Balanced Leadership

Balanced Leadership®

Alaska School Leadership Institute

May 27, 2009
Greg Cameron
gcameron@mcrel.org

© 2009   **McREL**   To request permission to reprint, contact McREL at info@mcrel.org.   1

Balanced Leadership

McREL's Mission

Our mission is to make
a difference in the quality of education
and learning for all through excellence
in applied research, product
development, and service.

McREL   2

Balanced Leadership

Session Outcomes

Increased:

– *understanding* of McREL's research on school leadership, linking principal leadership practice with student achievement.

– *knowledge* and *skills* for improving leadership practices associated with leading change.

McREL   3

Part One

- Overview of McREL's research on principal leadership
- Research findings from McREL's meta-analysis on principal leadership

Balanced Leadership

MₒREL

4

McREL's Conclusions

- We still have work to do to *optimize* our existing forms of schooling.

- In light of political, social, resource, and design realities, it is unlikely we will meet the expectation that *all* children are well prepared to succeed in the future in our current forms of schooling.

- We need educational *leaders (teachers and administrators)* who can integrate the art and the science of leadership to optimize and/or reinvent America's education system.

Balanced Leadership

MₒREL

5

New Expectations

Leading increasingly complex change

Relentless focus on student achievement

Sharing leadership

The principal cannot do it alone.

Balanced Leadership
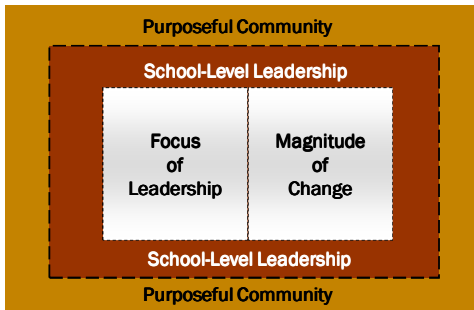
MₒREL

6

Balanced Leadership Framework®

Balanced Leadership

Purposeful Community

School-Level Leadership

Focus of Leadership	Magnitude of Change

School-Level Leadership

Purposeful Community

McREL

McREL's Knowledge Taxonomy

Balanced Leadership

Type	Description
Declarative	What?
Procedural	How?
Contextual	When?
Experiential	Why?

McREL

8

Research Methods

Balanced Leadership
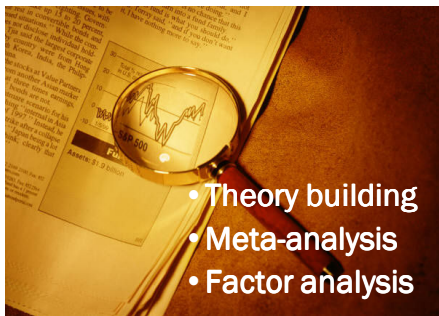
- Theory building
- Meta-analysis
- Factor analysis

McREL

9

Slide 10

Balanced Leadership

We examined the qualitative and theoretical literature on:

Change	Leadership
Systems	Organizational Learning
Collective Efficacy	Personal Optimism
Science of Performance	Learning

McREL

10

Slide 11

Balanced Leadership

Meta-Analysis

McREL

11

Slide 12

Balanced Leadership

McREL's Meta-Analyses

Study	Publication title
Classroom-level practices	*Classroom Instruction that Works* **~Marzano, Pickering, & Pollock, 2001**
School-level practices & student characteristics	*What Works in Schools* **~Marzano, 2003**
School-level Leadership	*School Leadership that Works* **~Marzano, Waters, & McNulty, 2005**
District-level Leadership	*: District Leadership That Works: Striking the Right Balance* **~Waters & Marzano, 2009**

McREL

12

Finding #1:

School Level Leadership Matters

The average correlation (*r*) between
principal leadership behavior
and
school achievement is 0.25

MᴄREL

13

This means:

A one standard deviation increase in teacher perceptions of principal leadership is associated with a **10 percentile-point gain** in school achievement.

