# Research shows effective School Leaders develop their successors and their teachers' instruction through these 8 actions:

1 Set ambitious school-wide vision and goals that lead students on a path to and through college

- **Do:** Identify and communicate the school's annual goals and priorities
- **Do:** Articulate a vision for high-quality instruction

- **Don't:** Place school culture goals above instructional vision and goals
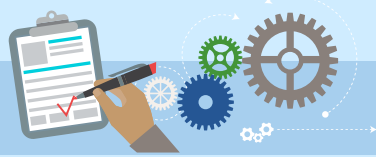
2 Relentlessly plan and prioritize to achieve goals

- **Do:** Develop a strategic plan to close the gap between the school's current performance and annual goals
- **Do:** Intentionally prioritize own time to focus on instructional leadership and teacher development

- **Don't:** Directly manage too many non-instructional priorities

3 Develop a pipeline of future leaders and teach and insist that leadership team members are true owners of the work

- **Do:** Develop leaders and cultivate a leadership pipeline (teacher, teacher leader, assistant principal)
- **Do:** Empower Leadership Team to make decisions and hold them accountable for their areas of ownership

- **Don't:** Make every decision
- **Don't:** Spread oneself too thin by spending too much time on event management, student discipline or school operations

4 Model strong school culture and avoid spending too much time on reactive student discipline

- **Do:** Outline and model expectations for leaders, teachers and students on school-wide practices for a positive learning culture
- **Do:** Evaluate school culture through proactive, scheduled monitoring

- **Don't:** Spend more than 10-15% of time on reactive student discipline

...and the KEY difference between a GOOD and a GREAT School Leader is a laser focus on instructional leadership

5 Hire and retain the best of the best

- **Do:** Hire and retain diverse, highly-effective school staff

- **Don't:** Allow ineffective teachers to continue teaching without a strategic development plan

6 Build knowledge and expertise in effective instructional design and academic standards

- **Do:** Unpack standards to develop staff's conceptual understanding of what students must know and be able to do
- **Do:** Develop own and school staff's knowledge of how standards map to curriculum and assessment of student mastery
- **Do:** Ensure teachers know what instructional methods (i.e. close reading) best drive student mastery and how to execute them well

- **Don't:** Create an instructional design that's not clearly aligned with regional plan or annual goals
- **Don't:** Make instructional design decisions (on methods, curriculum, time, etc.) that are not supported by research

7 Develop teachers to provide rigorous and high quality instruction through the enabling systems of the Academic Strategies Pyramid

Spend ~75% of time focused on driving teacher performance and student academic outcomes

- **Do:** Ensure all teachers receive targeted, weekly instructional coaching that deploys a variety of coaching techniques: observation and feedback, data-driven instruction, lesson study or looking at student work
- **Do:** Regularly observe instructional coaches to ensure they are providing high-impact, actionable and bite-sized feedback
- **Do:** Work with teachers and Leadership Team to analyze student data and identify strategies that will move students towards mastery
- **Do:** Ensure content teams and school-wide workshops drive highest-impact improvements in teacher practice

- **Don't:** Expect results without accountability and follow up
- **Don't:** Act as instructional coach for ALL teachers
- **Don't:** Allow content team meetings to be deprioritized and meet less than once per week
- **Don't:** Invest in school PD that is not aligned to school's instructional priorities or is not focused on specific improvements grounded in data

8 And...Foster sustainability by engaging lifelines and renewing to get stronger

LEADING FOR LEARNING

To double our outcomes while doubling our size, School Leaders must focus their time on **instructional leadership** and **developing future school leaders**

An effective School Leader:

Accounts for

25% **of a school's total impact** on student achievement[i]

Keeps great teachers -

96% **of teachers believe supportive leadership** is absolutely essential to retaining highly effective teachers[ii]

Is

7x **more likely to** improve achievement in mathematics and

4x **more likely to** improve achievement in reading[iii]

So, what drives School Leader effectiveness?

Myth: The more hours a School Leader works, the better the results

FACT

In a study of 1,850 School Leaders, researchers found the **highest performing leaders did not work more**, but instead spent their time differently than less effective leaders

Effective School Leaders spend

75% **of their time** focused on instruction and work **that directly improves teaching and learning**[iv]

Myth: A School Leader must "do it all" since being accountable for the school means making all of the decisions

FACT

The most successful leaders distribute the work; they **prioritize their time** less on "doing it all" and more on a **handful of actions that improve instruction** like observing and coaching teachers

Highly effective School Leaders **delegate all tasks that don't directly drive instruction**, such as: school operations, compliance, food services and transportation to **focus on instructional leadership**[v]

Instructional leadership

Operational tasks

TIME
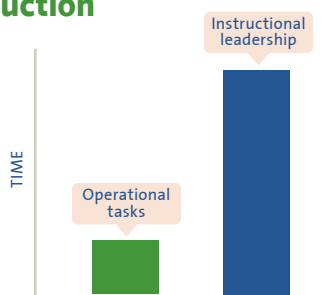
Sources:
i   Marzano, R. J., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results.
ii Scholastic Inc. (2012). Primary sources: America's teachers on the teaching profession.
iii Bryk, A., Sebring, P., Allensworth, E., Luppescu, S., & Easton, J. (2010). Organizing schools for improvement: Lessons from Chicago.
iv McKinsey & Company. (2010). Capturing the Leadership Premium
v   Bambrick-Santoyo, Paul. (2012). Leverage Leadership

KIPP:

www.kipp.org

Support for each of the School Leader "Do" and "Don'ts" comes from a vast research base including a review of KIPP's High-performing School Leaders and over 50 books, articles and large-scale analytical studies on principal effectiveness. A sampling of this literature includes: Michael Fullan's The Principal; Paul Bambrick-Santoyo's Leverage Leadership; Richard DuFour and Robert J. Marzano's Leaders of Learning; Kim Marshall's High Leverage School Leader Activities; McKinsey & Co.'s Capturing the Leadership Premium; New Leaders for New Schools' Playmakers: How Great Principals Build and Lead Great Teams of Teachers; Public Impact's School Turnaround Competencies; US DOE's Achieving Dramatic School Improvement; and Stanford Education Institute's Principal Time Use, Mathematica Policy Research's Understanding the Effect of KIPP as it Scales: Volume II, Leadership Practices at KIPP.