

# School Improvement

## Using a Comprehensive Needs Assessment of Distributed Leadership



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& Effective Instruction Coach



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Project Director  
Comprehensive Assessment of  
Leadership for Learning (CALL)



Betsy Schroeder, EdD  
Principal

# State of Wisconsin Title I Team Project

## Leadership for Learning

### **Project Goals:**

To form a collaborative network of principals from across the state of Wisconsin who engage in ongoing facilitated learning together.

To provide formative data connected to research-based Leadership practices that will guide an effective school improvement process.

To offer access to professional learning opportunities that inform school improvement.

To support Focus Schools principals as they develop and guide an effective continuous improvement process within their schools.

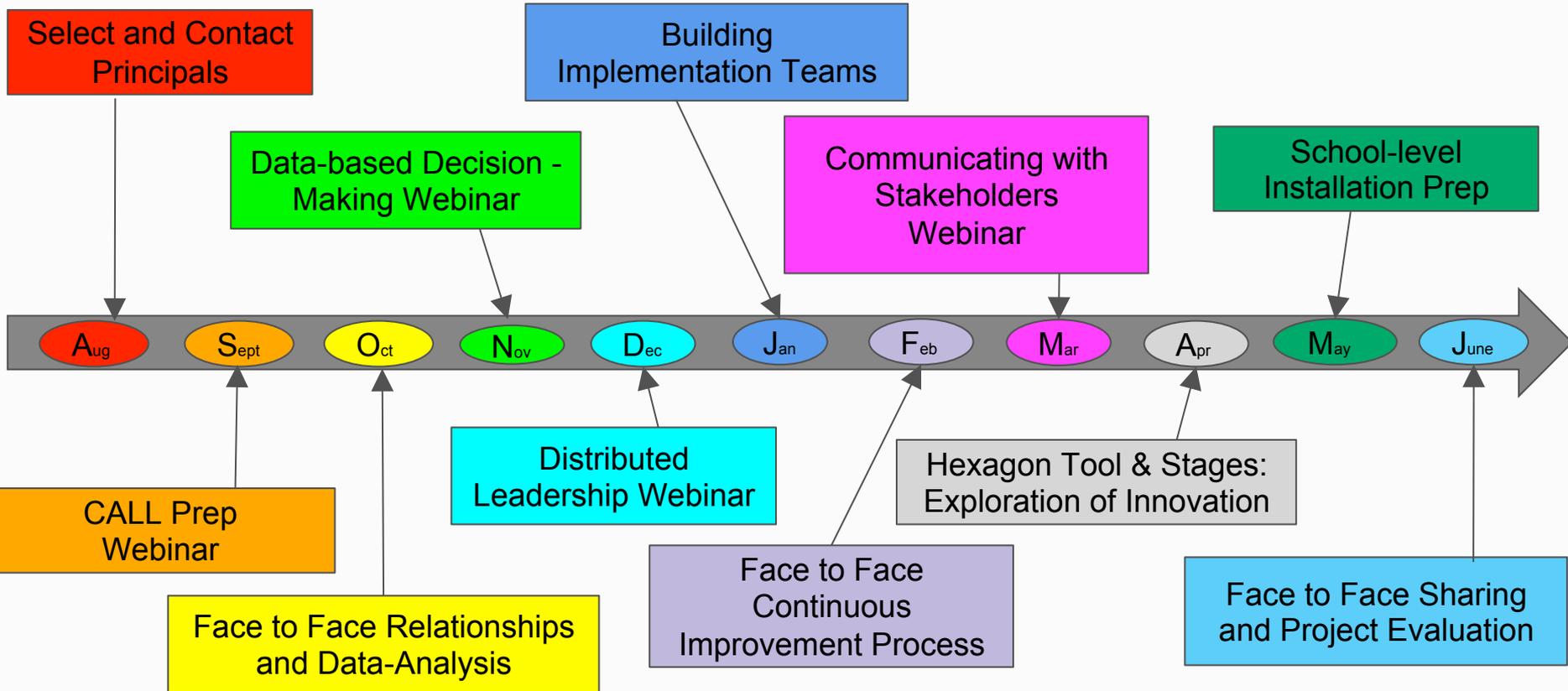
# Seven Strong Claims about Successful Leadership

Leithwood, Harris, Hopkins, 2008

1. School leadership is second only to classroom teaching as an influence on pupil learning.
2. Almost all successful leaders draw on the same repertoire of basic leadership practices.
3. The ways in which leaders apply these basic practices . . . demonstrate responsiveness to, rather than dictation by, the contexts in which they work.

4. School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.
5. School leadership has a greater influence on schools and students when it is widely distributed.
6. Some patterns of distribution are more effective than others.
7. A small handful of personal traits explains a high proportion of the variation in leadership effectiveness.