MᴄREL

14

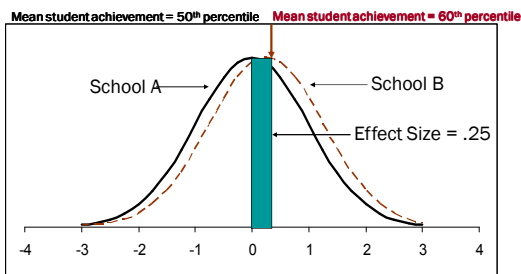### Difference in Mean Student Achievement

Mean student achievement = 50th percentile   Mean student achievement = 60th percentile

School A → ← School B

← Effect Size = .25

-4 -3 -2 -1 0 1 2 3 4

MᴄREL

15

Slide 16

Balanced Leadership

We have...

1. Computed the average effect of school-level leadership.
2. Identified specific leadership responsibilities and practices with statistically significant effects on achievement.

McREL

16

Slide 17

Balanced Leadership

Finding #2:

21 leadership responsibilities

66 leadership practices

All correlated to
student achievement

Each correlation is
statistically significant

McREL

17

Slide 18

Balanced Leadership

21 Leadership Responsibilities

Affirmation	Involvement with CIA
Change agent	Knowledge of CIA
Communication	Monitor/evaluate
Contingent reward	Optimize
Culture	Order
Discipline	Outreach
Flexibility	Relationships
Focus	Resources
Ideals and beliefs	Situational awareness
Input	Visibility
Intellectual stimulation	

McREL

18

6

Balanced Leadership

Learning about Leadership Responsibilities

Using the cards...

Consider each leadership responsibility.

Match each responsibility with its corresponding description.

McREL

19

Balanced Leadership

Using the cards...

Consider each leadership responsibility and its description.

Match with its corresponding practices.

McREL

20

Balanced Leadership

Table Talk

Reflect on the responsibilities and practices:

– What surprises you about the leadership responsibilities and practices?

– What questions do the responsibilities and practices raise for you?

Share with your group.

McREL

21

Debrief

Affirmation	Involvement with CIA
Change agent	Knowledge of CIA
Communication	Monitor/evaluate
Contingent rewards	Optimize
Culture	Order
Discipline	Outreach
Flexibility	Relationships
Focus	Resources
Ideals/beliefs	Situational awareness
Input	Visibility
Intellectual stimulation	

McREL

22

Emphasizing Leadership Responsibilities

Balanced Leadership

- **Place three cards** (Knowledge of CIA, Visibility, & Monitor/evaluate) on the corners of the triangle.

- In teams, **discuss how and why** these responsibilities work together to make your daily leadership practice more intentional.

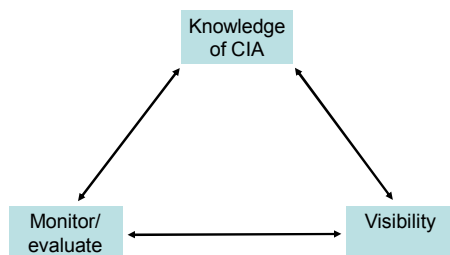- **Consider other groupings** in the same way.

McREL

23

Emphasizing Leadership Responsibilities

Balanced Leadership

Knowledge of CIA

Monitor/evaluate

Visibility

McREL

24

8

Debrief

- What other leadership responsibilities did you group together?

- Why and how would you emphasize these responsibilities together?

- How could an intentional focus on these responsibilities enhance your daily practice?

Balanced Leadership

MᴄREL

25

Part Two

- Research findings from McREL's factor-analysis

- Magnitude of Change

Balanced Leadership

MᴄREL

26

We have…

1. Computed the average effect of school-level leadership.

2. Identified specific leadership responsibilities and practices with statistically significant effects on achievement.

3. Discovered that strong principals are not always effective when using student achievement as the measure of effectiveness.

Balanced Leadership

MᴄREL

27

Finding #3:

The Differential Impact

Teachers' Perceptions of Principal Leadership (Percentile)	Range of Correlations in Studies in Meta-Analysis	Student Achievement (Percentile)
84th	.50	69th
84th	*.25*	*60th*
84th	-.02	49th

McREL

28

Differential Impact:
McREL's Interpretation

Focus of leadership

Magnitude of the change

McREL

29

McREL's View of Change

The **magnitude of change** is defined by the **implications** it has for the people expected to implement it and/or those who will be impacted by it.

The same change can be perceived differently by different stakeholders.

