


**MASA Fall Conference 2007**

▶ **Advancing Professional Practice for School Superintendents:**

**Linking Effective Research with Effective Implementation**

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**Richard Green**

▶ Superintendent of Minneapolis Schools  
▪ 1980-1988

▶ Chancellor of New York City Schools  
▪ 1988-1990

▶ A strong voice for children and youth

▶ An approachable, courageous educator




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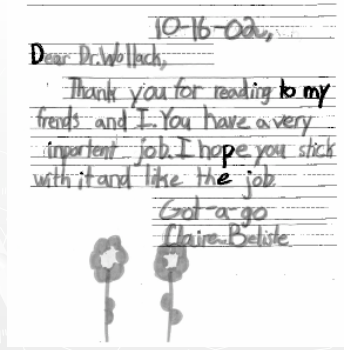
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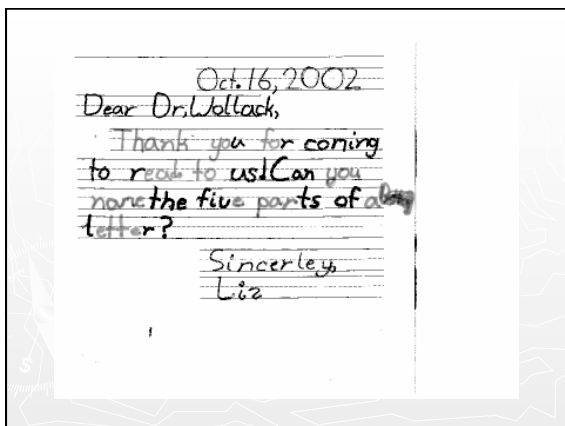
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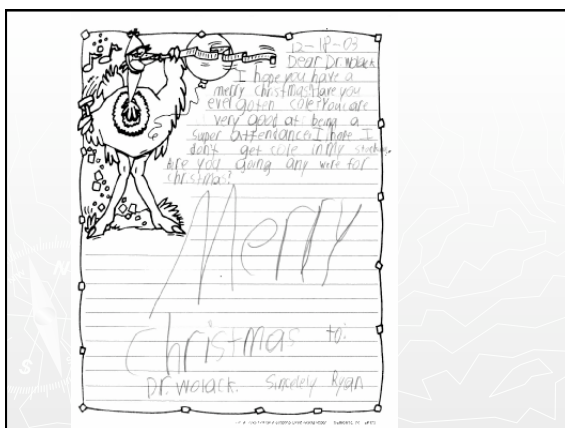
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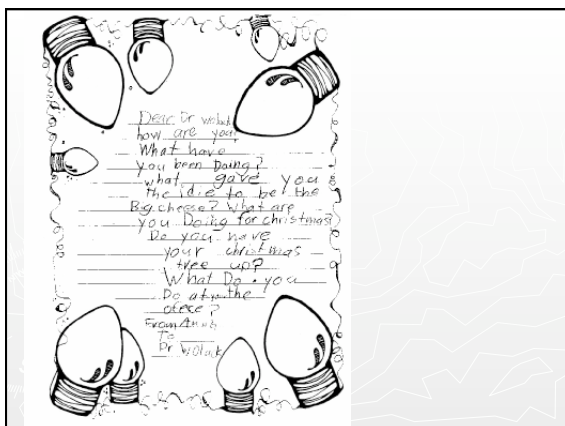
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Now I am the superintendent...

► How can I be most effective?

- What action is needed?
- What do I know?
- What do I need to learn?
- Who can be of help to me?