# Project Timeline



# Project Participation

## Merrill Elementary School Beloit, WI

257 students in grades 4K-3

96% of students qualify for free or reduced lunch

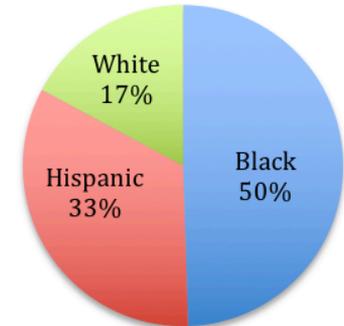
16% of our students are identified with a disability

43 staff - 33 professional and 10 support staff

Identified as a Title I Focus School in 2012 for low  
subgroups in Reading achievement



Race/Ethnicity of Merrill Students  
September 2016



# Project Participation

## Merrill Elementary School Beloit, WI

New school leadership in 2014

Two questions...

- Where does leadership already exist?
- In what areas do I need to focus?



# Turn and Talk

Introductions &

What does your organization do to support principals?



# Purpose of Assessment:

Measure  
performance



?

# Purpose of Assessment:

Measure  
performance

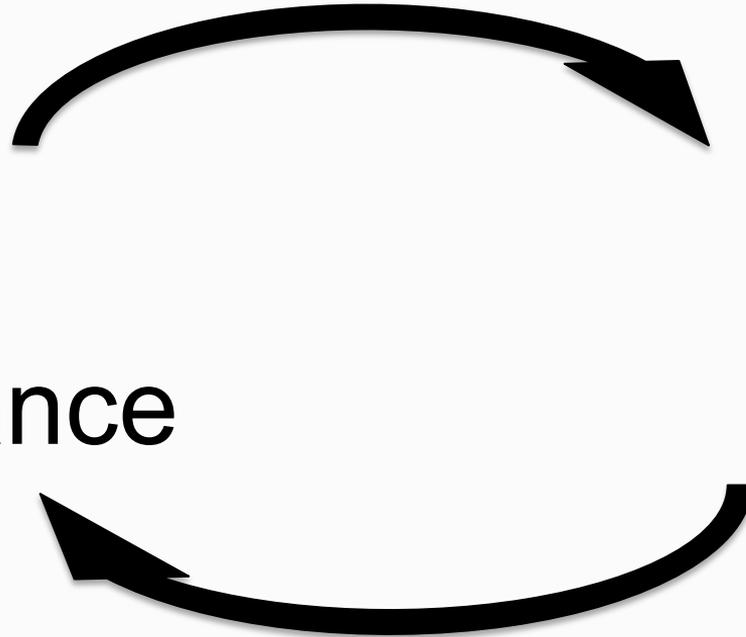


Support  
learning

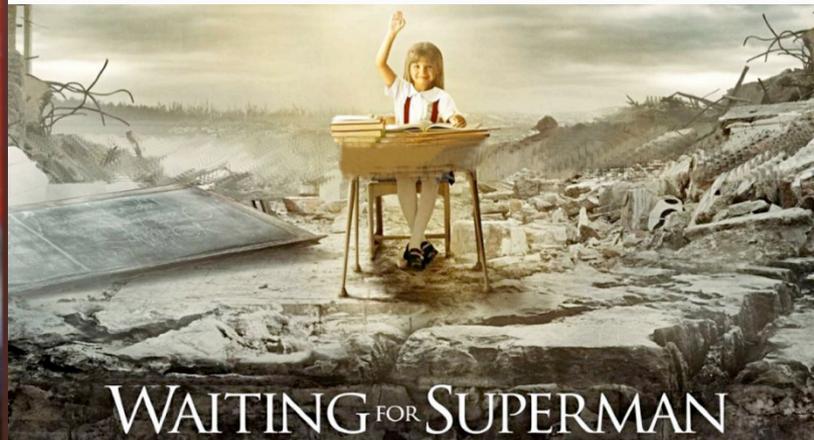
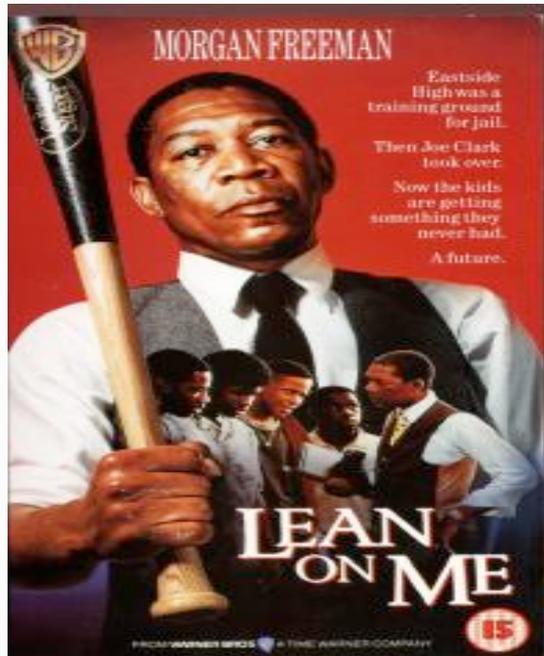
# Purpose of Assessment:

