

# Leadership for Learning 2007: *Closing the Implementation Gap*

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## The Four Questions

- What's new?
- What's true?
- What can we STOP doing?
- What do we do NOW?

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## What's New for 2007?

- Latest Evidence on Leadership Maps™
- 129,000+ students from 205 schools
- Synthesis of multiple research sources on teaching, leadership, and organizational effectiveness
- Direct links to student achievement
- Preliminary analysis -- evidence and analysis continues to evolve

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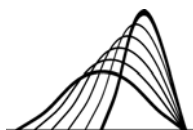
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## The Leadership Map™

- Systematic way of combining analysis of achievement AND implementation of your initiatives by teachers and leaders
- Scores alone are never enough
- The missing link in accountability and leadership is IMPLEMENTATION

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## Leadership Maps™

Achievement of Results

<p><b>Lucky</b> High Results, Low Understanding of Antecedents Replication of Success Unlikely</p>	<p><b>Leading</b> High Results, High Understanding of Antecedents Replication of Success Likely</p>
<p><b>Losing</b> Low Results, Low Understanding of Antecedents D'oh!</p>	<p><b>Learning</b> Low Results, High Understanding of Antecedents Replication of Mistakes Unlikely</p>

Causes: The Antecedents of Excellence

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## Leadership Maps™ in Action

- [www.LeadAndLearn.com](http://www.LeadAndLearn.com)
- 100 Factors synthesized from research – Marzano, Lencioni, Reeves, DuFour, Schmoker, etc.
- Factors are the horizontal axis – degree of implementation
- Student achievement is the vertical axis
- Where is the leadership leverage?

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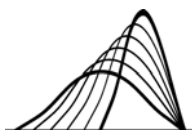
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## Some Cautionary Notes

- Correlation not causation – NEVER is there ONE cause for ONE effect
- NON-LINEAR relationships – “Just a little bit better” is not enough – must have DEEP implementation at the 90% level
- Not every good idea is equal

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## What Strategies Are Most Effective?

- ALIGNMENT of standards, curriculum, instruction AND assessment
- ASSIGNMENT of teachers based on student need
- MODELING and MENTORING of instructional strategies
- ENGAGING classroom environments
- DEEP CONTENT ANALYSIS, including big ideas and essential questions
- MONITORING that is frequent and visible
- INTERDISCIPLINARY assessment
- TEACHING STRATEGIES including comparisons and questions

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## ALIGNMENT of standards, curriculum, instruction and assessment

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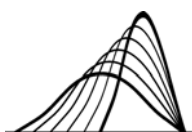
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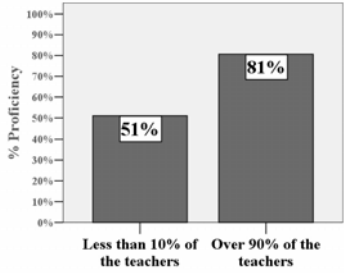
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**Proportion of Teachers who have aligned curriculum, assessments, and instruction to State content standards (Math and Factor 5)**




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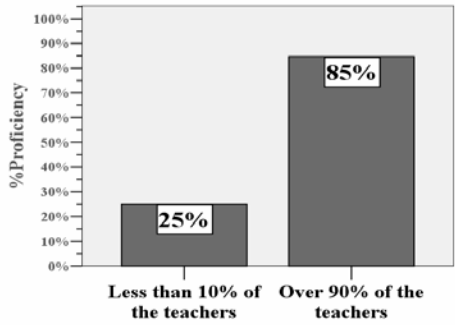
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**Proportion of Teachers who have aligned curriculum, assessments, and instruction to State content standards (Science and Factor 5)**




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**ASSIGNMENT of teachers based on student need**

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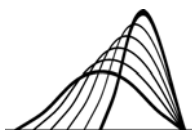
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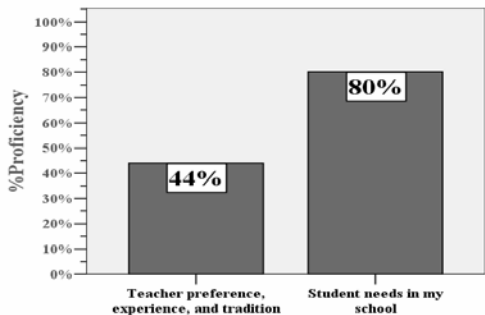
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**Impact of determination of teacher assignments by classroom, grade, or courses**  
(English and Factor 13)




