

Context

- The Ohio Leadership Advisory Council
 - History
 - Beliefs and Assumptions
 - Goals



Required Partnership

- Meeting the needs of all learners doesn't happen in isolation.
- There is a growing body of evidence that suggest that school boards play a vital role in creating the conditions for effective classroom instruction and higher levels of student achievement



It All Begins With....

- With how the board interacts with the superintendent.
- “Strong collaborative leadership by local school boards and school superintendents is a key cornerstone of the foundation for high student achievement.” Goodman



12 Critical Leadership Practices

1. Creating a vision
2. Using Data
3. Setting Goals
4. Monitoring Progress
5. Creating Awareness and Urgency
6. Engaging the Community



12 Leadership Practices

7. Connecting with District Leadership
8. Creating a Climate
9. Providing Staff Development
10. Developing Deliberative Policy
11. Demonstrating Commitment
12. Focusing on Unified Governance



Boards Make a Difference!!

Was Mark Twain Right or Can School Board Leadership Really Impact Student Achievement?

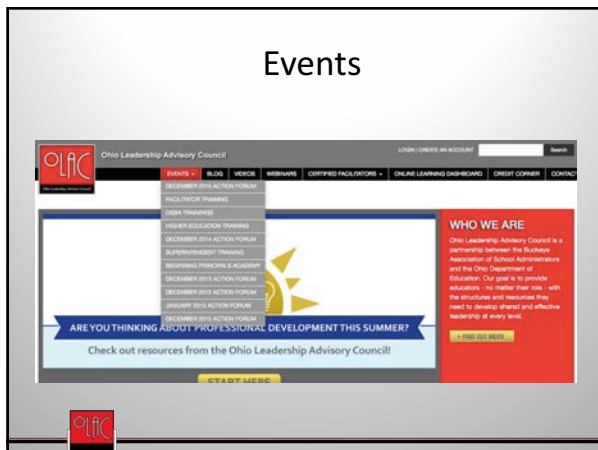
Do the leadership practices of school boards have an impact on student achievement?
Recent research suggests they do.




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Ohio Leadership Advisory Council

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Webinars

WEBINARS

Superintendent and Central Office Leadership
Facilitator: Brian McHugh
Intended Audience: Superintendents and Central Office Personnel

In this webinar, Brian McHugh addresses what superintendents and central office personnel can and should do to create a district-wide culture learning that leads to improved outcomes for all students. Recent research regarding the superintendent's impact on student achievement and effective district practices will be shared, along with recommendations in practice that cut across the most effective districts, regardless of size or amount of resources available. Included in the webinar are three keys to transforming the central office to support the work and resources that you use now immediately in your role as a district leader.


[View Webinar](#) | [Download Webinar Materials \(PDF\)](#)

Moving the Work Forward Through OPES

Facilitator: Brian McHugh
Intended Audience: Principals, Regional Support Personnel, District Administrators (Note: This webinar can be experienced individually or in groups).

This webinar focuses on the Ohio Principal Evaluation System (OPES) and how the standards for principal evaluation relate to the work of school-based leaders (TBLs) and building leadership teams (BLTs). Moving the Work Forward through OPES addresses the OPES standards, the latest research regarding effective leadership practices at the building level, and gives principals practical tips for improving the effective operation of TBLs to improve student achievement. Designed for principals interested in developing the collective capacity of faculty and staff, this webinar will help them implement these practices at the team level.

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Modules


MODULE LIST

Current OLAC Modules (26)

- Assessment and Learning
- Board Development and Governance Process
- Collaborative Teams and Organizational Structure
- Community Engagement
- Creating Cultures Grounded in Data
- Developing Shared Accountability – The Why, Who, How, and What of Teams
- Development of a Focused Plan
- Effective Curriculum Practices
- Facilitating High-Quality Instructional Practice
- Higher Education: Instructional Guide
- Higher Education: Instructional Guide
- Learning for the Future: Innovation, Creativity, Problem Solving, and Design
- Learning Supports
- Meeting the Needs of Diverse Learners
- Resource Management
- Teacher-Student Teams (TSTs): What Districts Need to Know
- The Change Process
- The Collaborative Process
- The Instructional Process

Evaluation Crosswalk

Check out OLAC's NEW module:
Meeting the Needs of Diverse Learners



WHO WE ARE

Ohio Leadership Advisory Council is a partnership between the Buckeye Association of School Administrators and the Ohio Department of Education. Our goal is to provide educators the needed tools, with the structures and resources they need to develop shared and effective leadership at every level.