Measure  
performance

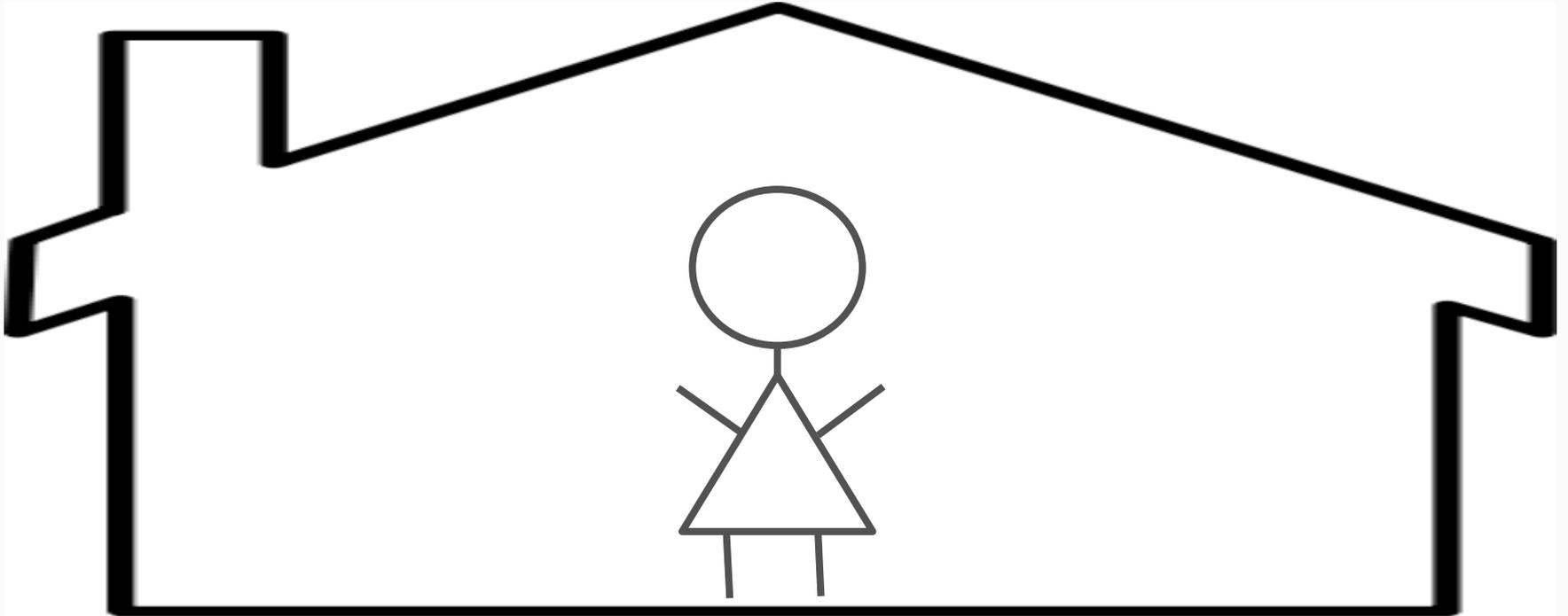
Support  
learning



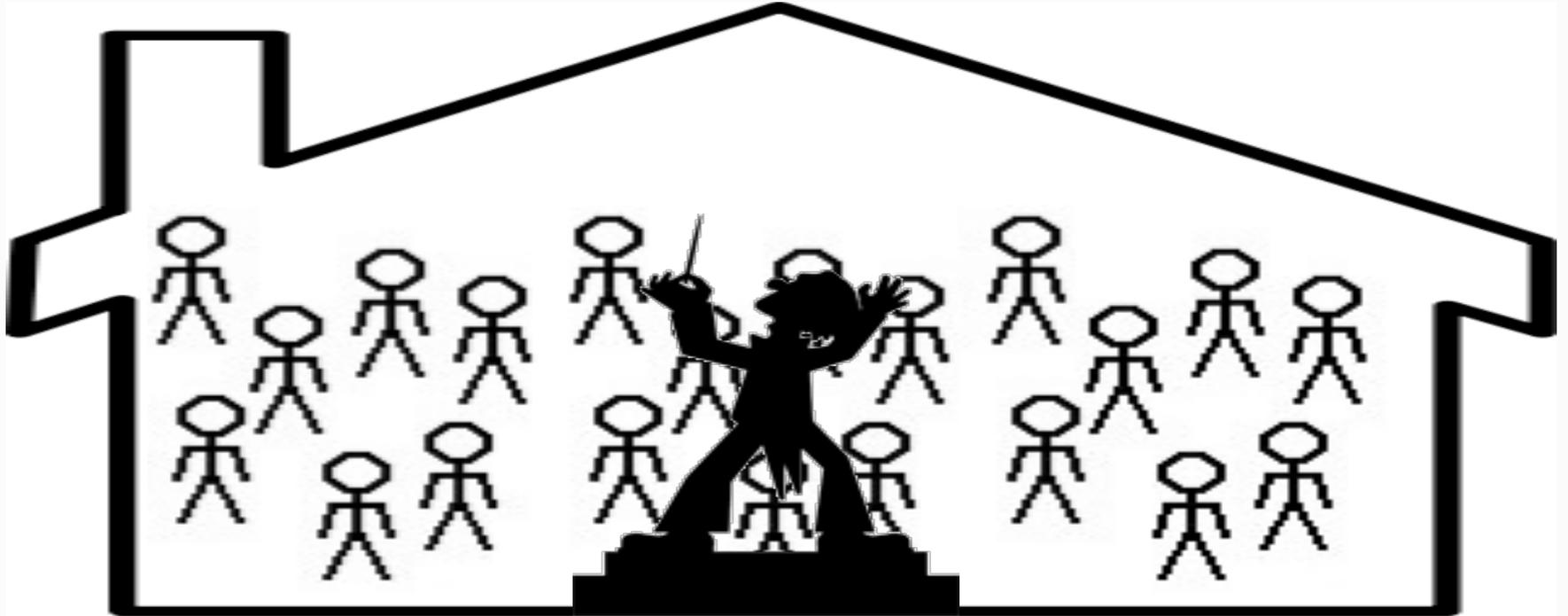
# School Principal as Superhero?



# Individual Leadership



# Distributed Leadership



**C**OMPREHENSIVE  
**A**SSESSMENT OF  
**L**EADERSHIP FOR  
**L**EARNING

# What is CALL?

Online **Formative Assessment** and **Feedback System** Designed to Measure School-Wide **Distributed Leadership**