McREL

30

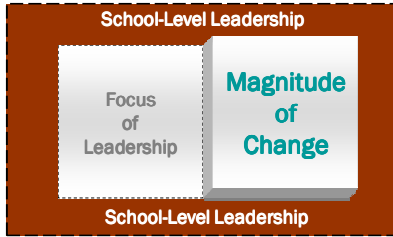## Balanced Leadership Framework®

Balanced Leadership

School-Level Leadership

| Focus of Leadership | Magnitude of Change |

School-Level Leadership

MCREL

Power of Perception

Balanced Leadership

Hill (1915)

MCREL

32

Power of Perception

Balanced Leadership

Edgar Rubin (1915)

MCREL

33

Power of Perception

Botwinick (1961)

MᴄREL

34

Power of Perception
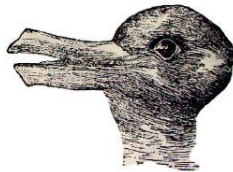
Wittgenstein, 1953

MᴄREL

35

First Order or Second Order?

Do stakeholders perceive the change as. . .

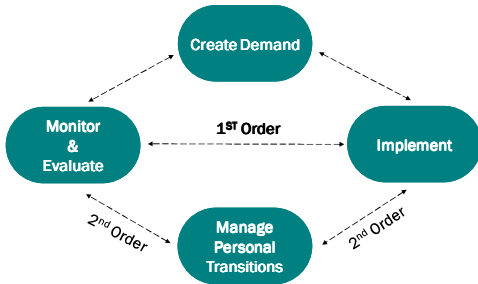|	
an extension of the past?	a break with the past?
consistent with prevailing organizational norms?	inconsistent with prevailing organizational norms?
congruent with personal values?	incongruent with personal values?
easily learned using existing knowledge and skills?	requiring new knowledge and skills?
First-Order Implications	**Second-Order Implications**

MᴄREL

36

Phases of Change

Balanced Leadership

Create Demand

Monitor & Evaluate

1ST Order

Implement

2nd Order

Manage Personal Transitions

2nd Order

McREL

37

Balanced Leadership

Factor analysis

McREL

38

Meta-Analysis vs. Factor Analysis

Balanced Leadership

• **Goal**: Generalize

• Synthesizes existing studies

• Studies the relationship between independent & dependent variables

• Is a quantitative method

• Identifies factors

• **Goal**: Analyze

• Reduces a set of items to a smaller number of dimensions

• Studies patterns among independent variables

META-ANALYSIS
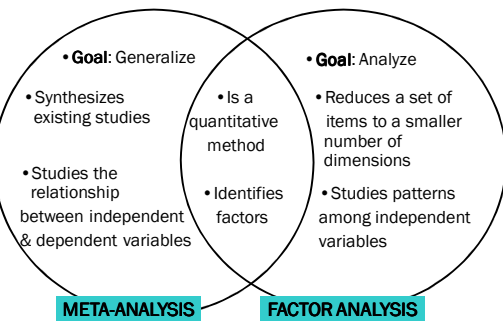
FACTOR ANALYSIS

McREL

39

McREL's Leadership Factor Analysis

92-item online survey

652 principal responses

To understand:

- Principals' emphasis of leadership responsibilities and use of practices
- Change initiatives
- Relationship of change to leadership responsibilities
- Inter-correlations among the responsibilities

Balanced Leadership

40

We have...

1. Computed the average effect of school-level leadership.
2. Identified specific leadership responsibilities and practices with statistically significant effects on achievement.
3. Discovered that strong principals are not always effective when using student achievement as the measure of effectiveness.
4. **Documented a relationship between leadership and change.**

Balanced Leadership

41

Finding #4:

Two major factors

First-Order change
Second-Order change

Balanced Leadership

42

14

First Order or Second Order?

Balanced Leadership

Do stakeholders perceive the change as. . .

an extension of the past?	a break with the past?
consistent with prevailing organizational norms?	inconsistent with prevailing organizational norms?
congruent with personal values?	incongruent with personal values?
easily learned using existing knowledge and skills?	requiring new knowledge and skills?
First-Order Implications	**Second-Order Implications**

MᴄREL

43

We have...