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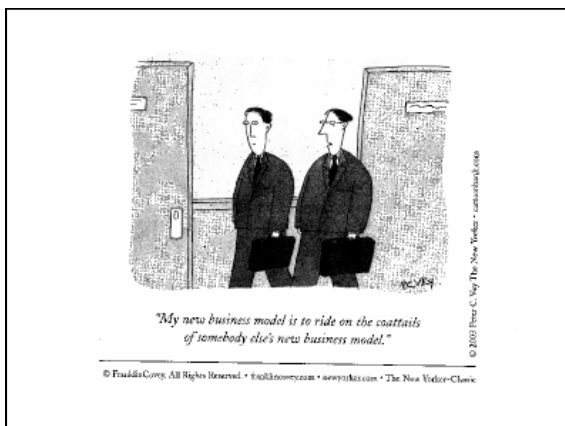
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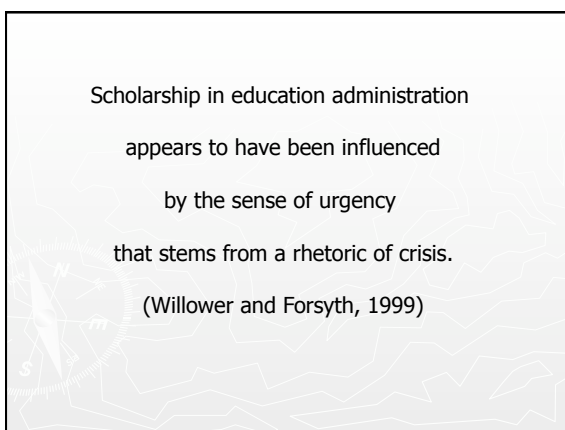
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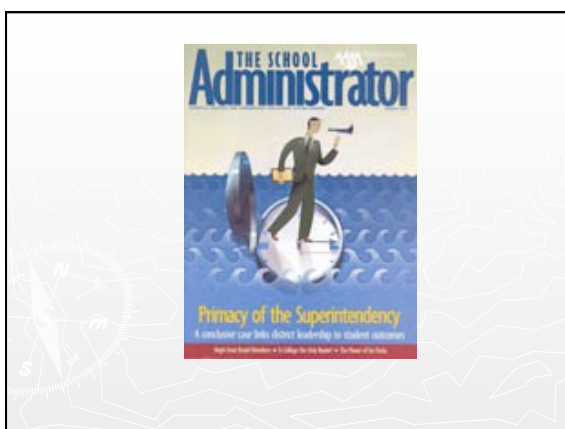
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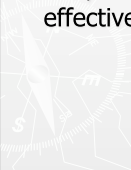
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### Moment of Enlightenment

- ▶ Identify those practices of superintendents that are evidence-based....
- ▶ And, strong implementation data for effective application????




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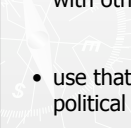
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### Purpose of Presentation:

- adopt evidence-based practices as an effective means for improving performance
- share what we learn through implementation with other superintendents
- use that evidence to stem the tide of errant political fixes and the rhetoric of crisis




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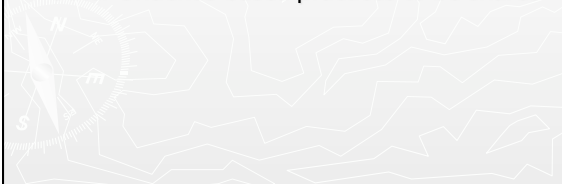
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## Limitations

- ▶ Political aspects of superintendent life
- ▶ Financial challenges within profession
- ▶ Other evidence-based practices to be shared




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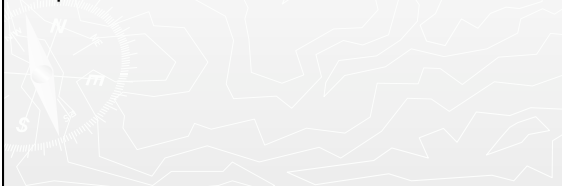
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## Suppose you are to interview...

- ▶ How might you answer these three questions?




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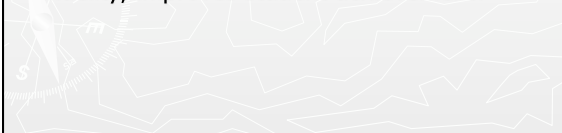
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## interview question

- ▶ Identify one effective leader practice that cuts across all aspects of school organization, culture, diversity, politics, varying goals; and, when applied with fidelity, improves student achievement?