# Key Characteristics

## Multi-Source Survey

All teachers, administrators, instructional and student support staff participate

# Key Characteristics

## Multi-Source Survey

Survey focused on leadership tasks

Regardless of the actor, what is being done...how effective is this work?

# Key Characteristics

Multi-Source Survey

Survey focused on leadership tasks

Formative feedback system

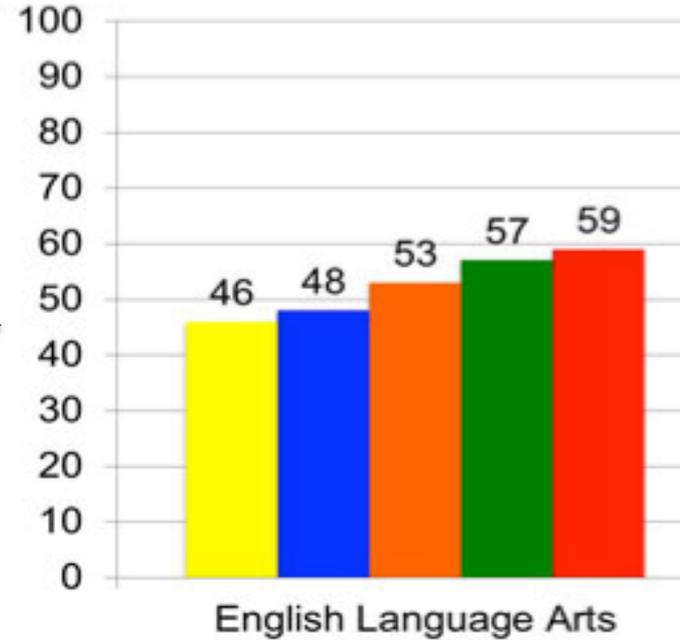
Targeted data to support school improvement initiatives

