Welcome to the EDP Orientation

Executive Development Program

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Principal Fellowship Program Director

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For an effective learning environment, please:

- Turn off the ringers and/or volume of technology devices

- Use the scheduled breaks and lunch to check email, make phone calls, and conduct business.

- If you must engage in such communications, please leave the room to avoid distracting other participants.

- Please take notes on a laptop, tablet, or other device, please where possible in a manner that is not disruptive

For an effective learning environment, please:

- Complete the pre-work

- Help create a safe environment for integrity, authenticity and sharing by respecting others' viewpoints, practicing active listening and keeping confidentiality

- Observe time and help us stay on track by making good use of every minute

- Adhere to attendance guidelines

Absences & Makeups

Although the expectation is that each participant will attend every session of the EDP with their assigned cohort, NISL understands that circumstances may arise that prevents a participant from attending a scheduled session. To that end, NISL provides participants with make-up options as described below. **Please contact Dr. Teri Roberts, Principal Fellowship Program Director, by email to communicate your absence and your need to arrange a make-up with another cohort.**

Make-up Options

1. Participants who miss both days of an entire unit must make up that unit with another cohort.

2. Participants who miss only one day of a unit may make it up at an alternate site, or they may choose an independent study, if available. Once received, the independent study assignment must be completed and returned within three (3) weeks. This option is available for no more than two discrete days

1. Lunch-On Your Own (1 hour)

2. Locations:

   Monroe - Lake Charles – Hammond-Caddo

3. Time: Unit 1, Day 1 Orientation 8am-4pm

   All other days 8:30-3:30 each day.

4. Temp: We can rarely control the environment so be sure to dress in layers in case it is too cold or warm for your preference.

NISL

- Your name

- Your role

- Most important thing we should know about you as you begin your NISL journey.

A 1999 study conducted by NCEE, with support of Carnegie Foundation, New Schools Venture Fund, and Broad Foundation, compared education leadership development with other fields (law, medicine, business, military):

- Determined a need for research-based, job-embedded, cohort-centered, and scalable leadership development

- Drew on leadership experts from academia, military and business

- Resulted in an intensive, continuing research and development effort ($18 MM over 16 years)

A LEADERSHIP PROGRAM
DEVELOPED BY LEADERS IN THEIR FIELDS

LEADERSHIP & ORGANIZATION

Peter Senge
Lester Thurow
Marie Eiter

ETHICS

Tom Sobol
Bob Hughes

MATH

Li Ping Ma
Barbara Forman
Phil Daro

PROFESSIONAL DEVELOPMENT

Marie Eiter
Peter Hill

BENCHMARKING THE BEST: GLOBAL EDUCATION LEADERS, BUSINESS, MILITARY, LAW, AND MEDICINE

SCIENCE

Scott McDonald

STANDARDS-BASED INSTRUCTION

Marc Tucker
Peter Hill

STRATEGIC THINKING

Gen. Tom Moorman
George Thibault
Col. David Tretler

LITERACY

Gay Su Pinnell
Barbara Forman
Lucy Calkins
Sally Hampton

More school leaders have graduated from NISL's EDP than any other proven program in the country

state-level engagements

- Over 12,000 Grads

- In 25 States

- 12 SEAs

STUDIES: NISL TRAINING RAISES STUDENT ACHIEVEMENT

JOHNS HOPKINS UNIVERSITY AND OLD DOMINION UNIVERSITY

STATE	NUMBER OF SCHOOLS STUDIED	STATISTICALLY SIGNIFICANT GAINS*	
		READING	MATH
MASSACHUSETTS Round #1	64		✓
MASSACHUSETTS Round #2	38	✓	✓
PENNSYLVANIA Round #1 6M AFTER GRADUATION	101	✓	✓
PENNSYLVANIA Round #2 18M AFTER GRADUATION	101	✓	✓
MILWAUKEE	21	✓	✓

*Statistically significant gains in both Math and ELA at all school levels

NISL

- **Multiple third-party, rigorous studies** have shown students in schools led by NISL graduates outperform their peers in math and reading, on state tests, at all school levels

- **NISL was the only** "professional learning activity for principals" found to increase student achievement and to meet the ESSA Tier II level of evidence.

