

Effective Supports: 5Essentials Leadership Development

5Essentials



Benjamin Magras

Leadership Coach

University of Chicago, Urban Education Institute, UChicago Impact

Andrew Schmitz

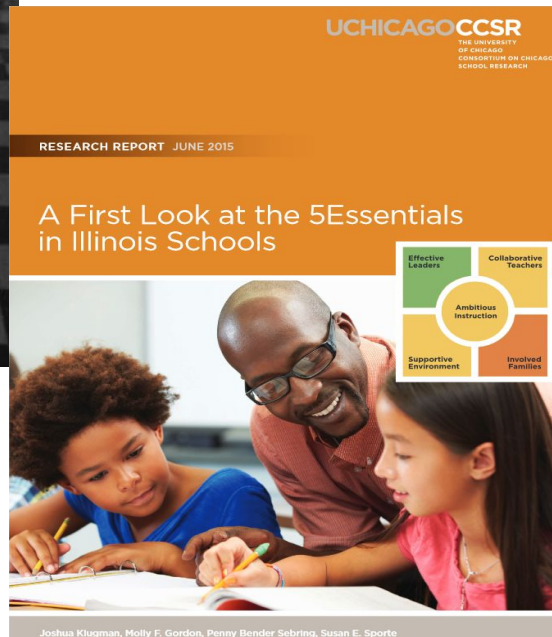
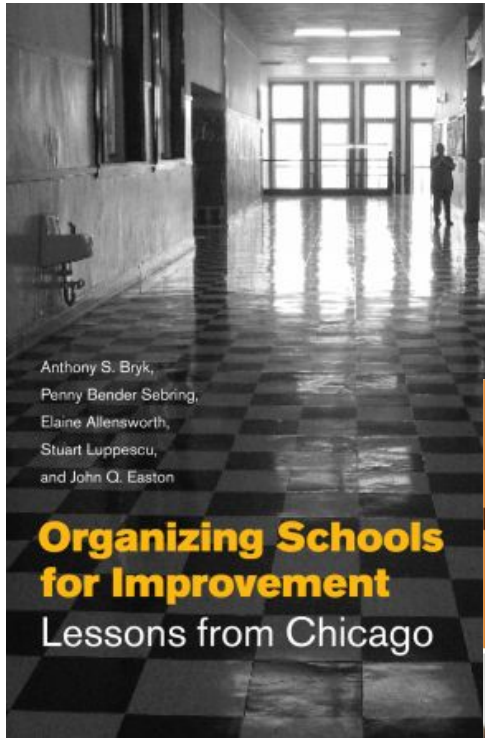
Co-Director, 5Essentials Leadership Development

University of Chicago, Urban Education Institute, UChicago Impact

- Explain the big ideas of the 5Essentials
- Identify how we coach for school improvement using the 5Essentials
- Describe how we develop leadership through network collaboratives

Topic	Time
5Essentials Framework and Survey	5 minutes
5Essentials Leadership Coaching -Framework -Actions -Processes	15 minutes
5Essentials Network Collaboratives	

Why did two schools, with nearly identical demographics and community conditions, have dramatically different outcomes?



20+ years of research, 15 years of data

- Framework built from research on organizational factors that matter most for improving schools
- Validated through longitudinal study
- Continuously assessed for reliability, validity, and relevance

“How we organize schools is critical for student achievement. Improving schools entails coherent, orchestrated action across all five essential supports. Put simply, there is no one silver bullet.”

Anthony Bryk, “Organizing Schools for Improvement.” Phi Delta Kappan April 2010.