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### interview question

- ▶ Describe an effective system for monitoring and reporting continuous improvement in a school district.

(district level or school level)

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### interview question

- ▶ Identify three emotional competencies demonstrated by an effective superintendent.

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a loud argument  
really does trump good evidence.

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## Rhetoric of Choice

A + B = Improvement of Education

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Table 1. Rhetoric of Choice for Improving Public Schools

FORMULA (A + B) = Effectiveness		Evidence Based Research	
A	B	Yes	No
Knowledge of Subject Matter	Love of Children		x
Formal Training Programs	Licensure Programs		x
De-centralized Districts	Site Based Management		x
National and State Standards	Accountability Systems		x
Crisis	Testing		x

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## The Big Wicked Problem

- ▶ Global competition lowering wages for many
- ▶ Consumer has more choice
- ▶ Government has more say
- ▶ Some students need more services
- ▶ "I want lower taxes"
- ▶ "I want everything for my child"

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## Wicked Problem

- ▶ Mason and Mitroff (1981) coined this class of social problems as "wicked" instead of "tame"
- ▶ for the approach required to address multiple complex problems

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## Wicked Problem

The community must not understand  
the scope  
nor the cost of delivery  
of public education services today.

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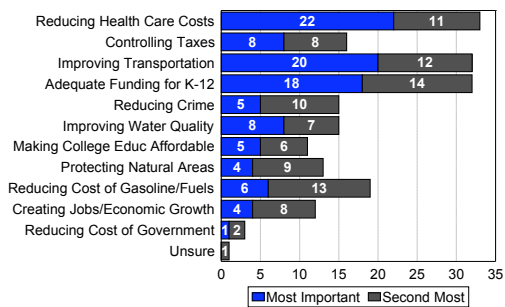
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## Important State Issues

2007 Perceptions of Education in the Metropolitan Area




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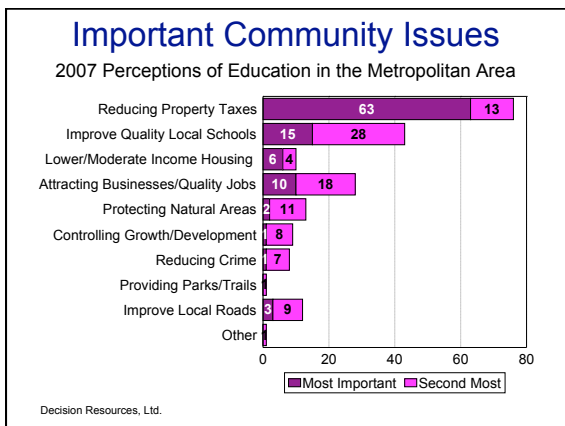
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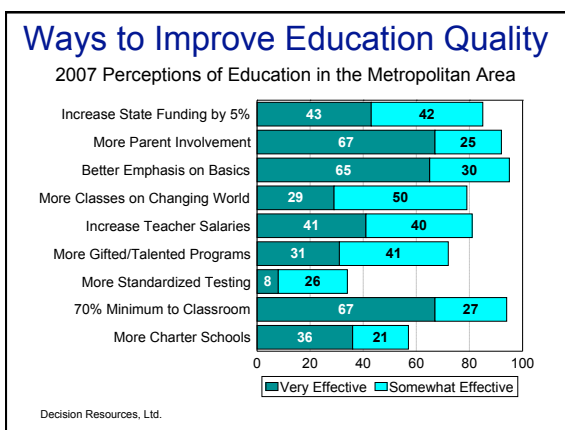
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### Evidence-based

- ▶ evidence-based practice is
- ▶ the linking of effective research
- ▶ with effective implementation so that
- ▶ it results in improved outcomes for students.