[LEARN OUR STORY](#)


OLAC Quick Links

Partner Links:

- Meeting Your Numbers
- Superintendent Pathfinder
- 50 Tasks: Resources for States and Regions to Support a High-Tech Future

Popular Resources:

- Opening Events
- Full OLAC Module List
- Evaluation Crosswalks



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Evaluation Crosswalks

OLAC

- Accessing OLAC and OIP Resources
- Module by Topic and Role
- Complete OLAC Module List
- Individual Professional Development Plan
- Module User's Guide
- Evaluation Crosswalks**
- Facilitation Toolkit
- Module Assessment Results
- Decision Framework Assessment
- Quick Links


OIP

Evaluation Crosswalks

The Evaluation Crosswalks are designed to help superintendents, principals, and teachers plan for professional development. The Evaluation Crosswalks align the superintendent, principal, and teacher standards to guiding questions, relevant OLAC modules, and other reputable resources that can be used to enrich performance and deepen engagement in school improvement processes.

These tools can be used to complete professional growth plans for the Ohio Superintendent Evaluation System (OSES), Ohio Principal Evaluation System (OPES), or Ohio Teacher Evaluation System (OTES). The crosswalks even provide a Professional Development Plan PDF, including a signature page, which can be downloaded for use with evaluations.

[Access the Evaluation Crosswalks](#)




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Evaluation Crosswalks

EVALUATION CROSSWALKS

Step 1: Select A Crosswalk

[Superintendent](#) | [Principal](#) | [Teacher](#)



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Select Standard and Element

EVALUATION CROSSWALKS

Step 1: Select A Crosswalk

Superintendent | Principal | Teacher

Superintendent Crosswalk: This crosswalk aligns relevant OLAC / OIP module materials to each element within the Ohio Standards for Superintendents. By using the crosswalk, superintendents can easily address gaps in their own professional development and avoid redundant professional development in areas where they are already proficient. In addition to OLAC modules, this crosswalk provides reputable resource and focusing questions designed to help superintendents guide self-reflection as educational leaders.

Step 2: Select a standard and click "Go."

Select a standard:

Standard 1: Vision, Continuous Improvement, and Focus of District Work 2


Go

Step 3: Select a standard element and click "Go" again.

Select a standard element:

0.5.1.2 : Expect, model and support the effective use of data. 3

Go



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Relevant PD/ Links

Superintendent

Standard 1: Vision, Continuous Improvement, and Focus of District Work

0.5.1.2 : Expect, model and support the effective use of data.

Standard Element: Relevant OLAC / OIP Modules

[View](#) | Creating Cultures Grounded in Data

Standard Element: Recommended Readings

Using Data

Conigan, M. W., Grove, D., & Vincent, P. F. (2011). Multi-dimensional education: A common sense approach to data-driven thinking. Thousand Oaks, Calif: Corwin Press.


Leithwood, K., Atken, R., & Jantzi, D. (2006). Making schools smarter: Leading with evidence (3rd ed.). Thousand Oaks, CA: Corwin Press.

McNulty, B. & Besser, L. (2012) Leaders make it happen: An administrator's guide to data teams. Englewood, CO.: Lead and Learn Press.

Move Your Numbers

Teller, D. M. (2011). Moving your numbers: Five districts show how they used assessment and accountability to increase performance for students with disabilities as part of district-wide improvement. Minneapolis, MN: University of Minnesota, National center on Educational Outcomes.

White, S. H. (2005). Beyond the numbers: Making data work for teachers and school leaders. Englewood, CO: Advanced Learning Press.



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Element Focusing Questions

Standard Element: Focusing Questions

Using Data

1. What are the key points McNulty (2012) makes about data teams. How will you as a superintendent encourage the development of data teams in your district?

2. How will you apply the concepts and strategies identified by Leithwood and Jantzi (2006) in your district?

3. What suggestions from the work of Conigan, Grove and Vincent (2011) make the most sense to you? How will you apply these suggestions in your district?

4. After reviewing the work of White (2005) what suggestions would you offer your building principals and teacher based teams about the use of data?

5. What role should the superintendent have in using data to inform and improve instruction?


6. Can there ever be too much data?

7. How will Stage 1 of the Ohio Improvement Process, The Decision Framework, help you to more clearly focus on data that will inform district improvement plans?

8. How is data used in your district to inform decisions? Is data collected about adult implementation of strategies as well as data about student achievement? Is data used in your building to make instructional decisions to improve student learning? How would you as superintendent use data to inform decision making in your district?

9. Can Move Ahead assist you? Move Ahead is a web-based Ohio data tool. It was designed to assist districts in the establishment and strengthening of a data culture where all stakeholders are involved in using data to improve student performance. Although Move Ahead was created independent of the Ohio Improvement Process (OIP), it is an example of a supplemental resource that supports the building of a data culture. Explore the Move Ahead website and discuss how this and other tools may support your implementation of the OIP. Move Ahead can be found at: <http://www.ohioachoolleaders.org/moveahead/index.cfm>.