*Schools strong on at least three of the 5Essentials were **10 times more likely to improve** student growth in test scores and **30 times less likely to stagnate** than similar schools that were weak on these supports.*

Ambitious Instruction

Classes are challenging and engaging

Effective Leaders

Principals and teachers implement a shared vision for success

Collaborative Teachers

Teachers collaborate to promote professional growth

Involved Families

The entire staff builds strong external relationships

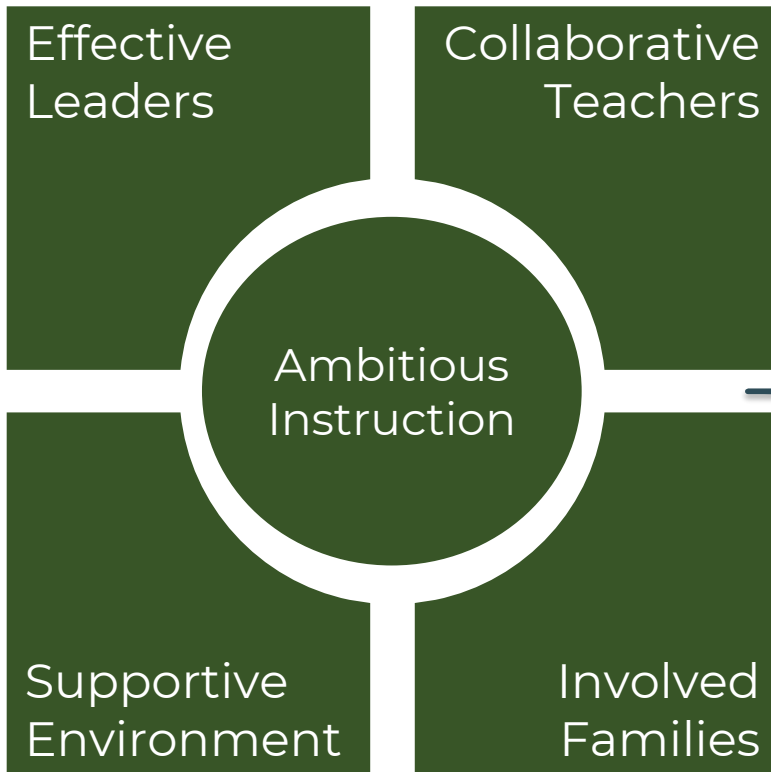
Supportive Environment

The school is safe and orderly. Teachers have high expectations for students





Unpacking an Essential



Measures

English Instruction
Math Instruction
Academic Press
Quality of Student
Discussion

Items

- The teacher asks difficult questions in class.
- This class challenges me.
- This class requires me to work hard to do well.
- The teacher expects us to become better thinkers, not just memorize things.
- The teacher expects me to do my best all the time.
- The teacher expects everyone to work hard.

5Essentials / Ambitious Instruction
Academic Press

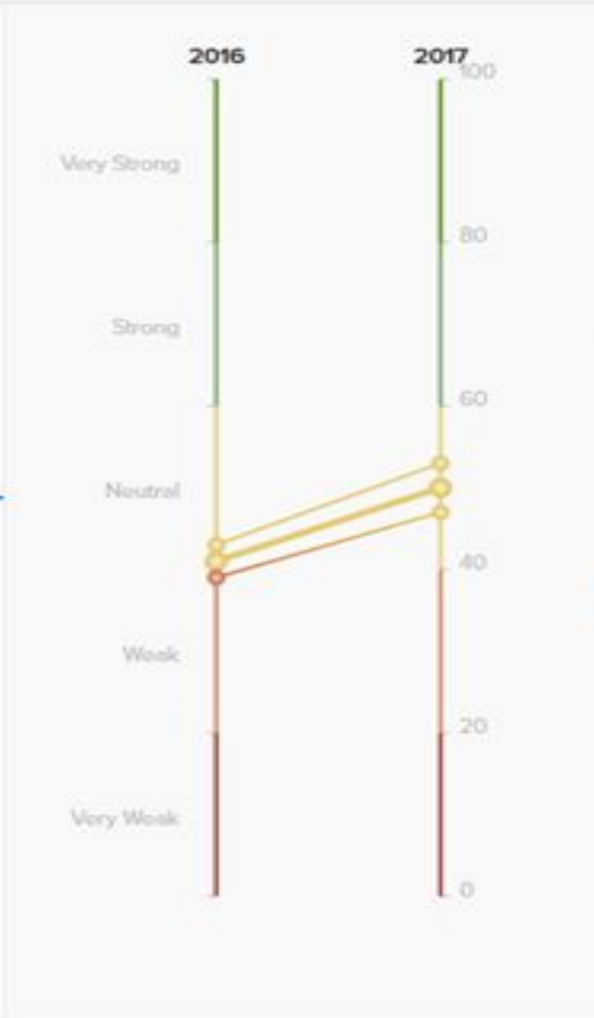
Academic Press
 Teachers expect students to do their best and to meet academic demands.