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### Definition

- ▶ Evidence-based practices are skills, techniques and strategies
- ▶ Evidence-based programs are collections of practices and methods necessary for effective treatment

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### Challenge for Superintendents

- ▶ Evidence-based practice plus effective implementation practices and data

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### Three practices with evidence

1. Alignment of goals
2. Continuous improvement system with balanced scorecard to measure progress
3. Emotional competencies

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### Alignment of Goals

(Waters & Marzano, 2006)

- ▶ Alignment of goals in the district improves student achievement
- ▶ School Board, Superintendent, School Leaders and School Goals

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### Alignment of Goals

- ▶ Effective superintendents:
  1. Lead an inclusive process for setting goals,
  2. Define the non-negotiable goals that all staff must address,

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### Alignment of Goals

3. Align the school board with those goals,
4. Set up a system to monitor work and progress on those goals, and
5. Align resources accordingly to provide the necessary resources of time, money, personnel and materials.

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### Alignment of Goals

- ▶ Superintendent leadership correlates with student achievement. As the superintendent develops leadership skills, one can predict a corresponding increase in student achievement.
- ▶ Superintendent tenure is positively correlated with student achievement

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### Interview Question

- ▶ One effective implementation practice...
- ▶ Answer: Align the goals of the board, superintendent, principals and school improvement plans. Monitor progress on those goals.

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### Continuous Improvement

- ▶ We report results more often than we report progress
- ▶ Continuous improvement practice is possible through improvements in technology
- ▶ While we cannot control inputs, we can control process

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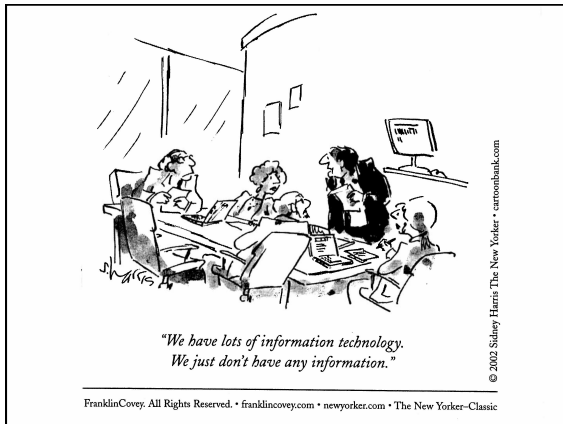
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## Continuous improvement practice

- ▶ Inputs + process = outputs
- ▶ Educators can change the process of teaching and leading to improve the outputs




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### Continuous Improvement Practice

- ▶ Discipline of leadership
- ▶ At district level and school level
- ▶ Use data to make decisions at all levels in the organization
- ▶ Leaders set and monitor the processes for improvement
- ▶ Monitor progress, not just results

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### Examples of Practice and Program

- ▶ Adaptive testing programs
  - District developed or national models
- ▶ Program and curriculum review process
  - Align what is taught with desired outcomes
- ▶ Professional learning communities
  - Using data to make decisions

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### Examples of Program and Practice

- ▶ Positive Behavior Intervention Services (PBIS)
- ▶ Response to Intervention (RtI)
- ▶ Curriculum based assessment measures (CBAM)
- ▶ Election campaign process (Lifto)

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### Examples of Practice

- ▶ **Balanced Scorecard**
  - Student Learning, Satisfaction, System Improvement, Community Engagement, Communications
    - Teacher and school measures for student learning
    - Northwest Education Assessment
      - ▶ Measures of Academic Progress (MAP)
    - National School Evaluation Survey
    - Regional survey data from citizens

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### Balanced Scorecard Process

(Kaplan & Norton, 1993)

- ▶ A performance management strategy
- ▶ Not a recipe but a process for focus of energy, resources, and effort.

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### Balanced Scorecard

- ▶ Likely consist of attention to:
  - ▶ Student Achievement
  - ▶ System Performance
  - ▶ Satisfaction
  - ▶ Communication
  - ▶ Other???