Download Crosswalk Professional Development Plan | DOCX | PDF



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Board Development and Governance

Board Development and Governance

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Board Development and Governance Process

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Through their leadership, school boards make a difference in student achievement. While school boards do not teach students directly, what they believe, know, and do can create the conditions for effective classroom instruction and higher levels of student achievement.

On April 7th 2002, Rod Paige, then U.S. Secretary of Education and former Superintendent of Houston Independent School District proclaimed (during an address to the National School Boards Association) that "the effectiveness of school board governance is the single most important determinant of school district success or failure" and as Delagierelle (2008) pointed out:

School boards are charged with decisions impacting what students learn, how students are taught, how learning is measured, how teachers are supported with professional development, how funds are focused on district priorities, and how effectively the community is engaged around learning. While by their nature school boards are removed from the day-to-day of teaching and learning, they control the conditions allowing successful teaching and learning to occur throughout the system. (p. 182)

To be clear, school boards do not directly cause students to learn but again as Delagierelle (2008) pointed out "there is a growing body of research that the beliefs, decisions, and actions of school boards directly impact the conditions within schools that enable district efforts to improve achievement to either succeed or fail" (p. 202).

Creating Cultures Grounded in Data

Creating Cultures Grounded in Data

Leadership Development Framework

Leadership Development Framework

OHIO'S LEADERSHIP
DEVELOPMENT FRAMEWORK
2013

OHIO
DEPARTMENT OF
EDUCATION

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Framework Reference Guide



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Success for All-MYN



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Questions ????

- Harvard researcher, Richard Elmore: "The purpose of leadership, regardless of role, is the improvement of instruction."



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To learn more, visit:
www.OhioLeadership.org

Was Mark Twain Right or Can School Board Leadership Really Impact Student Achievement?

Do the leadership practices of school boards have an impact on student achievement?
Recent research suggests they do.

According to Harvard researcher, Richard Elmore, “The purpose of leadership, regardless of role, is the improvement of instruction.” As a board of education member and a former superintendent, Elmore’s statement has always intrigued me. Now, as a researcher, it prompts me to pose the following questions: Do school board members, as elected leaders, have a role in improving instruction? And if they do, what is it?

For some time the effectiveness of, and even the need for, school boards has been an open question. Mark Twain once said, “God made idiots. That was for practice. Then he made school boards.” When I was a superintendent, I found some humor in Mark Twain’s observation. Now, as a school board member, it only causes concern because Twain’s sentiment regarding school boards still lives on today. For example, educational policy analyst and Fordham Foundation president, Chester Finn described school boards as “a dinosaur left over from the agrarian past” while John Gehring, staff writer for *Education Week*, labeled them “an educational stink hole that supports the status quo.” Recently, in an article in the *Atlantic* entitled, “First Kill All the School Boards,” Matt Miller, senior fellow at the Center for American Progress, argued that local control and local school boards are the basic cause of poor student performance. He wrote, “What of school boards? In an ideal world, we would scrap them. Of course, the chances of eliminating school boards anytime soon are nil. But at least we can limit their role.”

Fortunately, not everyone shares this opinion. According to Rod Paige, former U.S. Secretary of Education, “The effectiveness of school board governance is the single most important determinant of school district success or failure.” Similarly, author and former Houston Independent School District board member, Don McAdams declared, “If school systems improve, it will be because boards make them improve. No one else can.”

As divergent as these opinions are, they are, after all, just opinions. As a researcher, I’m much more interested in what the research actually says about the board’s impact on student achievement. We know, for example, that some teachers generate higher student achievement than others, that some principals generate higher student achievement than others, and that some superintendents generate higher student achievement than others. So what of school boards? A key question left unanswered in the literature is whether some school boards and their leadership practices create district conditions that generate higher student achievement than others. Until now.

I discovered there is, in fact, a growing body of research that suggests that how school boards lead can set the conditions for effective classroom instruction and higher levels of student achievement. The research demonstrates that it begins with how the board interacts with its superintendent. In districts that increased student achievement regardless of demographics, complementary leadership roles defined the relationship

between the board and the superintendent. According to educational researcher, Richard Goodman, “Strong, collaborative leadership by local school boards and school superintendents is a key cornerstone of the foundation for high student achievement” and further that, “Effective districts support a high degree of collaboration between each school board and superintendent, who together view themselves as the school district governance team for higher student achievement.”