Balanced Leadership

1. Computed the average effect of school-level leadership.
2. Identified specific leadership responsibilities and practices with statistically significant effects on achievement.
3. Discovered that strong principals are not always effective when using student achievement as the measure of effectiveness.
4. Documented a relationship between leadership and change.
5. **Discovered that 21 leadership responsibilities are positively correlated with change perceived as 1st order.**

MᴄREL

44

Finding #5:
Responsibilities that are positively correlated with change perceived as first order

Balanced Leadership

(rank ordered)

1.	Monitor/evaluate	12.	Relationships
2.	Culture	13.	Optimize
3.	Ideals and beliefs	14.	Flexibility
4.	Knowledge of CIA	15.	Resources
5.	Involvement in CIA	16.	Contingent rewards
6.	Focus	17.	Situational awareness
7.	Order	18.	Outreach
8.	Affirmation	19.	Visibility
9.	Intellectual stimulation	20.	Discipline
10.	Communication	21.	Change agent
11.	Input		

(Marzano, Waters, & McNulty, 2005)

MᴄREL

45

We have...

1. Computed the average effect of school-level leadership.
2. Identified specific leadership responsibilities and practices with statistically significant effects on achievement.
3. Discovered that strong principals are not always effective when using student achievement as the measure of effectiveness.
4. Documented a relationship between leadership and change.
5. Discovered that 21 leadership responsibilities are positively correlated with change perceived as 1st order.
6. **Discovered 11 responsibilities are correlated (both positive and negative) with change perceived as 2nd order**

Balanced Leadership

MᴄREL

46

Finding #6:

Responsibilities positively correlated with change perceived as second order

(rank ordered)

1. Knowledge of curriculum, instruction, and assessment
2. Optimize
3. Intellectual stimulation
4. Change agent
5. Monitor/evaluate
6. Flexibility
7. Ideals/beliefs

(Marzano, Waters, & McNulty, 2005)

Balanced Leadership

MᴄREL

47

Finding #6:

Responsibilities negatively correlated with change perceived as second order

(rank ordered)

1. Culture
2. Communication
3. Order
4. Input

(Marzano, Waters, & McNulty, 2005)

Balanced Leadership

MᴄREL

48

Balanced Leadership

Think-Pair-Share

- **Review** the 11 responsibilities.
- **Think** about how they relate to change perceived as second-order.
- **Share** your thoughts with the person sitting next to you.
- **Share** with the large group.

M℃REL

49

Balanced Leadership

Guided Reflection Scenario

1. **Think** of a time when you were leading change perceived as second order.
2. **Record** the name of your change initiative.
3. **Review** the 11 responsibilities correlated with second-order change.
4. Using the guiding questions for each responsibility, **write** the specific actions you took to fulfill each responsibility.

M℃REL

50

Balanced Leadership

Conversation Protocol

Step 1

In teams of four:
- Select a timekeeper
- Number participants 1–4

M℃REL

51

Conversation Protocol

Step 2

Participant 1 has 3 minutes to share:
- his or her change initiative
- responsibilities emphasized
- actions taken to fulfill the responsibilities
- responsibilities not emphasized

McREL

52

Conversation Protocol

Step 3

Participants 2 – 4 have 1 minute each to:
- **respond** to what Participant 1 has shared
- respondents may **share** ideas, resources, thoughts or questions

McREL

53

Conversation Protocol

Step 4

Participant 1 has 1 minute to wrap up the conversation by **reflecting** on what was shared by Participants 2–4

Step 5

Repeat the protocol three more times, with each of the other participants **sharing** their change-initiative experiences

McREL

54

Part Three

- Balancing Leadership
- Planning for Change

MᴄREL

55
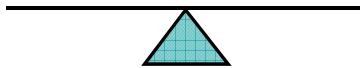

Balancing Leadership for Change

What an organization needs from its leader depends on the magnitude of change for the organization.

Direct	Support
Answer	Question
Step up	Step back

MᴄREL

56

"Conversation Protocol Team"

- Return to your *"Conversation Protocol Team"*.
- Review the balancing actions.
- Consider your change initiative. How did you balance your actions?
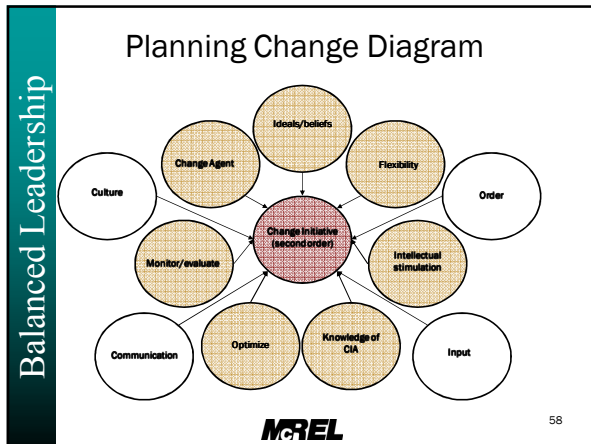- Share your experiences and thoughts with your team.

