

# D.A.T.E. Principal Leadership

Hosted by: The D.A.T.E. Technical Assistance Center

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# Agenda

- Today's webinar will cover the following topics:
  - Reasoning behind the focus on principal leadership in performance award program implementation;
  - Principals role in creating *shared vision* and *distributed leadership* within campus community; and
  - Principals role in *setting campus direction*, *developing people* , and *redesigning the organization* in order to lead campus staff towards program goals of increasing student achievement.

# Why Focus on Principal Leadership?

- Performance pay programs developed at the district level, regardless of transparency, can create various problems.
- These include:
  - Appearance of “top-down” dictating rather than “bottom-up” building;
  - Differences between individual campus beliefs and district-wide program philosophies; and
  - Misalignment between perceived campus capabilities and performance pay program expectations.

## Why Focus on Principal Leadership (Cont.)?

- Teachers, through their actions both inside and outside the classroom, ultimately determine the achievement of students within the district.
- Performance pay programs seek to potentially alter the behaviors and beliefs of educators.
- Therefore, campus staff must fully comprehend and believe that the expectations set forth in the performance award program are achievable and will help them to increase student achievement.

## Why Focus on Principal Leadership (Cont.)?

- Principals, through their traditional roles, serve as the campus leader in guiding practices across the following areas:
  - Professional development;
  - Curriculum and instruction;
  - Teacher evaluation; and
  - Community outreach.
- Principals serve as the campus voice to district representatives regarding questions and/or concerns among their campus staff.

## Why Focus on Principal Leadership (Cont.)?

- Principals, therefore, are both perfectly situated and suited to lead the efforts for implementing performance pay programs at their respective schools.
- Principals can help implement performance pay program through:
  - Driving program progress;
  - Managing and monitoring the program at the campus level;
  - Ongoing stakeholder communication and buy-in; and
  - Instituting technical supports needed to meet program goals.

# Why Focus on Principal Leadership?

- Please type in to your comment box (can be sent to ALL or just the moderator):
  - What roles/responsibilities do you think principals have in the implementation of performance pay programs?
  - What would you like to know regarding principals and their roles/responsibilities in implementing performance pay programs?
  - Throughout the remainder of the webinar, we will focus on your areas of need, and solicit responses from fellow participants on best practices in these areas.

# Developing a Shared Vision

- The first step in implementing a performance award program at your respective school is to step back and reflect on where you are and where you want to go.
- In order to accomplish this, the campus community needs to create a shared vision that:
  - Describes the core values to which your school community can commit;
  - Elaborates on the vision and goals you want to set forth;
  - Details the actions necessary to accomplish those goals; and
  - Relates these goals to the goals of the performance award program.

# Elements of Shared Vision

Core Values	Campus Goals	Action Plan	Relation to Performance Program
<p>We will demonstrate our belief and expectation that all students can achieve the objectives of the courses to which they are assigned.</p>	<p>80% of our eighth grade class will demonstrate proficiency on the Spring administration of the TAKS Reading Assessment.</p>	<p>Teachers will reflect in weekly subject and/or grade level team meetings on student progress and determine appropriate academic interventions as necessary.</p>	<ul style="list-style-type: none"> <li>•Student Achievement Data</li> <li>•Non-Instructional Staff Roles</li> <li>•Professional Development</li> <li>•Recruitment/Retention of Teachers</li> </ul>

# Shared Vision and Distributed Leadership

- Once the campus community has developed a shared vision, the principal must distribute leadership responsibilities to campus staff.
- Two practices represent the basic core of successful distributed leadership, including:
  - Setting directions;
  - Developing people; and
  - Redesigning the organization



# Elements of Distributed Leadership

## Setting Direction

Charting a clear course that everyone understands, outlining necessary actions to meet those goals, and their relation to the performance pay program.

## Developing People

Providing teachers and others in the system with the necessary support and training to succeed in order to meet performance pay program goals.

## Redesigning the Organization

Ensuring that the entire range of conditions and incentives in the school fully supports rather than inhibits student progress towards meeting program goals.

# Principal Role – Setting Direction

- In order for a principal to successfully implement a performance pay program at their campus, they must set the direction the campus will pursue throughout the school year.
- This includes informing campus teachers, staff, and community stakeholders on the:
  - Philosophy and purpose of the program;
  - Structure of the program within the school; and
  - Progress toward meeting program goals at their campus and throughout district.



## Setting Direction – Philosophy and Purpose

- Principals play a critical role in explaining program *philosophy and purpose* to all campus teachers, staff, and community stakeholders.
- Principals should:
  - Explain general philosophy behind performance pay programs;
  - Elaborate on district reasoning for adopting performance pay program within district; and
  - State what the district hopes to accomplish by implementing a performance pay program.