# Use of Data for School Improvement Planning

## PEOPLE



## OUTCOMES

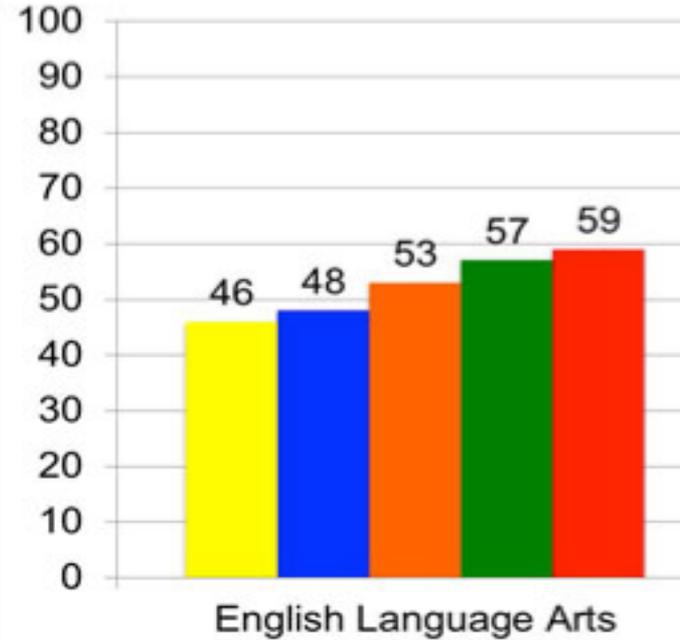


# Use of Data for School Improvement Planning

## PEOPLE



## OUTCOMES



# Use of Data for School Improvement Planning

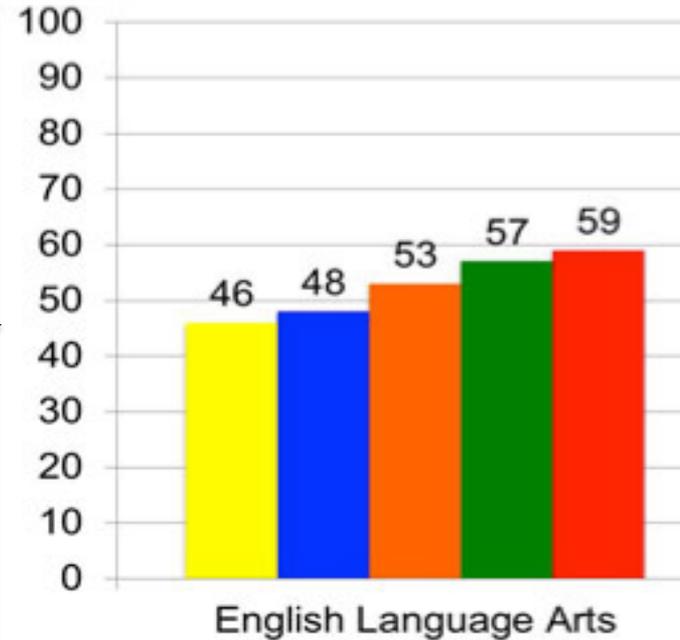
## PEOPLE



## WHAT PEOPLE DO

Tasks  
Activities  
Routines  
Practices

## OUTCOMES



# Use of Data for School Improvement Planning

**ASSESS**  
**WHAT**  
**PEOPLE DO**

**Tasks**  
**Activities**  
**Routines**  
**Practices**

# Use of Data for School Improvement Planning

**ASSESS**  
**WHAT**  
**LEADERS DO**

**Tasks**  
**Activities**  
**Routines**  
**Practices**

# Rather Than Focus on Individual...



# ...Focus on the Work of Leaders



# Traditional Principal Evaluation Survey Question

How effective is the **principal** in implementing professional development activities?

- a) Not effective
- b) Somewhat effective
- c) Reasonably effective
- d) Very effective
- e) Extremely effective

# Traditional Principal Evaluation Survey Question

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# Sample CALL Survey Question

Which of the following best describes how well **school-wide professional development activities** reflect the instructional goals of the school?

- a) They do not reflect the instructional goals of the school.
- b) They reflect the instructional goals of the school, but do not address needs for teacher learning.
- c) They reflect needs for teacher learning, but are not differentiated to address the various learning needs of the teachers.
- d) They are differentiated to address the various learning needs of teachers, but do not utilize teacher expertise.
- e) They are differentiated to address the various learning needs of teachers and delivered using the expertise of teachers.

# Sample CALL Survey Question

Which of the following best describes how well school-wide professional development activities reflect the instructional goals of the school?

- a) They **do not reflect** the instructional goals of the school.
- b) They reflect the instructional goals of the school, but **do not address needs for teacher learning**.
- c) They reflect needs for teacher learning, but are **not differentiated to address the various learning** needs of the teachers.
- d) They are **differentiated to address the various learning needs** of teachers, but do not utilize teacher expertise.
- e) They are differentiated to address the various learning needs of teachers and **delivered using the expertise of teachers**.