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Data Source	Weight (100%)	Concern	Acceptable	Meets Vision
MAP Scores	50%	Less than 25% of students scoring in the first quartile, fail to make expected growth in RIT scores	More than 25% of students scoring in first quartile fail to make expected growth in RIT scores	All students meet or exceed expected growth in RIT scores
MCA II Scores	30%	70% of students meet or exceed proficiency levels	90% of students meet or exceed proficiency levels	100% of students meet or exceed proficiency levels
ACT Scores	20%	The average school composite score is 19-21	The average school composite score is 22-23	The average school composite score is 24-25

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## Strategic Advantage

- ▶ Build credibility with your community
- ▶ Reduce the complexity and volume of data to what is most important
- ▶ More likely to identify levers for change

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## Interview Question

- ▶ Q: An effective system for monitoring and reporting continuous improvement in a school district or school is
- ▶ A: the balanced scorecard process

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## Wicked Problem

- ▶ Reporting progress means you have to make some progress to continue doing what you are doing
- ▶ If no progress, you must change practice

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## Emotional Intelligence

- ▶ "Emotional intelligence, more than any other asset, more than IQ or technical expertise, is the most important overall success factor in careers."

Warren Bennis (2001)

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*"I thought I'd stay home today and accept the things I can't change."*

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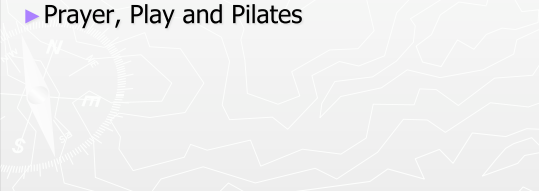
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## Resiliency

- ▶ Mental Hygiene for leaders
- ▶ Prayer, Play and Pilates



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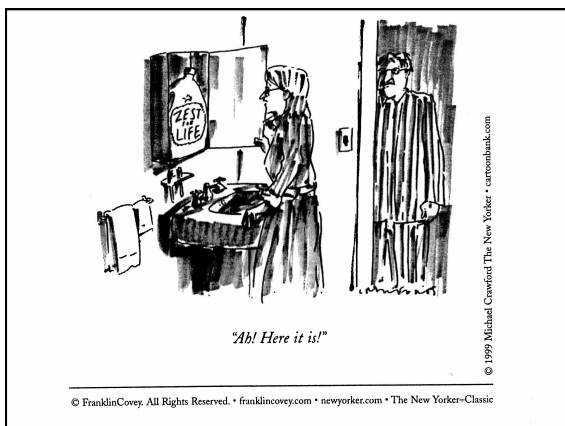
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## Emotional Intelligence

- ▶ Goleman (1998)
- ▶ 25 skills of personal competencies and social competencies
- ▶ Considerable research since 1995 and more with schools and with students

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Table 3. Success and Failure Profiles of Executives (n=515)  
Fernandez-Araoz (2001)

Failure in the Role	Trait of Executive Hired	Success in the Role
79%	Relevant Experience	71%
24%	Emotional Intelligence	74%
71%	Outstanding IQ	48%

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## Adaptive Challenges

Heifetz & Linsky (2004)

- ▶ Gap between aspiration and reality
- ▶ Narrowing gap requires difficult learning
- ▶ The people with the problem are the problem and the solution
- ▶ Adaptive work requires disequilibrium
- ▶ Adaptive work takes time

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## Interview Question

- ▶ Identify three emotional competencies...
- ▶ Emotional Awareness
- ▶ Self Awareness
- ▶ Conflict Management
- ▶ Management of Emotions
- ▶ Other?

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## Wisdom of Crowds

James Surowiecki (2004)

- ▶ No matter how brilliant the few, decisions made by large group are smarter
- ▶ Son's football pool for 2006 season

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## Community of Practice

- ▶ Depend more on our internal capacity to learn and share knowledge
- ▶ Develop a safe process to share what we are learning and what we know works
- ▶ Energize our critical thinking skills

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