  School Leadership Interventions Under the Every Student Succeeds Act, The RAND Corporation, 2016, with support from the Wallace Foundation

- **NISL was the only** "professional learning" program with research meeting WWC criteria with a positive impact on student achievement.

  Principal Talent Management According to the Evidence: A Review of the Literature, AIR, 2016, with support from the George W. Bush Institute

- **NISL was the only** leadership development program recognized by the Business Roundtable for its impact on student achievement, capacity for scalability, and support of rigorous college and career-ready standards.

- I3 five-year validation grant implemented in 2015 in California, Florida, and Mississippi to further validate impact on student achievement

- In its recent review of research that relates school leadership improvement to teacher and student outcomes, Rand identified the NISL EDP as the sole "Professional Learning Activity for Principals" found to increase student achievement and to meet the ESSA Tier II level of evidence (see page 13).

- Equip school leaders with the tools, knowledge and skills needed to make their schools high-performing for all students.

- Enable school leaders to create frameworks for instruction and support for academic behaviors that help prepare students for college and careers.

- Develop agile leadership that can lead an ongoing process of change and leverage strategic and systemic processes to improve schools.

- Help participants build and sustain a culture of collective leadership and push responsibility and authority closer to the point of instruction.

- Foster a community of learners among participants.

"We want, at a minimum, to be sure that high school graduates are ready to succeed in the 2-year and 4-year college programs that will prepare them for both work and further education.

But that is not all we want. We want students whose mastery of the subjects they have studied runs deep—they have the kind of deep understanding of those subjects that will enable them to learn other things easily when they need to and to apply what they have learned creatively and effectively to a wide range of problems and challenges. We want them to be able to synthesize what they have learned from many domains as they address those challenges and to analyze the challenges they face so that they can address them. They will have to be very good communicators, in many mediums. They will need to be both disciplined and creative at the same time. They will need to be able to set a goal, develop a plan, and work toward it.

But we want far more than that for our students. They need to learn how to lead and how to be good team members. We want them to set high standards for themselves and to be prepared to work hard to achieve them. Their character matters a lot to us. We want them to know right from wrong and to do the right thing when it is not easy to do. We want them to take pleasure from serving others and being contributing members of society. We want them to be tolerant and inclusive. We want them to be tough and kind.