# CALL System Implementation

Administered school wide in Fall 2014

Analyzed results in October with Leadership for  
Learning cohort

Reviewed results with Merrill Leadership Team



# CALL System Implementation

## **Areas of Strength**

Maintaining a School-Wide Focus on Learning

Professional Learning

Coaching and Mentoring

School Resources are Focused on Student Learning



# CALL System Implementation

## Focus Areas

Personnel Practices

Buffering the Teaching Environment

Formative Evaluation of Teaching

Summative Evaluation of Student Learning



# CALL System Implementation

- Used CALL System's Strategies and Suggestions for Improvement to develop action plans
- Worked with the Leadership for Learning cohort to share action plan progress
- Administered CALL Survey again in Fall 2015



# Using Practice-Based Data for School Improvement

[www.leadershipforlearning.org](http://www.leadershipforlearning.org) → Login → Survey Administrator

Email: [call+TitleOne@leadershipforlearning.org](mailto:call+TitleOne@leadershipforlearning.org)

Password: titleone2017

1. Focus on Improvement Needs and Areas of Strength identified by the CALL system (Change the “VIEW CALL AVERAGE BASED ON” options and “VIEW BY” options).
2. Go to “View all items in this area” within any area.
  - a. And/Or: go to the “Top 10/Bottom 10” tab to examine items from across the survey.
  - b. Look for items with clusters of responses on either end of the spectrum (high or low).
  - c. Look for responses with a more even distribution of responses (where the number of responses does not vary greatly from one response to another).
3. Consider what action steps to take to move from a common response (action) to the next level.
4. Based on the data, what leadership practices will you prioritize as most important to improve student learning?

# Explore and Talk

How might CALL  
support your school  
improvement process?

What questions do  
you have?



# Implementation Science



**State Implementation  
& Scaling-up  
of Evidence-based Practices**

<http://www.scalingup.org>



**UNC**

**FPG CHILD DEVELOPMENT INSTITUTE**

<http://implementation.fpg.unc.edu>

# Formula for Success

WHAT  
Effective  
Innovations



HOW & WHO  
Effective  
Implementation



WHERE  
Enabling  
Contexts



WHY  
Educationally  
Significant  
Outcomes



# Implementation Quick Start

The Active Implementation Hub, AI Modules and AI Lessons are an initiative of the State Implementation & Scaling-up of Evidence-based Practices Center (SISEP) and The National Implementation Research Network (NIRN) located at The University of North Carolina at Chapel Hill's FPG Child Development Institute.

### Outline

### Notes

Slide Title	Duration
▶ Title Slide	00:08
▶ Meaningful Change	00:28
▶ EBPs and Implementatio...	00:48
▶ Implementation Science	01:05
▶ Frameworks Overview	02:15
▶ Frameworks Definitions	00:19
▶ Resources	00:13

**5 Minutes 14 Seconds Remaining**



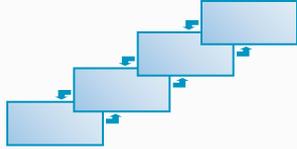
Slide 1 / 7 | Stopped

00:02 / 00:08



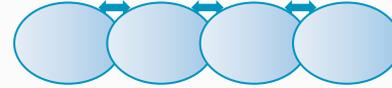
# Active Implementation Frameworks

WHO



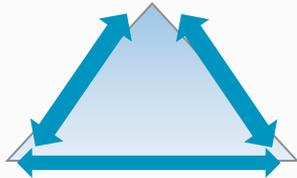
Teams

WHEN



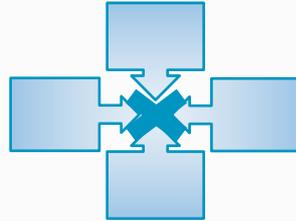
Stages

HOW & WHERE



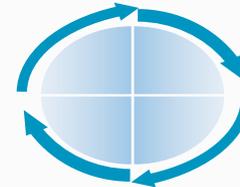
Drivers

WHAT



Effective & Usable Interventions

HOW



Cycles

Merrill Instructional Leadership  
Team focuses on school reform  
efforts in Spring 2015



## Hexagon Tool

Evaluate new and existing interventions via six broad factors:

Needs

Resource Availability

Readiness for Replication

Fit

Evidence

Capacity to Implement



## Practice Profiles

- Identify the core components or essential functions of an evidence based program
- Identify expected, developmental and unacceptable practices



## Implementation Drivers

How do we develop and sustain an infrastructure to improve instructional practices and behavioral supports so that outcomes improve?