# Setting Direction – Program Structure

- Principals, once performance program has been developed, serve as the first point of contact in rollout of program *structure*.
- Principals should:
  - Articulate program philosophy and structure and their relation to district goals;
  - Clearly articulate reasoning behind performance measures, including:
    - award amounts;
    - award structures (individual, grade, subject, etc.);
    - reasons for teacher, staff, and/or campus omissions;
    - Part II measures;
  - Explain actions teachers will be required to take throughout school year in order to monitor progress towards meeting program goals (time logs, assessment results, etc.); and
  - Enact structures (campus PLC's, weekly staff meetings, etc.) that enable staff to be continually updated on program status as well as seek ways to better implementation at their respective campuses.

## Setting Direction – Program Monitoring

- Principals must communicate program *progress* throughout the school year.
- Principals should:
  - Continually update all stakeholders on program progress both at the campus level and throughout school district;
  - Monitor and inform stakeholders regarding their progress towards meeting program requirements; and
  - Inform stakeholders of any changes and modifications to performance pay program in a timely manner.

# Principal Roles – Setting Direction

Does anyone have any best practices to share regarding the principals role in setting the direction at their respective campuses?

Please press the \* button on your phone to raise you hand. We will call on you to share.

# Principal Roles – Developing People

- Principals must provide the necessary support to ensure students achieve at levels set forth in the goals of the performance award program.
- This includes:
  - Providing professional development;
  - Continually improve on curriculum and instruction practices within the campus community;
  - Demonstrating the analysis and use of student achievement data; and
  - Evaluating teacher effectiveness

# Developing People – Support to Meet Goals

- Principals must ensure that their campus staff are receiving meaningful, rigorous, job-embedded professional development that is aligned with program goals.
- Principals should:
  - Solicit feedback from campus staff and district personnel on what is needed to ensure effectiveness inside their classroom;
  - Review and disseminate information regarding professional opportunities within the district and/or state to campus staff; and
  - Structure campus professional development opportunities towards reaching performance program goals.

# Developing People – Effective Instruction

- Principals lead campuses, through their understanding of the curriculum, by guiding the instructional practices at their school.
- Principals should:
  - Closely monitor all grades, subjects, and individuals (especially department and/or grade level chairs) to ensure staff clearly understands required curriculum;
  - Collaborate with the Professional Learning Communities to ensure continued growth throughout the year;
  - Provide guidance and evaluation on instructional strategies within the classroom;

# Developing People – Data Driven Analysis

- Principals create data-driven campuses that utilize student achievement data to evaluate student progress towards achieving goals of performance pay programs.
- Principals should:
  - Track campus-wide, classroom-level, and student-level achievement data throughout school year;
  - Analyze student achievement data with teachers and staff both individually and collectively; and
  - Monitor completion of program requirements not related to student achievement (time logs, etc.) and continually update teachers on their progress.

# Developing People – Ongoing Evaluation

- Principals serve as the primary evaluator of educator effectiveness within their school.
- Principals should:
  - Conduct frequent teacher observations and evaluations;
  - Provide critical feedback through pre- and post-conferences;
  - Coach individual teachers, where necessary, on areas of need; and
  - Constantly relate evaluations with performance pay program goals.

# Principal Roles – Developing People

Does anyone have any best practices to share regarding the principals role in leading campus in developing people at their respective campuses?

Please press the \* button on your phone to raise you hand. We will call on you to share.

## Principal Roles – Redesigning the Organization

- Principals must ensure that the conditions and incentives fully support rather than inhibit student progress towards meeting performance program goals.
- This includes:
  - Structuring instructional support efforts (professional development, PLCs, etc.) around the goals set forth in the performance award program;
  - Delegating campus responsibilities to staff in order to maximize efficiency and investment; and
  - Creating internal processes (mentor/mentee relationships, observation periods, etc.) that foster communication, support, and accountability.



## Principal Roles – Redesigning the Organization

Does anyone have any best practices to share regarding the redesign of campus conditions and practices at their respective campuses?

Please press the \* button on your phone to raise you hand.  
We will call on you to share.

# Summary

- It is necessary for principals to manage performance award programs at the campus level.
- At the campus level, the principal can help create a *shared vision, distribute leadership, set campus direction, and develop people* in order to lead campus staff towards program goals of increasing student achievement.
- Principals, through this role, can help implement performance pay programs through:
  - Driving program progress;
  - Managing and monitoring the program at the campus level;
  - Ongoing stakeholder communication and buy-in; and
  - Instituting technical supports needed to meet program goals.

# Questions?