School is about a lot more than just classwork. It is about all the kinds of learning that need to take place to develop graduates who will succeed."
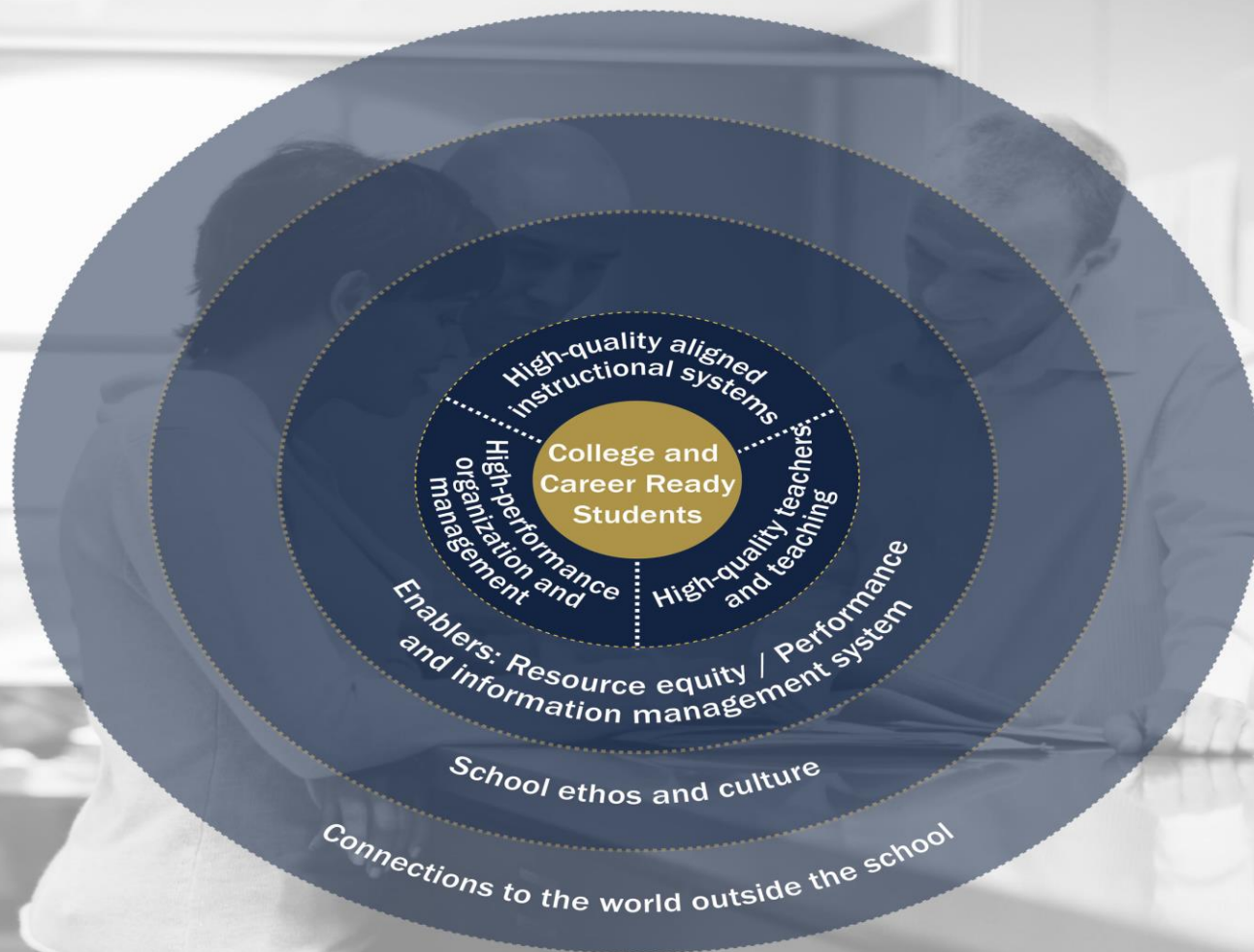
High-quality aligned instructional systems

College and Career Ready Students

High-performance organization and management

High-quality teachers and teaching

Enablers: Resource equity / Performance and information management system

School ethos and culture

Connections to the world outside the school

NISL
NATIONAL INSTITUTE FOR SCHOOL LEADERSHIP®
THE LEADER IN SCHOOL LEADERSHIP®

The NISL Wheel
A Guide for School Leaders

NISL

- High-Quality Aligned Instructional Systems

- High-Quality Teachers and Teaching

- High-Performance Organization and Management

- Performance and Information Management Systems for Resource Equity

- School Ethos and Culture

- Connections to the World Outside of School

Course One	Course Two	Course Three
Units 1 - 3	Units 4 - 7	Units 8 - 12
Strategic Thinking Within Systems	**Strategic Thinking Supporting Learning**	**Strategic Thinking to Build Capacity**
High-Quality Aligned Instructional Systems	**High-Quality Teachers and Teaching**	**High-Performance Organization and Management**

COURSE 1
WORLD-CLASS SCHOOLING: VISION AND GOALS

UNIT 1	UNIT 2	UNIT 3
The Educational Challenge	**The Principal as Strategic Thinker**	**Elements of Standards-Aligned Instructional Systems**

UNIT 1
- ✓ Challenge of the global economy
- ✓ Skills students require
- ✓ Equity—get every student ready

UNIT 2
- ✓ Thinking strategically
- ✓ Decision making processes
- ✓ Analyzing situations
- ✓ Overcoming barriers

UNIT 3
- ✓ Coherent standards
- ✓ Aligned systems
- ✓ Using standards and assessments
- ✓ Building curriculum frameworks
- ✓ Selecting aligned materials
- ✓ The school leader's role

COURSE 2
FOCUSING ON TEACHING AND LEARNING

UNIT 4	UNIT 5	UNIT 6	UNIT 7
Foundations of Effective Learning	**Leadership in the Instructional Core—ELA and History**	**Leadership in the Instructional Core—Science and Math**	**Coaching for High Quality Teaching**