While a governance culture characterized by a high degree of collaboration between superintendent and board was characteristic of effective boards, research also suggests that these boards engage in 12 specific leadership practices within that governance context.

1. Creating a Vision.

Effective school boards are actively involved with other district leaders and the community in creating a clear, long term, shared vision for the district based in the belief that students are capable learners and that district staff has the capacity to impact student achievement.

What kind of future do you want for students?

What do you want your district to look like in five years?

2. Using Data

Effective school boards use data to set goals, establish accountability for themselves and others, monitor progress, apply pressure, provide support, and inform decision-making regarding the conditions that affect student learning.

How does your board use data to establish accountability for themselves? Others?

How does your board use data to monitor progress?

How does your board use data to inform decision-making regarding the conditions that affect student learning?

3. Setting Goals

Effective school boards set a few reasonable, specific, collaboratively developed, non-negotiable goals for student achievement and instruction and then allow district staff to be responsible, within “certain established parameters,” for the methods to accomplish those goals. Successful districts tend to adopt a few broad goals and work at them over along period of time.

How many goals does your board have?

How were they developed?

To what degree does your board allow staff to be responsible for the methods to accomplish those goals?

4. Monitoring Progress and Taking Corrective Action

Effective school boards monitor, in collaboration with district leadership, progress toward the achievement of district goals and take corrective action when progress is not evident.

How does your board monitor progress?

How does your board take corrective action?

How does your board celebrate success?

5. Creating Awareness and Urgency

Effective school boards create a sense of urgency about the gap between student achievement data and the vision by actively advocating for change that will result in how the district confronts the barriers to student achievement and improved instruction.

How does your board create a sense of urgency about the gap between the data and the vision?

How does your board actively advocate for change that will result in improved student achievement and improved instruction?

6. Engaging the Community

Effective school boards actively engage the community in pursuit of the district's shared vision and goals. The superintendent/board team establishes partnerships throughout the community to ensure effective communication with students, teachers, other employees, media and the community-at-large in order to solicit feedback regarding the district's progress towards its vision.

How does your school board engage the community in pursuit of the district's shared vision and goals?

7. Connecting with District Leadership

Effective school boards actively connect with district leaders in pursuit of the district's vision and goals in ways that compliment the superintendent's implementation efforts.

How does your board connect with district leaders (central office and building) in ways that compliment and support the superintendent's implementation efforts?

8. Creating Climate

Effective school boards provide leadership in creating a district climate characterized by participatory decision making, shared leadership, a focus on the needs of people, and a commitment to high quality teaching and learning.

How does your school board provide leadership in creating a district climate characterized by a commitment to high quality teaching and learning?

9. Providing Staff Development

Effective school boards understand, support and allocate resources for quality professional development that is focused on improving classroom instruction.

How does your board support and provide quality professional development that is focused on improving instruction?

What strategies does your district employ to attract, employ, develop and retain effective teachers?

10. Developing Deliberative Policy

Effective school boards focus on policy issues that impact student achievement and the improvement of classroom instruction. They promote policies in ways that complement the superintendent's implementation efforts, without intruding into the administrative domain.

What policy issues has your board dealt with recently that impacted student achievement and instruction?

11. Demonstrating Commitment

Effective boards of education create time to learn together as a team and engage in extensive dialogue with each other in order to establish consensus about what is most important to accomplish and what resources are necessary to pursue it.

How does your board allocate district resources (staff, time, money, programs) in support of district goals?

How do school board members spend time together learning about district programs, initiatives and issues?

12. Focusing on Unified Governance

Effective school boards practice unified governance in which the board and superintendent have complementary leadership roles in policy development and implementation that lead toward achieving the districts vision and goals.

To further research the connection between board leadership practices and student achievement, I created a questionnaire entitled *The Effective Board Leadership Practices Survey (EFBLP)* based on the 12 factors described above and used it to survey 42 board of education members (each one an Ohio School Boards Association student achievement liaison) from 42 low wealth/high poverty districts in Ohio. The results indicated that school board members who rated themselves higher on the EBLPS tended to be from higher achieving districts despite their low wealth and high poverty status.

If school boards are to become viable leaders in this era of educational reform, they must forge a new role for themselves that focuses on student achievement. Given that emerging research demonstrates that boards can make a difference in student achievement, boards of education can no longer assume a passive leadership role. Because they *can* make a difference in student achievement, they *must* make a difference in student achievement. They should aspire to forge an active leadership role based upon the 12 essential leadership practices described in this article. In doing so, school boards and superintendents can begin to recast their relationship toward one of shared leadership in which student achievement is the primary goal.

Time and research have proven Mark Twain wrong; school boards can make a difference!

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