# Implementation Science

## Implementation Team

Supports implementation, sustainability, and innovations by building capacity



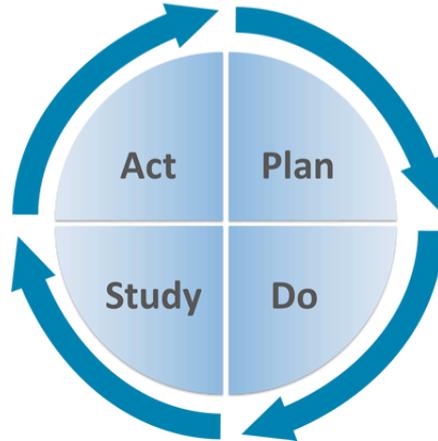
## Implementation Stages

Provides guidance to teams on the journey of implementing programs and practices



## The PDSA Study Cycle

Rapid cycle problem solving in active implementation



### Module 1: An Overview of Active Implementation

- View Module
- Read Description

### Module 2: Implementation Drivers

- View Module
- Read Description

### Module 3: Implementation Teams

- View Module
- Read Description

### Module 4: Implementation Stages

- View Module
- Read Description

### Module 5: Improvement Cycles

- View Module
- Read Description

### Module 6: Usable Innovations

- View Module
- Read Description

### Module 7: Fidelity Assessment

- View Module
- Read Description

### Implementation Quick Start

- View Streaming Lesson (5 min., 10 sec.)
- Read Description / Download

### Drivers Ed

This short series of lessons provides a quick booster on each individual Implementation Driver, then an opportunity to practice and apply the driver concepts.

- **Fidelity:**
  - View Lesson 17 min. 52 sec.
- **Selection:**
  - View Lesson 9 min. 13 sec.
  - Download Handout
- **Decision Support Data Systems:**
  - View Lesson 13 min. 9 sec.
  - Download Handout
- **Coaching**
  - View Lesson 10 min. 16 sec.

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### Lesson 1: The Hexagon Tool

- View Streaming Lesson (2 min. 59 sec.)
- Read Description / Download

### Lesson 2: Usable Innovations

- View Streaming Lesson (10 min.)
- Read Description / Download

### Lesson 3: Practice Profiles

- View Streaming Lesson Part 1 (8 min. 26 sec.)

### The District Capacity Assessment

The DCA is an action assessment designed to help educational district leaders and staff better align resources with intended outcomes and develop action plans to support for the use of effective innovations. To gain access to the online tool (at SISEP.org), participants must first complete online training (approximately 1 hour).

- [Read More and Enroll >>](#)

# CESA Statewide Network



Regional Implementation Team



# Explore and Talk

What might be useful  
to you?

What questions do  
you have?



# CALL Global View for District and State Leaders

View By:

Distance from CALL aver. ▾

Legend: Comparison to CALL Average by Standard Deviation (SD) ?

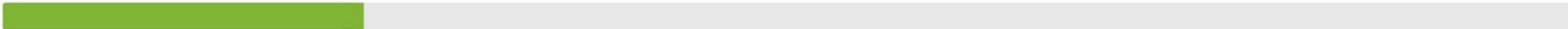
2+ SD below Avg	1-2 SD below Avg	0-1 SD below Avg	0-1 SD above Avg	1-2 SD above Avg	2+ SD above Avg
-----------------	------------------	------------------	------------------	------------------	-----------------

	Focus on Learning				Monitoring Teaching and Learn...				Building Nested Learning Com...				Acquiring and Allocating Resources					Maintaining a Safe and Effectiv...		
AVERAGE	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3
CALL	3.53	3.74	3.47	3.58	3.62	3.52	2.72	3.27	3.47	3.44	3.17	2.62	3.27	3.42	3.1	2.99	3.13	3.66	3.45	3.05
Group	3.14	3.68	3.67	3.9	3.32	3.15	2.1	2.66	3.21	3.05	2.77	2.02	3.87	3.45	2.68	3.17	3.43	3.75	3.52	2.87

<b>Kennedy Sample Middle School</b> Feb 2016 — 36 responses	3.62	3.84	3.52	3.81	3.42	3.39	2.21	2.97	3.57	2.7	2.72	1.48	3.7	3.61	2.13	2.58	3.12	3.84	3.62	2.81
<b>Jefferson Sample Elementary School</b> Mar 2016 — 44 responses	2.7	3.18	3.89	4.06	3.19	2.92	1.9	2.14	3.21	3.25	2.47	2.0	4.09	3.66	2.76	3.56	3.42	3.88	3.65	2.76
<b>Washington Sample High School</b> Mar 2016 — 53 responses	3.17	3.95	3.72	3.89	3.37	3.15	2.18	2.71	3.01	3.04	3.35	2.33	3.97	3.28	2.94	3.08	3.59	3.81	3.47	3.13
<b>Madison Sample Elementary School</b> Mar 2016 — 37 responses	3.15	3.6	3.48	3.8	3.27	3.22	2.03	2.8	3.13	3.12	2.66	2.19	3.65	3.61	2.69	3.46	3.46	3.49	3.32	2.74
<b>Lincoln Sample Middle School</b> Mar 2016 — 26 responses	3.1	3.86	3.67	3.89	3.38	3.07	2.23	2.75	3.21	3.19	2.56	2.13	3.94	3.08	2.79	3.07	3.5	3.65	3.6	2.75

# CALL District-Level Leadership Assessment

## Section 2 of 5



Which of the following best describes how leaders in your district hold teachers and school staff accountable for student learning?

