***EDA 830: Program Management and Instructional Leadership***

***K. Austin***

***“Engines of Instructional Improvement-***

***Five Research Sources Outlined”***

***For all school leaders it is imperative to be conversant with strategies, procedures and skills that have been documented through research to positively affect student achievement. These actions may be features of programs, aspects of culture, instructional strategies, leadership functions, or other aspects of the instructional enterprise that have been proven to improve student achievement.***

***Opportunities to improve achievement are found in all three aspects of teaching and learning: Curriculum, Assessment and Instruction.***

***1. Nine Teacher Strategies that Enhance Achievement; Marzano; 1998***

**One mark of an effective teacher is the ability to use an array of research-based instructional strategies. McREL’s meta-analysis of research on instruction (Marzano, 1998) identifies nine instructional strategies that enhance student achievement**:

= Identifying **similarities and differences**: The classroom practices associated with the instructional category of identifying similarities and differences include comparison tasks, classifying tasks, the use of metaphors, and the use of analogies.

= **Summarizing and note taking**: Summarizing and note taking focus on distilling and analyzing information, thus strengthening students’ understanding of the content.

= **Reinforcing effort and providing recognition**: By reinforcing effort and providing recognition, teachers underscore that students’ efforts make a difference in their levels of achievement.

= **Homework and practice**: Homework and practice provide opportunities for students to deepen their understanding and strengthen their skills.

• **Nonlinguistic representations:** Nonlinguistic representations can take a variety of forms including graphic representations, physical models, mental pictures, drawings, and kinesthetic classroom activities.

• **Cooperative learning**: There are five defining elements of cooperative learning: positive interdependence, face-to-face promotive interaction, individual and group accountability, interpersonal and small-group skills, and group processing.

• **Setting goals and providing feedback**: Goal setting establishes a direction for learning. Involving students in the goal-setting process can increase students’ accountability for their own learning.

• **Generating and testing hypotheses**: Processes that encourage students to generate and test hypotheses include systems analysis, invention, experimental inquiry, decision making, and problem solving.

• **Activating prior knowledge**: Cues, questions, and advance organizers give students a preview of what they are about to learn or experience and thus help activate students’ prior knowledge.

**By integrating these strategies into their current classroom practice, teachers can help students deepen their understanding and strengthen their proficiency.**

**Leaders who promote the use of these instructional strategies foster improved achievement.**

**2. Seven Characteristics of Successful Staff Development**

**The U.S. Department of Education (1995) has identified a number of characteristics of an effective professional development program, including the following:**

• \_Focuses on teachers as central to student learning, yet includes all other members of the school community

• \_Focuses on individual, collegial, and organizational improvement

• \_Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community

• \_Reflects best available research and practice in teaching, learning, and leadership

• \_Is planned collaboratively by those who will participate in and facilitate that development

• \_Requires substantial time and other resources

• \_Is driven by a coherent, long-term plan

**Professional development committees would be well advised to design their overall plans to focus on clear personal development and organizational improvement goals, using research-based programs to achieve them. Leaders should seek to emulate these characteristics in all efforts to train staff.**

**3. Charlotte Danielson in her “Framework for Teaching” has identified 22 teacher actions that improve instruction and thereby student achievement. She has identified and described these teacher actions and developed rubrics to be used in evaluating and improving instructional practice.**

***Domain I: Planning and Preparation***

***-Demonstrating knowledge of content and pedagogy***

***-Demonstrating knowledge of students***

***-Setting Instructional Outcomes***

***-Demonstrating knowledge of Resources***

***-Designing Coherent Instruction***

***-Designing Student Assessments***

***Domain II: The Classroom Environment***

***-Creating an environment of respect and rapport***

***-Establishing a Culture for Learning***

***-Managing Classroom Procedures***

***-Managing Student Behavior***

***-Organizing Physical Space***

***Domain III: Instruction***

***-Communicating with Students***

***-Using Questioning and Discussion Techniques***

***-Engaging Students in Learning***

***-Using Assessment in Instruction***

***-Demonstrating Flexibility and Responsiveness***

***Domain IV: Professional Responsibilities***

***-Reflecting on Teaching***

***-Maintaining Accurate Records***

***-Communicating with Families***

***-Participating in a Professional Community***

***-Growing and Developing Professionally***

***-Showing Professionalism***

***Instructional leaders encourage the acquisition and use of these teacher activities in their efforts to improve instruction and student achievement.***

***Management procedures can be modified to focus efforts on the use and refinement of these strategies.***

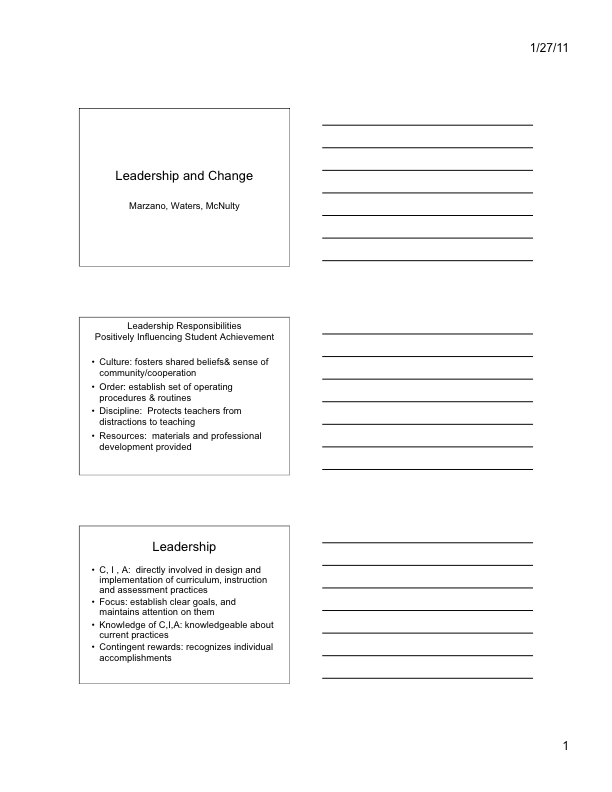
***Teachers should be supported in developing reflective practices based on these components.***