✓ How people learn	✓ Knowledge building in ELA	✓ Learning theory—science and math	✓ Teaching variability
✓ Implications for instruction	✓ Reading comprehension model	✓ Conceptual knowledge	✓ Educator effectiveness systems
✓ The learning environment	✓ Standards, rubrics and instruction	✓ Formative Assessment	✓ Using classroom observation and other data
✓ Language and learning across disciplines	✓ Writing modes	✓ Language in learning math and science	✓ The EDP instructional coaching model
	✓ Organizing concepts for History	✓ Inquiry-based Instruction	✓ Professional Development
	✓ History & college / career prep	✓ Aligned curriculum, instruction and assessment	✓ Human Capital Management Model

COURSE 3
SUSTAINING TRANSFORMATION

UNIT 8
Promoting the Learning Organization

- ✓ School as learning organization
- ✓ Apply learning principles to PD
- ✓ Principles of adult learning
- ✓ Promote professional learning
- ✓ Teacher accountability models

UNIT 9
Teams for Instructional Leadership

- ✓ Levers to improve instruction
- ✓ The leadership team
- ✓ Collective leadership
- ✓ High-performing teams
- ✓ Team: goals, recruitment, selection, motivation

UNIT 10
Ethical Leadership for Equity

- ✓ Equity
- ✓ Ethical assumptions & decisions
- ✓ Just, fair, and caring community

UNIT 11
Driving & Sustaining Transformation

- ✓ The leader's role
- ✓ Academic, social, emotional and ethical development
- ✓ Agile leadership
- ✓ Adaptive changing process
- ✓ Designing, leading, and driving change
- ✓ The VUCA environment
- ✓ Identify root problems and causes
- ✓ Select strategies and formulate plans

UNIT 12
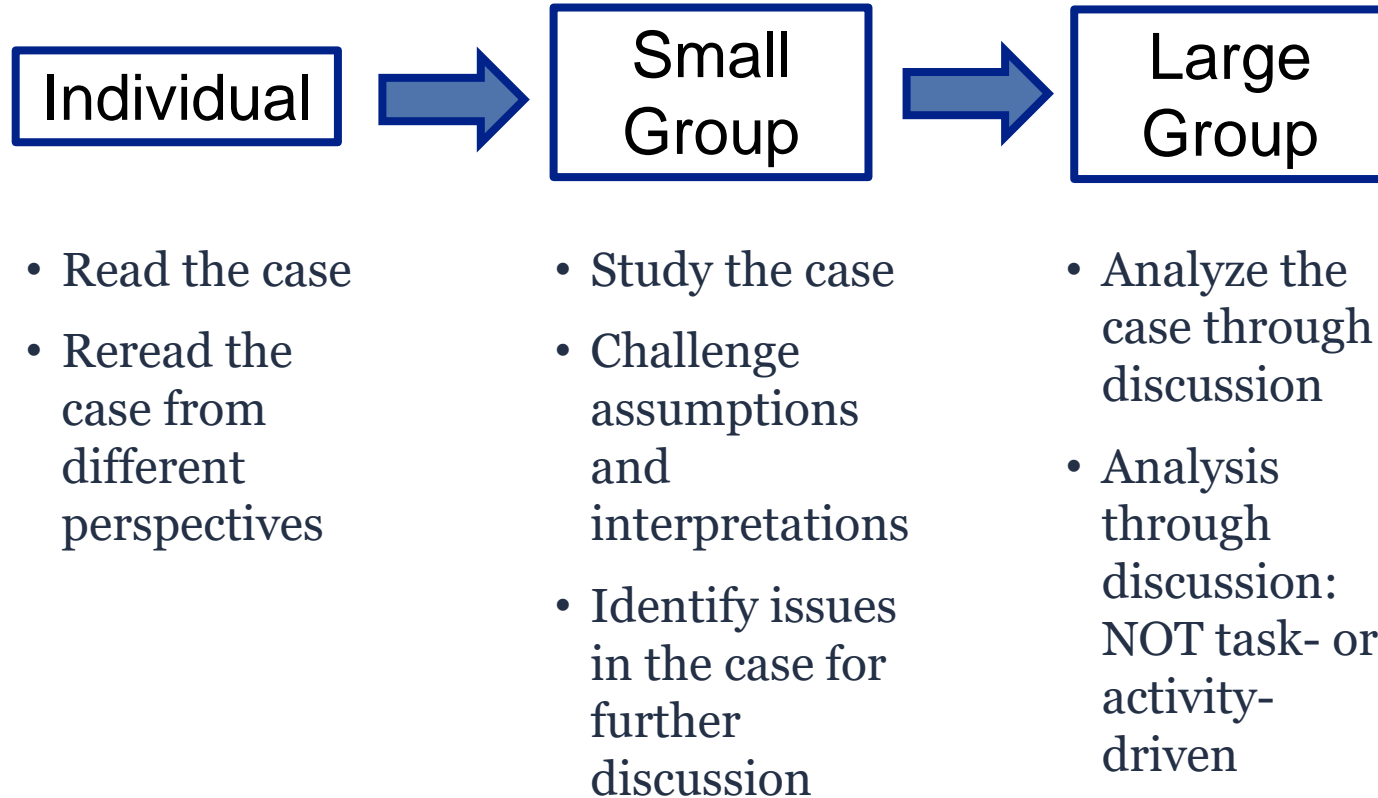### Final Case Simulation & Presentations