DATA RANGE

- 1 Year Performance
- 2 Year Change**
- All Year Trends

COMPARISONS CLEAR ALL X

- CPS
- Similar Schools
- Gender**
- Grade Level



Measure	Change	Performance	Essential	Respondent
Academic Press	+ 9	50 Neutral	Ambitious Instruction	Student
Academic Press (Boys)	+ 10	53 Neutral		
Academic Press (Girls)	+ 8	47 Neutral		

What are these results based on?

Academic Press is comprised of the survey questions shown below. Brighton Park Elementary School's performance on individual survey questions is available below to identify particular strengths and weaknesses on Academic Press

Students report the following about one specific class:

[Expand All](#)

- The teacher expects me to do my best all the time
- The teacher expects everyone to work hard
- This class really makes me think.**
- This class challenges me
- The teacher asks difficult questions on tests
- The teacher asks difficult questions in class

5Essentials Leadership Coaching

The Impact of Leadership & Coaching

- Leadership is second only to teaching among school-related factors in its impact on student learning. *(Wallace Foundation, 2013)*
- In a study by Warren and Kelsen, the authors found that coaching principals “significantly increased principal capacity in nine leadership responsibilities and had positive student achievement gains after coaching.”

5Essentials Coaching Framework

5Essentials

- Uses the 5Essentials as a lens for establishing and organizing improvement priorities and actions.
- Supports multiple school leaders (assistant principals, deans, and teacher leaders) in order to build a broader leadership capacity across the school.

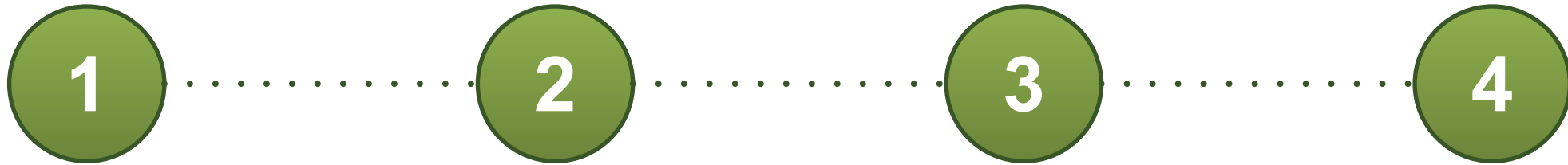


Grounded in the research from “*Organizing Schools for Improvement*”

- How do I incorporate teacher influence in decisions?
- How do I grow trust between teachers, students, families, & adults?
- How do I align my improvement efforts to ensure coherence?

5Essentials Coach Actions

Although the nature of support depends on the particular context of each school, our coaches support leadership teams through four ongoing actions:



1
Providing feedback to leadership teams on key priorities and focus areas during coaching sessions

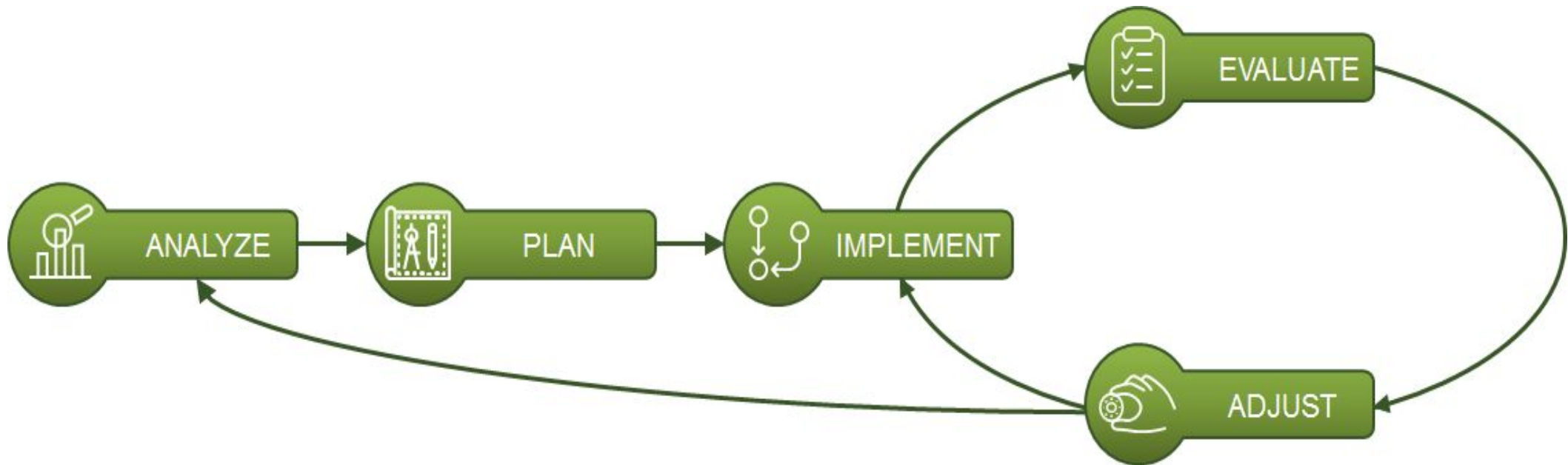
2
Design, planning, and facilitation support

3
Co-observing classrooms, team meetings, and common spaces

4
Creating progress monitoring tools and analyzing data

5Essentials Coach Processes

Using research, data, and key improvement science principles, we engage leadership teams in a cycle of continuous improvement:



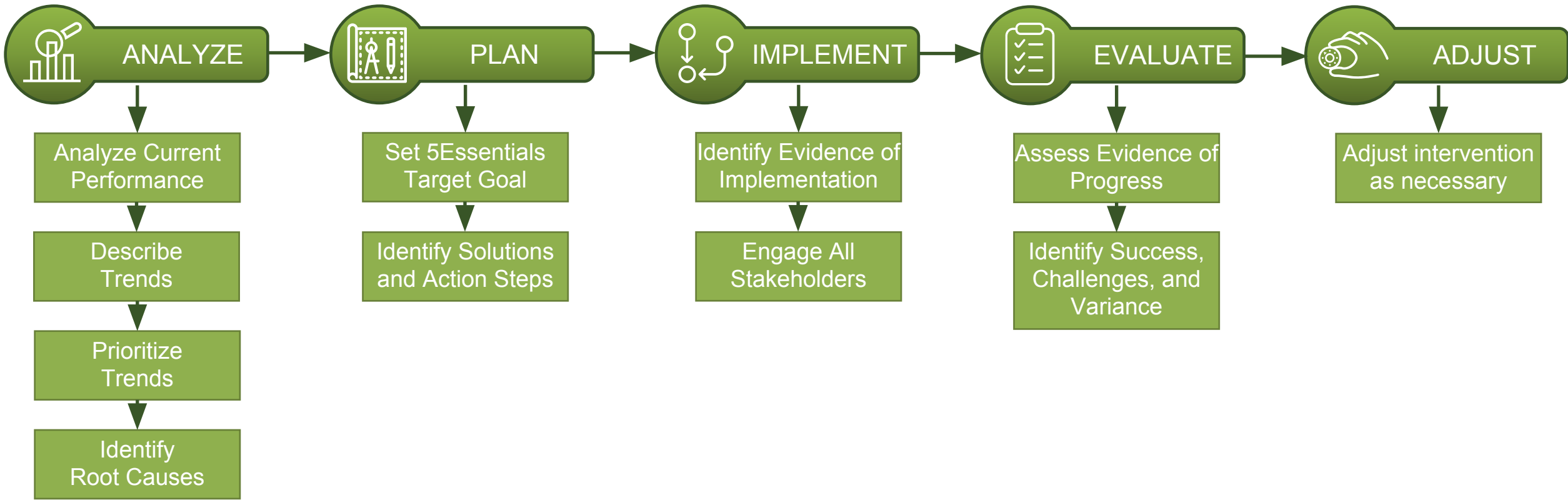
Principles of Improvement

- 1) Make the work problem-specific and user centered
- 2) Focus on variation in performance
- 3) See the system that produces the current outcomes
- 4) We cannot improve what we cannot measure
- 5) Use disciplined inquiry to drive improvement
- 6) Accelerate learning through networked communities