MᴄREL

57

(Left margin vertical text on all three slides: Balanced Leadership)

Planning Change Diagram

Sample Diagram

Balanced Leadership
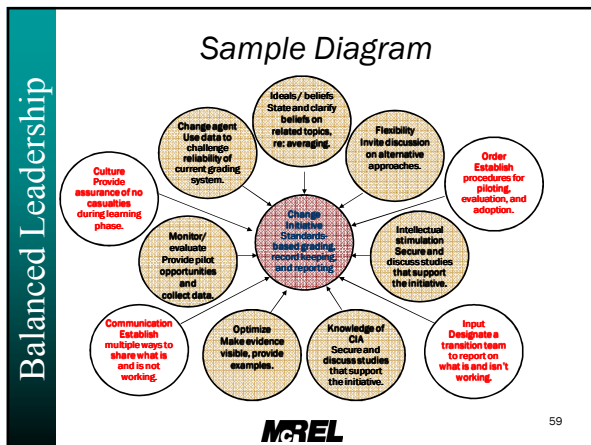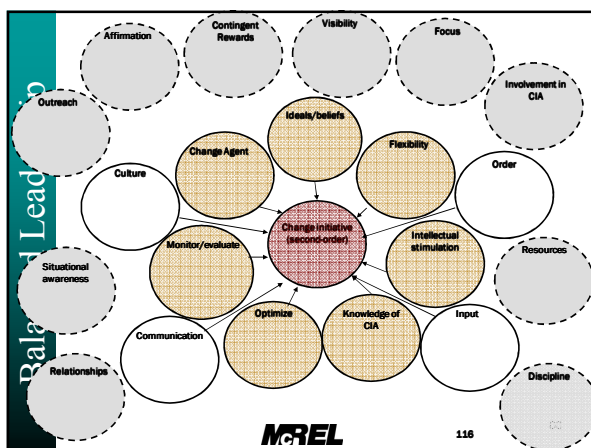
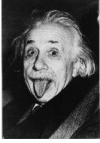"Insanity is doing the same thing you have always done and expecting different results."

~ Albert Einstein

61

Balanced Leadership

If the only tool you have is a hammer, you tend to see every problem as a nail.

~ Abraham Maslow

62

Balanced Leadership

Be the change you want to see in the world

~Mahatma Gandhi

63

For More Information

Balanced Leadership

Visit the McREL Web site
- www.mcrel.org

Visit McREL's online newsroom
- www.mcrel.org/newsroom
- Click on "education topics."
- Click on "leadership."

MCREL

64

Affirmation

Balanced Leadership

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Recognizes and celebrates school accomplishments and acknowledges failures	Systematically and fairly recognizes the accomplishments of teachers and staff

Systematically and fairly recognizes and celebrates the accomplishments of students

Systematically and fairly recognizes the failures and celebrates the accomplishments of the school as a whole |

MCREL

65

Change Agent

Balanced Leadership

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Is willing to and actively challenges the status quo	Consciously challenges the status quo

Is willing to lead change initiatives with uncertain outcomes

Systematically considers new and better ways of doing things

Consistently attempts to operate at the edge versus the center of the school's competence |

MCREL

66

Communication

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Establishes strong lines of communication with teachers and among students	Is easily accessible to teachers and staff Develops effective means for teachers and staff to communicate with one another Maintains open and effective lines of communication with teachers and staff

McREL

67

Contingent Rewards

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Recognizes and rewards individual accomplishments	Recognizes and rewards individual accomplishments Uses performance versus seniority as the primary criteria for rewards and recognition Uses hard work and results as the basis for rewards and recognition Recognizes individuals who excel

McREL

68

Culture

The extent to which the principal . . .	Practices That Fulfill the Area of Responsibility
Fosters shared beliefs and a sense of community and cooperation	Promotes a sense of well being among teachers and staff Promotes cohesion among teachers and staff Develops an understanding of purpose among teachers and staff Develops a shared vision of what the school could be like Promotes cooperation among teachers and staff