- They do not hold teachers and school staff accountable.
- District leaders look at student achievement data only to hold teachers and school staff accountable, and impose punitive consequences for accountability.
- District leaders look at student achievement data only to hold teachers and school staff accountable, and provide some guidance for improvement.
- District leaders look at continuous student learning data to hold teachers and school staff accountable, and provide some guidance for improvement.
- District leaders look at continuous student learning data to hold teachers and school staff accountable, and provide ongoing guidance for improvement.

Exit Survey

Previous Question

Next Question

# CALL District-Level Leadership Assessment

Section 2 of 5

**Formative feedback for principals is feedback that is intended to improve school-wide leadership.**

**Which of the following best describes the formative feedback principals receive from district leaders?**

- Principals do not receive formative feedback from district leaders.
- The formative feedback principals receive is in the form of generic, positive statements.
- The formative feedback principals receive include specific, critical examples from principals' leadership practices.
- The formative feedback principals receive include specific, critical examples from principals' leadership practices, and provided meaningful suggestions on how to improve.

Exit Survey

Previous Question

Next Question

# Project Evaluation and Next Steps

- Annual Google Survey of Principals
- Year 3: Cohort Three
- Online Course Pilot to Scale-Up

*CESA Purchasing is a statewide cooperative purchasing program of CESA 2.*

1221 Innovation Drive, Whitewater, WI

Office: 1.262.473.1470 <http://www.cesapurchasing.org/>



### Administration

- Course administration
  - Turn editing on
  - Edit settings
  - Course completion
    - Users
    - Advanced enrollments
  - Filters
  - Reports
  - Grades
  - Outcomes
  - Badges
  - Backup
  - Restore
  - Import
  - Reset
  - Question bank

Switch role to...

My profile settings

### Navigation

Home

- My home
- Site pages
- My profile
- Current course

[Home and Syllabus](#)

[Module 1: Beginnings](#)

[Module 2: Preparing](#)

[Module 3: Building Systems](#)

[Module 4: Data](#)

[Module 5: Review Data](#)

[Module 6: Set Priorities](#)

[Module 7: Action Plans](#)

[Module 8: Implementation Plan](#)

[Module 9: Executive Summary](#)

[Summer](#)

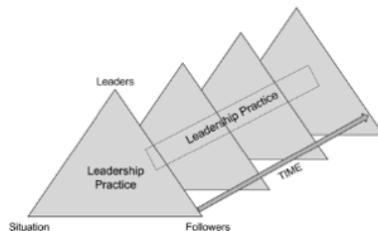
[Goals Wikis](#)

### Activities

- Assignments
- Chats
- Forums
- Resources

## Continual School Improvement: A Process Approach

Your progress ?



Spillane, James - Spillane, J. (2006). Distributed leadership. San Francisco: Jossey-Bass.

### Course Description

This year-long course is meant to engage principals and members of school and district leadership teams in developing a school improvement plan based on data. Specifically, this course gives leaders an organized way to think about utilizing data from the CALL survey, school-based tools, and district goals to create and implement a detailed school improvement plan. Topics include:

- Continuous improvement and leadership in achievement and equity
- Fundamentals of implementation science and distributed leadership
- Building and utilizing school improvement teams
- The Comprehensive Assessment of Leadership for Learning (CALL) Survey
- Utilizing data to develop school improvement plans

Questions?

# Contact Information

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608-655-1444



# Bibliography and Resource Links

*State Implementation and Scaling up of Evidence-based Practices (SISEP)* [www.scalingup.org](http://www.scalingup.org) <http://implementation.fpg.unc.edu/>

*Seven Strong Claims about Successful School Leadership*

Leithwood, Harris, Hopkins, [School Leadership & Management](#) Vol. 28 , Iss. 1, 2008  
National College for School Leadership [ncsl.org.uk](http://ncsl.org.uk)

Comprehensive Assessment of Leadership for Learning (CALL)  
[www.leadershipforlearning.org](http://www.leadershipforlearning.org)

Online Continual Improvement Course - U.W. Madison & CESA  
Purchasing

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