School Leadership that Works:
From Research to Results

Marzano, Waters, and McNulty 2005

School Leadership that Works

From Research to Results

- Research
- The 21 Responsibilities of the School Leader
- Two Types of Change
- Doing the Right Work
- A Plan for Effective Leadership

The 21 Responsibilities of the School Leader

- Affirmation
- Change Agent
- Contingent Rewards
- Communication
- Culture
- Discipline
- Flexibility
- Focus
- Ideals/Beliefs
- Input
- Intellectual Stimulation

- Involvement
- Knowledge
- Monitoring/Evaluating
- Optimizer
- Order
- Outreach
- Relationships
- Resources
- Situational Awareness
- Visibility

1. Affirmation

- Systematically and fairly recognizing and celebrating the accomplishments of students and teachers

- Systematically and fairly recognizing the failures of the school

2. Change Agent

- Consciously challenging the status quo
- Willing to lead change initiatives with uncertain outcomes
- Systematically considering new and better ways of doing things
- Consistently attempting to operate at the edge versus the center of the school's competence

3. Contingent Rewards

- Using hard work and results as the basis for rewards and recognition
- Using performance versus seniority as a primary criterion for rewards and recognition

4. Communication

- Developing effective means for teachers to communicate with one another

- Being easily accessible to teachers

- Maintaining open and effective lines of communication with staff

5. Culture

- Promoting cohesion among staff
- Promoting a sense of well-being among staff
- Developing an understanding of purpose among staff
- Developing a shared vision of what the school could be like

6. Discipline

- Protecting instructional time from interruptions

- Protecting teachers from internal and external distractions

7. Flexibility

- Adapting leadership style to the needs of specific situations

- Being directive or nondirective as the situation warrants

- Encouraging people to express diverse and contrary opinions

- Being comfortable with making major changes in how things are done

8. Focus

- Establishing concrete goals for curriculum, instruction, and assessment practices within the school

- Establishing concrete goals for the general functioning of the school

- Establishing high, concrete goals, and expectations that all students will meet them

- Continually keeping attention on established goals

9. Ideals/Beliefs

- Possessing well-defined beliefs about schools, teaching, and learning

- Sharing beliefs about school, teaching, and learning with the staff

- Demonstrating practices that are consistent with beliefs

10. Input

- Providing opportunities for staff to be involved in developing school policies

- Providing for staff input on all important decisions

- Using leadership teams in decision making

11. Intellectual Stimulation

- Continually exposing staff to cutting-edge research and theory on effective schooling

- Keeping informed about current research and theory on effective schooling

- Fostering systematic discussion regarding current research and theory on effective schooling

12. Involvement in Curriculum, Instruction, and Assessment

- Being directly involved in helping teachers design curricular activities

- Being directly involved in helping teachers address assessment issues

- Being directly involved in helping teachers instructional issues

13. Knowledge of Curriculum, Instruction, and Assessment

- Possessing extensive knowledge about effective instructional practices

- Possessing extensive knowledge about effective curricular practices

- Possessing extensive knowledge about effective assessment practices

- Providing conceptual guidance regarding effective classroom practices

14. Monitoring/Evaluating

- Continually monitoring the effectiveness of he school's curricular, instructional, and assessment practices

- Being continually aware of the impact of the school's practices on student achievement

15. Optimizer

- Inspiring teachers to accomplish things that might be beyond their grasp

- Being the driving force behind major initiatives

- Portraying a positive attitude about the ability of staff to accomplish substantial things

16. Order

- Establishing routines for the smooth running of the school that staff understand and follow

- Providing and reinforcing clear structures, rules, and procedures for staff

- Providing and reinforcing clear structures, rules, and procedures for students

17. Outreach

- Ensuring that the school complies with all district and state mandates

- Being an advocate of the school with parents

- Being an advocate of the school with the central office and school board

- Being an advocate of the school with the community at large

18. Relationships

- Being informed about significant personal issues within the lives of staff members

- Being aware of personal needs of teachers

- Acknowledging significant events in the lives of staff members

- Maintaining personal relationships with teachers

19. Resources

- Ensuring that teachers have the necessary materials and equipment

- Ensuring that teachers have the necessary staff development opportunities to directly enhance their teaching

20. Situational Awareness

- Accurately predicting what could go wrong from day to day

- Being aware of informal groups and relationships among the staff

- Being aware of issues in the school that have not surfaced but could create discord

21. Visibility

- Making systematic and frequent visits to classrooms

- Having frequent contact with students

- Being highly visible to students, teachers, and parents

Two Types of Change

- **First Order Changes**
  - Day to day changes, incremental, the next obvious step, solutions come from our experiences
  - All 21 principal responsibilities are important but to varying degrees – the top third are:
    - Monitoring/Evaluating, Culture, Ideals/Beliefs, Knowledge of and Involvement in Curriculum, Assessment, and Instruction, Focus, and Order
  - Managing the daily life of a school - handout

Two Types of Change

- **Second Order Change - Innovation**
  - Dramatic departure from what is expected, both in defining the problem and in finding a solution
  - Unlike first order change, second order change is linked to 7 of the 21 principal responsibilities
    - Knowledge of Curriculum, Instruction, and Assessment
    - Optimizer
    - Intellectual Stimulation
    - Change Agent
    - Monitoring/Evaluating
    - Flexibility
    - Ideals/Beliefs

Doing the Right Work

- School effectiveness is directly linked to the principal's ability select the right work

- Working hard but not smart

- The Right Work – factors that research and experience tells us can be altered to improve student achievement and learning and that we can pay for

Factors that Impact Student Achievement and Learning

- School-Level Factors
- Teacher-Level Factors
- Student-Level Factors

School-Level Factors

- Guaranteed and viable curriculum
- Challenging goals and effective feedback
- Parent and community involvement
- Safe and orderly environment
- Collegiality and professionalism

Teacher-Level Factors

- Instructional strategies
- Classroom management
- Classroom curriculum design

Student-Level Factors

- Home environment
- Learned intelligence and background knowledge
- Motivation

A Plan for Effective Leadership

- Develop a strong school leadership team

- Distribute some responsibilities throughout the team (handout 7.1)

- Select the right work (handout 7.2)

- Identify the order of magnitude implied by the selected work (handout 7.3)

- Match the management style to the order of magnitude of the change (handouts 7.4 and 7.5)

Reference

- Marzano, R.J., Waters, T., & McNulty, B.A. (2005). *School Leadership that Works: From Research to Results.* Alexandria, Va. Association for Supervision and Curriculum Development.