McREL

69

23

Discipline

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Protects teachers from issues and influences that would detract from their teaching time or focus	Protects instructional time from interruptions Protects/shelters teachers and staff from internal and external distractions

Balanced Leadership

McREL

70

Flexibility

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	Is comfortable with making major changes in how things are done Encourages people to express diverse opinions contrary to those held by individuals in positions of authority Adapts leadership style to the needs of specific situations Is directive or nondirective as the situation warrants

Balanced Leadership

McREL

71

Focus

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Establishes clear goals and keeps those goals in the forefront of the school's attention	Establishes high, concrete goals, and expectations that all students meet them Establishes high, concrete goals for curriculum, instruction, and assessment practices within the school Establishes high, concrete goals for the general functioning of the school Continually keeps attention on established goals

Balanced Leadership

McREL

72

Ideals/beliefs

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Communicates and operates from strong ideals and beliefs about schooling	Possesses well-defined beliefs about schools, teaching, and learning Shares beliefs about school, teaching, and learning with the teachers and staff Demonstrates behaviors that are consistent with beliefs

Balanced Leadership

MᶜREL

73

Input

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Involves teachers in the design and implementation of important decisions	Provides opportunities for teacher and staff input on all important decisions Provides opportunities for teachers and staff to be involved in developing school policies Uses leadership teams in decision making

Balanced Leadership

MᶜREL

74

Intellectual Stimulation

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture	Keeps informed about current research and theory on effective schooling Continually exposes teachers and staff to cutting-edge research and theory on effective schooling Fosters systematic discussion regarding current research and theory on effective schooling

Balanced Leadership

MᶜREL

75

Involvement in CIA

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	Is directly involved in helping teachers design curricular activities and address assessment and instructional issues

MᴄREL

76

Knowledge of CIA

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Is knowledgeable about current curriculum, instruction, and assessment practices	Possesses extensive knowledge about effective curricular, instructional, and assessment practices Provides conceptual guidance regarding effective classroom practices

MᴄREL

77

Monitor/evaluate

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Monitors the effectiveness of school practices and their impact on student learning	Continually monitors the effectiveness of the school's curricular practices Continually monitors the effectiveness of the school's instructional practices Continually monitors the effectiveness of the school's assessment practices Remains aware of the impact of the school's practices on student achievement

MᴄREL

78

Optimize

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Inspires and leads new and challenging innovations	Inspires teachers and staff to accomplish things that might be beyond their grasp
	Is the driving force behind major initiatives
	Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things

Balanced Leadership

MᴄREL

79

Order

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Establishes a set of standard operating procedures and routines	Provides and reinforces clear structures, rules, and procedures for teachers and staff
	Provides and reinforces clear structures, rules, and procedures for students
	Establishes routines for the effective running of the school that teachers and staff understand and follow

Balanced Leadership

MᴄREL

80

Outreach

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Is an advocate and spokes- person for the school to all stakeholders	Ensures the school complies with all district and state mandates
	Is an advocate of the school with the community at large
	Is an advocate of the school with parents
	Is an advocate of the school with the central office

Balanced Leadership

MᴄREL

81

27

Relationships

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Demonstrates awareness of the personal aspects of teachers and staff	Is informed about significant personal issues within the lives of teachers and staff
	Maintains personal relationships with teachers and staff
	Is aware of the personal needs of teachers and staff
	Acknowledges significant events in the lives of teachers and staff

Balanced Leadership

McREL

82

Resources

The extent to which the principal. . .	Practices That Fulfill the Area of Responsibility
Provides teachers with materials and professional development necessary for the successful execution of their jobs	Ensures that teachers and staff have the necessary materials and equipment
	Ensures that teachers and staff have the necessary professional development opportunities that directly enhance their teaching

Balanced Leadership

McREL

83

Situational Awareness

The extent to which the principal...	Practices That Fulfill the Area of Responsibility
Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems	Is aware of informal groups and relationships among teachers and staff
	Is aware of the issues in the school that have not surfaced but could create discord
	Accurately predicts what could go wrong from day to day

Balanced Leadership

McREL

84

Visibility

The extent to which the principal...	Practices That Fulfill the Area of Responsibility
Has quality contacts and interactions with teachers and students	Makes systematic and frequent visits to the classroom. Is highly visible to students, teachers, and parents. Has frequent contact with students.

McREL

85