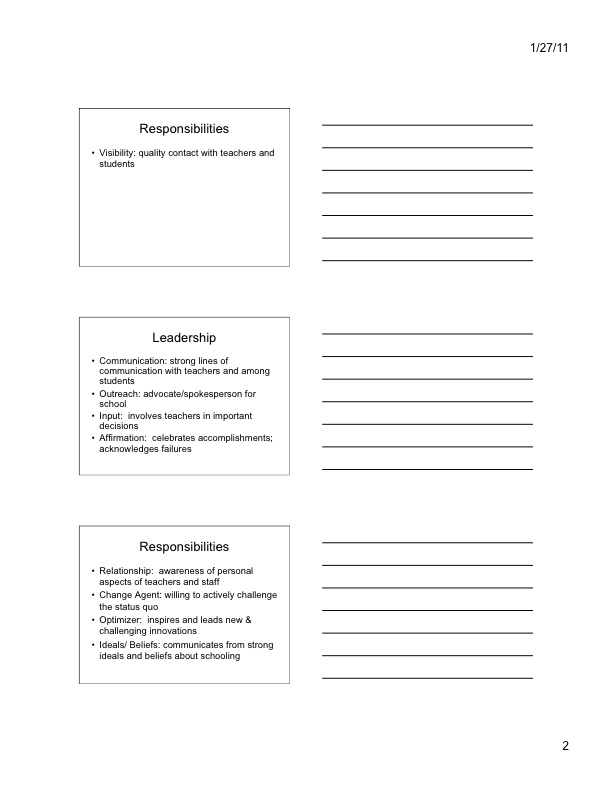
**4. Marzano, Waters, McNulty: 21 Leadership Responsibilities that Promote Change:**

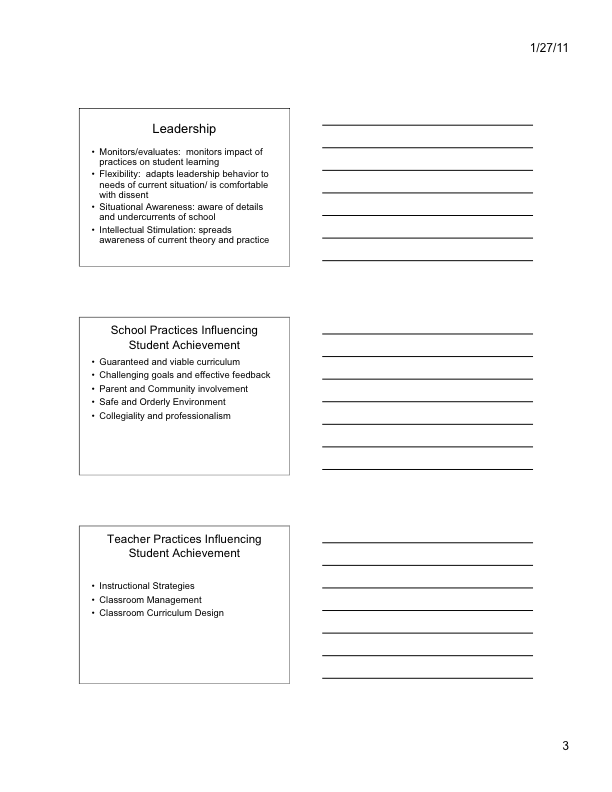
**Marzano, Waters and McNulty, using meta-analysis, have identified and described 21 “Leadership Responsibilities” that have positive affects on student achievement.**

**Research has shown that judicious use of these leadership skills, and knowledge of the issues of organizational change, can positively impact student achievement across a learning community.**

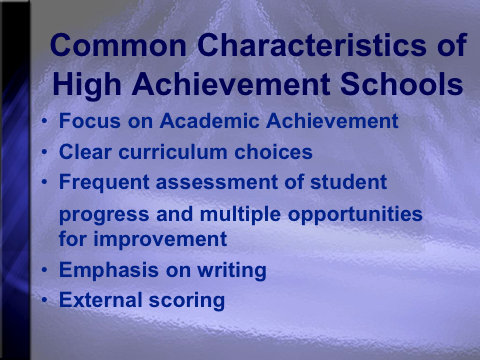
**The chart that follows lists and briefly explains the 21 Responsibilities, as well as School and Teacher Practices, which have been shown to positively affect student achievement.**

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**5. Doug Reeves Identified and Described Common Characteristics of High Achieving Schools in his “90/90/90 Study”:**



***Research-based strategies, programs and actions that support the improvement of student achievement, are the tools with which educators labor to improve instruction and maximize student potential for learning.***

***In an organization the task is to assess the culture accurately, diagnosis and identify obstacles to learning, hypothesize solutions, implement corrective actions, assess the success of the action(s), and constantly address the shortcomings based on continuing assessment of achievement.***