5Essentials Network Collaboratives

- Cohorts of leadership teams that meet every other month for facilitated discussions on evidence and research-based strategies related to the 5Essentials:
 - Tailored to meet the prioritized needs of schools relative to school climate and culture challenges
 - Focused on problems of practice experienced by multiple schools
 - Driven by key improvement principles and a commitment to continuous improvement

Utilizing a Cycle of Continuous Improvement to Guide 5Essentials Data Analysis



Sample Timeline

Session 1: (Early Summer): Analyzing 5Essentials Data & Root Cause Analysis

Session 2: (Late Summer): School Improvement and Implementation Planning

Session 3: (Fall): Targeted Development Sessions on 5E Measures

Session 4: (Early Winter): Evaluating and Adjusting Improvement Goals & Plans

Session 5: (Late Winter): Targeted Development Sessions on 5E Measures

Session 6: (Early Summer): Continuing the Improvement Process

Thank You

Benjamin Magras

bmagras@uchicago.edu

Andrew Schmitz

amschmitz@uchicago.edu

uchicagoimpact.org

Thank You

A. Case Study McPherson Elementary

Case in Point: McPherson Works to Improve Student-Teacher Relationships

Insights:

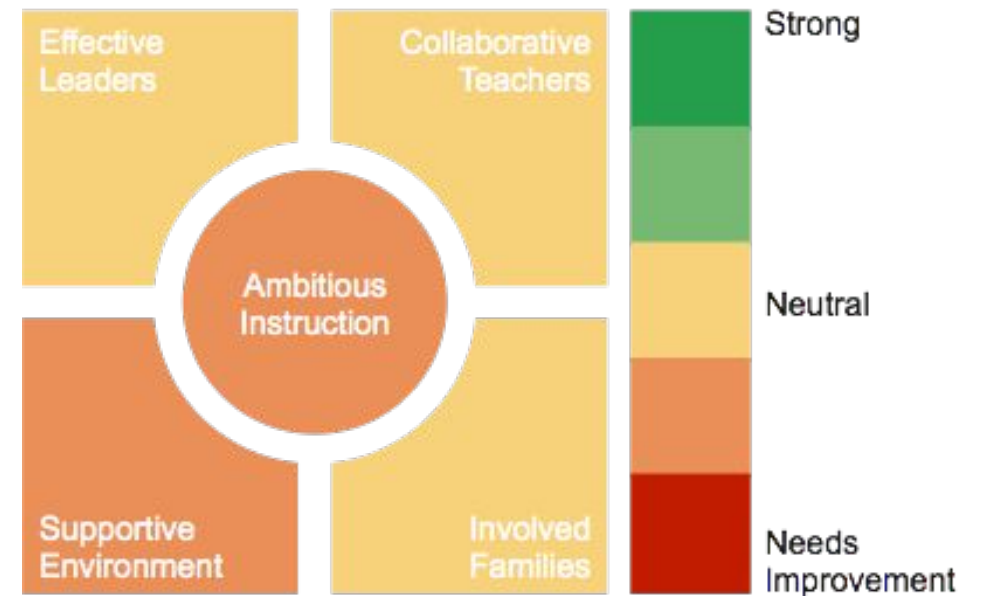
- During the 2014-2015 school year, McPherson was “weak” in the area of Student-Teacher Trust, a component of the Supportive Environment essential.
- They scored a 27 on a 1-99 scale—23 points below the CPS average.

Strategies:

The school provided teachers with different strategies that could be used when interacting with students:

- Training on restorative conversations with students
- De-escalation techniques

Strategies for more private, non-invasive redirections



Case in Point: McPherson Works to Improve Student-Teacher Relationships

Results:

- From 2016 to 2017, the school’s results for Student-Teacher Trust improved 12 points—outpacing the improvement of one point for Chicago Public Schools overall.
- In 2017, McPherson’s results for the Supportive Environment essential improved by 12 points, outpacing the district’s overall average growth in the same essential by 11 points.

