Leadership Implications of Implementing Quality Teaching

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Three Roles of Educational Leaders

The usual scenario

Managerial

Political

Instructional
The NSW Model of Pedagogy
Quality teaching main messages

- It is based on sound research
- It is a framework
- It is generic
- It builds on what teachers already know and do
- It provides concepts and language with which to talk about practice
- It is a model
- Intellectual Quality is central
- The dimensions work to support each other
Mathematics and Social Studies Authentic Student Performance

Classes with Low, Average, and High Authentic Pedagogy
24 Restructuring Elementary, Middle, and High Schools
Writing and Mathematics Authentic Student Performance According to Authentic Intellectual Quality of Teachers’ Assignments 12 Chicago Schools

Source: Newmann, Bryk & Lopez (1998)
High School Mathematics
Conventional Achievement Gains

According to Levels of Authentic Instruction 1000 schools
(NELS Survey)
High School Science Conventional Achievement Gains

According to Levels of Authentic Instruction 1000 schools (NELS Survey)
Elementary Students’ Gains in Reading and Mathematics on the ITBS

According to Authentic Quality of Teachers’ Assignments in Writing and Mathematics in 46 Chicago Schools Gain Scores Averaged Across Grades 3, 6, 8 for 96-97, 97-98, 98-99
Authentic Performance for Students with and without Disabilities in Classes with Low and High Scoring Assignments; 4 Schools, Grades 9-12, 16 Teachers, 4 Academic Subjects

Source: King, Schroeder, Chaswszczewski, 2001
RISER Study 2 Results

- Task authenticity was manipulated
- Quality of work related to task authenticity
High School Authentic Instruction and Conventional Achievement

- **Science Score (IRT Scale)**

  - **8th Grade**
  - **10th Grade**
  - **12th Grade**

**For Low and High Socioeconomic Students from Low Authentic Instruction School**

- **High Socioeconomic Status Students**
- **Low Socioeconomic Status Students**
High School Authentic Instruction and Conventional Achievement

For Low and High Socioeconomic Students from High Authentic Instruction School
Relationship Between Intellectual Quality and Student Behaviour

QSRLS Classroom Observation Results

Students’ Self Regulation
Relationship Between Intellectual Quality and Student Behaviour

QSRLS Classroom Observation Results
Quality teaching main messages

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Working on intellectual quality

- Identify and map concepts to be addressed
- Create opportunities for students to demonstrate understanding
- Help students to ask where knowledge comes from and how we know
- Link higher order thinking to important concepts
- Comment on language and how it functions
- Require elaboration, richness
Working on quality learning environment

- Provide clear statements or examples of what constitutes quality
- Try expecting more while supporting students’ efforts
- Zero tolerance of nastiness, even poking fun
- Require students to take responsibility for their behaviour
- Consider when choices help to increase significance and engagement
Working on significance

- Find out and draw on what kids know
- Look beyond dominant cultural perspectives
- Connect learning experiences and concepts wherever possible
- Opting out is not okay, include everybody
- Connect school learning to something outside of school
- Use the power of stories
The coding process

- Intended to promote professional dialogue and shared understanding with a focus on refining practice
- Not all elements will score highly in all lessons or tasks, but teachers should strive for higher scores
- Use the detailed pages, not the charts until deep understanding has been achieved
- Keep a focus on the dimensions and not just on the discrete elements
Working school-wide

- Provide professional and emotional support for teachers to engage with QT
- Provide resources to support teachers in their engagement with QT
- Provide challenges/imperatives for teachers to engage with QT
- Build QT into school plans and priorities
- Sustain a focus on QT across initiatives and activities; take small steps
- Collect data and celebrate successes
Student Achievement

Curriculum, Instruction, Assessment

School Capacity

Teachers’ Knowledge, Skills, Dispositions

Technical Resources

Professional Community

Principals’ Leadership

Program Coherence

Source: Newmann, King, Youngs (2000)
Professional Community

- Clear shared goals for student learning.
- Collaboration & collective responsibility to achieve the goals.
- Reflective professional inquiry.
- Teacher influence in school decisions.
Professional Community and Authentic Pedagogy: 24 Schools (CORS)

Source: Louis, Kruse & Marks (1996)
Authentic Student Performance for Students in Schools with Low, Average, and High Professional Community in Restructuring Elementary, Middle and High Schools (CORS)

![Bar graph showing Authentic Performance Score: Mathematics and Social Studies Combined for Low, Average, and High Professional Community Schools.](source)

Student Gains on Conventional Tests of Math and Science in High Schools with Low, Average, and High Collective Responsibility (Professional Community)
1000 High Schools (NELS Study)

Mathematics

Gains in Achievement

Grades 8 to 10
Grades 10 to 12

Science

Gains in Achievement

Grades 8 to 10
Grades 10 to 12

- Low Collective Responsibility (1sd below mean)
- Average Collective Responsibility (mean)
- High Collective Responsibility (1sd above mean)

Instructional Program
Coherence

- Common instructional framework.
  - Curriculum, instructional strategies, and assessments of students are aligned among teachers within a grade level.
  - Curriculum and assessments of students proceed logically from one grade level to the next and offer a progression of more complex aspects of subject matter.
  - Key student support programs, such as tutoring, remedial instruction, parent education are aligned with the school’s instructional framework.
Instructional Program Coherence

- Staff working conditions such as the following support implementation of the framework.
  - Administrators and teachers expect one another to implement the framework.
  - Professional development opportunities for staff are focused on the common instructional framework and sustained.

- The school allocates resources and staff assignments to advance the school’s common instructional framework and to avoid diffuse, scattered improvement efforts.
Growth in Average School ITBS Scores
By Change in Coherence, 1994-1997
Controlling for 1994 School Demographics and Coherence

Change in Coherence 1994 -1997
- Declined in Coherence (10th percentile)
- No improvement in coherence
- Average improvement in coherence
- Substantial Improvement in Coherence (90th percentile)

Source: Newmann, Smith, Allensworth, Bryk (2001)
Three Roles of Educational Leaders

New Priorities

Managerial

Political

Instructional
Use planning time well: In relation to QT ask the following questions

1. What do I want the students to learn?
2. Why does that learning matter?
3. What am I going to get the students to produce?
4. How well do I expect them to do it?