- Identify and correct conditions that interfere
- Establish a model “seamless” preparation and development continuum
LEAD: 10 Initiatives

Aspiring Leaders: 5
Beginning Leaders: 3
Experienced Leaders: 1
Condition Change: 2
Condition: Time
Either/or…or both?

Manager

Instructional Leader
ASAS Questions

- Can management duties be separated from the principal’s job?
- Can a School Administration Manager (SAM) take on those duties successfully?
- Will the principal spend more time on instructional improvement?
- Will this focus on instruction improve relations with teachers?
- Will student achievement increase at a greater rate?
Progress

- SAM job description approved
- Job pool tested, SAMs hired
- Baseline time/task analysis established
- Baseline staff, parent and student perceptions established
- “One year later” data collected
- Professional development: change of practice
Baseline Data 2004

- Time/Task analysis
- Teacher survey
- Parent survey
- Student survey
- CATS Trend Data
**Time** November, 2004

- 21 randomly selected schools
- Retired principals trained as shadows to collect data
- Five days, *Every Five Minutes*
1. **Management**
   a. student discipline
   b. student supervision
   c. employee supervision
   d. employee discipline
   e. office work/prep
   f. building management
   g. parents/guardians
   h. SBDM, committees, groups, meetings
   i. district: meetings, supervisors, others
   j. external: officials, others
   k. celebration

2. **Instruction**
   a. student supervision
   b. work with student(s)
   c. employee supervision
   d. office work/prep.
   e. observation, walk through
   f. feedback
   g. parents/guardians
   h. SBDM, committees, groups, meetings
   i. district: meetings, supervisors, others
   j. external: officials, others
   k. teaching/modeling
   l. professional development
   m. planning, curriculum, assessment
   n. Celebration

3. **Personal**  (*lunch, breaks, restroom, errands, personal business*)

**Activity Sub-categories**
- telephone
- computer
- interaction, individual
- interaction, group
- read/write/think
Baseline Results

- Time
- Staff
- Parents
- Students
Principal Time at School

- 10 hours, daily
- 20 minutes, lunch and personal time
- 66.7% management
- 29.7% Instruction
**Student/Principal Interaction**

- What does your principal do? What is her/her main job?

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>discipline</td>
<td>54%</td>
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<tr>
<td>safety</td>
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<tr>
<td>manage school</td>
<td>13%</td>
</tr>
<tr>
<td>help students learn</td>
<td>8%</td>
</tr>
<tr>
<td>supervise staff</td>
<td>6%</td>
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</table>
Student/Principal Interaction

- 61% reported never having had a conversation with the principal.

- 39% reported having had a conversation — 65% discipline related.
Parent Perception

- 9% reported having had a discussion about instruction with the principal.

- 6% identified student achievement/instructional leadership as the primary role of the principal.
Teacher Perceptions

- Principal = *Instructional Leader*
- 57% say principal visited classroom in the last week
- 72% say they discussed a lesson with the principal in the last week
- 64% say principal assists with lesson planning, work analysis
# Selection of Pilot Schools

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**Free and Reduced Lunch**

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66.7  29.7  3.6
Changing the Role

SAMs and Principals
SAM Job description

- Protect principal time
- Supervise and evaluate all classified staff
- Student behavior management
- Smooth operation of the school
- Budget, office management, schedules
- After hours use of school
- All things not instruction
March, 2004:  *Reality Check*

- SAMs in place for two months
- Principals report change of practice
- SAMs report no change of practice
- *What can we do?*
Change of Practice
Change of Practice

- SAMs schedule principal time
- SAMs protect principal time
- Principals review student work with students, parents, staff
- Principals coach teachers
- Principals establish “hallway conference offices”
- SAMs track principal time
Time/Task Analysis

- Second Shadow Week, November, 2004
SAMs track principal time

Monthly Average
Cochran Elementary

<table>
<thead>
<tr>
<th>Month</th>
<th>Actual</th>
<th>Goal</th>
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<td>Mar</td>
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</table>

Graph showing actual vs. goal monthly averages from April to March.
SAMs track time monthly

Percent Instruction March, 2005 All Schools

- Blue Lick, 70.7%
- Cochran, 78.8%
- Fern Creek, 72.8%
Student/Principal Interaction

What does your principal do? What is her/her main job?

<table>
<thead>
<tr>
<th>Principal’s Job</th>
<th>(1/04)</th>
<th>(2/05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td>54%</td>
<td>22%</td>
</tr>
<tr>
<td>Safety</td>
<td>19%</td>
<td>23%</td>
</tr>
<tr>
<td>Manage school</td>
<td>13%</td>
<td>3%</td>
</tr>
<tr>
<td>Supervise teachers</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Supervise instruction</td>
<td>6%</td>
<td>49%</td>
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Student/Principal Interaction

- Have you ever had a conversation with your principal?

<table>
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<tr>
<th>Question</th>
<th>(1/04)</th>
<th>(2/05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation with the principal?</td>
<td>39% Yes 61% No</td>
<td>67% Yes 33% No</td>
</tr>
<tr>
<td>Discipline related?</td>
<td>65%</td>
<td>27%</td>
</tr>
<tr>
<td>Instruction?</td>
<td>35%</td>
<td>73%</td>
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</table>
Teacher Perceptions

**January, 2004**
- 57% say principal observed them in the last week
- 7% said they received feedback and direction
- 72% say they discussed a lesson with the principal in the last week
- 64% say principal assists with lesson planning, work analysis

**January, 2005**
- 82% say principal visited classroom in the last week
- 22% said they received feedback and direction
- 95% say they discussed a lesson with the principal in the last week
- 91% say principal assists with lesson planning, work analysis
- 78% say principal is more engaged with instruction
Parent Perception

**Baseline 04**
- 9% reported having had a discussion about instruction with the principal.
- 6% identified *student achievement* as the primary role of the principal.

**One Year Later**
- 19% report having had a discussion about instruction with the principal.
- 45% identified *student achievement* as the primary role of the principal.
Culture Change

- “This is **the best thing, and the hardest thing**, I’ve ever done.”
- “I call him “grease.”
- “I’m sorry, the **principal is in a classroom.**”
CATS, 04

- All three schools met or exceeded trend data
- Too early to draw conclusions using test scores
Lessons Learned

- Data, Data, Data
- Professional Development
- Time is a barrier
- Principals can change behavior
- Students, parents and teachers appreciate the difference
- Affordable, sustainable
Next Steps

October 2005: CATS
November 2005: Third Shadowing
January 2006: Third surveys
Alternative School Administration Study

Making Time
Contact and **LEAD Kentucky**

- [mshell3@jefferson.k12.ky.us](mailto:mshell3@jefferson.k12.ky.us)
- 502 485-3011