- ✓ Case study analysis and presentation
- ✓ Synthesizing the EDP learning
- ✓ Strategic thinking sets priorities and next steps

- Online resources also organized around 3 courses

  - portal.nisl.org

- Individualized tools

  - Self-reflective diagnostics

  - Action Learning

- Professional books

- Case Studies

- Socratic Seminars

- Text-based Reading

- Small and Large Group Analytical Tasks

Case study discussions help us to analyze and discuss embedded problems of practice. Case Studies:

- Present a complex situation—sometimes with no clear starting point—as the basis for thinking through big ideas within the narrative of a rich problem.

- Have no absolute right answers, but not all answers are equally good ones. Responses need to be deeply grounded in knowledge and experience.

- Require tolerance of ambiguity and ambivalence – not written to give all the information that might be needed.

NISL

Individual	→	Small Group	→	Large Group

Individual
- Read the case
- Reread the case from different perspectives

Small Group
- Study the case
- Challenge assumptions and interpretations
- Identify issues in the case for further discussion

Large Group
- Analyze the case through discussion
- Analysis through discussion: NOT task- or activity-driven

For the optimum case study learning experience:

- Read the case study. Reread the case from a different perspective.

- Help create a safe environment for integrity, authenticity and sharing by respecting others' viewpoints, practicing active listening and keeping confidentiality.

- Observe time and help us stay on track by making good use of every minute.

- Do not raise your hand. Do not wait to be recognized. Do look for a way to insert your opinions, ideas, and questions into the discussion.

- Talk to each other. Respond to each other. Challenge each other. Question each other.

Let's get familiar with the portal. Log in and let's find the following:

- Pre-work for Unit 1

- Readings for Unit 1

- Go to Tools-Action Learning Project-Overview - read the introduction

On your own:

- Go to Tools – Diagnostics-Instructional Leadership Instrument(ILI)-Read the First Page Introduction

NISL

- Read the Executive Summary from NCEE's report What Does It Really Mean to Be College and Work Ready?

- Read "9 Building Blocks for a World-Class State Education System."

- Read "Friedman: 'Average Is Officially Over'" (SHRM summary).

- Preview the "Top Performers" menu on the Center on InternationalEducation Benchmarking website at http://www.ncee.org/programsaffiliates/center-on-international-education-benchmarking/.

- Skim the overview to Singapore and skim through the full set of data for two to three countries.

- Scan for familiarity "Standing on the Shoulders of Giants" (NCEE).

Continued…

- Complete the Instructional Leadership Instrument (ILI) available through NISL's Learning Management System.

    - Preview the resulting individual reports for both System Dimensions of School Organization and Management and also Leadership Attributes.

    - Be sure to read the directions before taking (paying close attention to the definition of Priority) and review the Users Guide that is listed below your reports.

- Read "Turnaround! The Pasadena High School Case Study" with the following guiding questions in mind:

    - How would you summarize the context that Judy Codding found as a new principal at Pasadena High School?

    - Why do you think she made the decisions she did?

    - How would you describe Judy as a leader?

- Read "The Dr. Henry A. Wise, Jr. High School Case Study."

- Scan pages 17–21 of the introduction to Leading for Equity.

What questions do you have?