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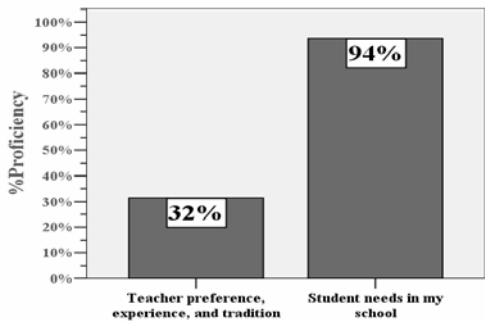
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**Impact of determination of teacher assignments by classroom, grade, or courses**  
(Science and Factor 13)




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**MODELING and MENTORING of instructional strategies**

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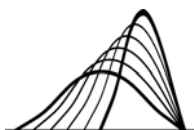
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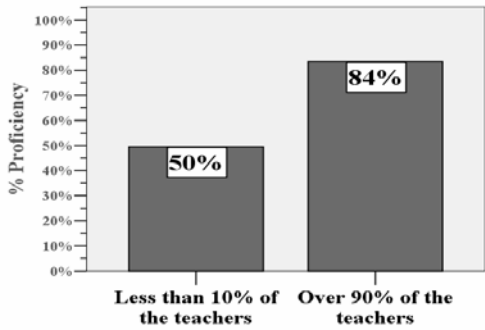
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**Teachers who participate in mentoring, modeling of instructional strategies, and coaching on a weekly basis (Science and Factor 14)**




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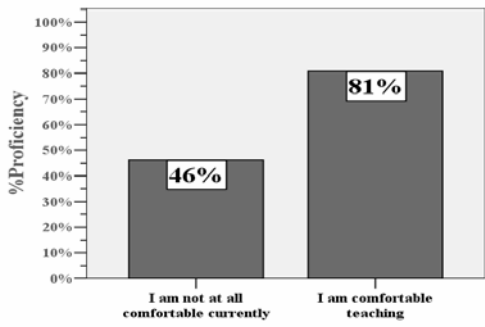
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**Teachers are Uncomfortable or Comfortable teaching Essential Questions to the faculty (English and Factor 28)**




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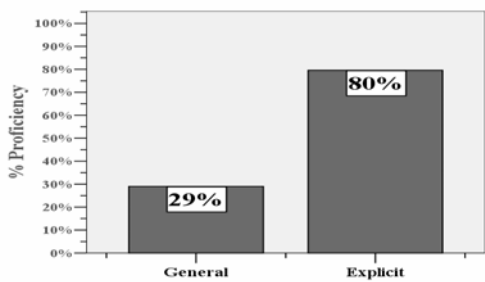
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**Impact of communication to faculty and staff - clear, explicit and in writing or General enough to communicate a vision, but open to interpretation and creativity (Science and Factor 97)**




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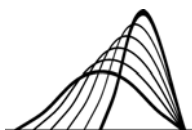
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## ENGAGING classroom environments

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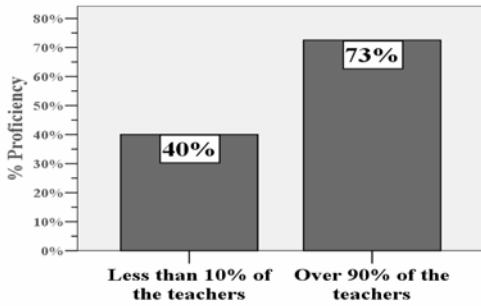
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**Classroom environments that stimulate engagement by posting standards, displaying excellent student work, and making sure essential questions are evident (Math and Factor 21)**



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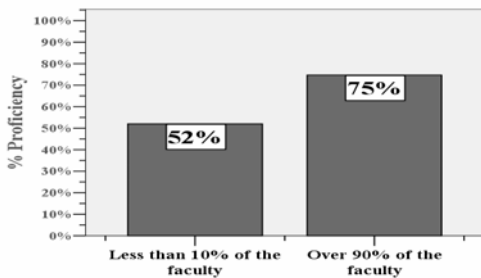
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**The proportion of faculty who display student achievement information, including exemplary student essays, science projects, charts, graphs, and tables (Reading and Factor 58)**



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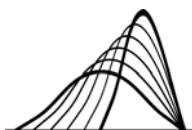
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**DEEP CONTENT  
ANALYSIS, including big  
ideas and essential  
questions**

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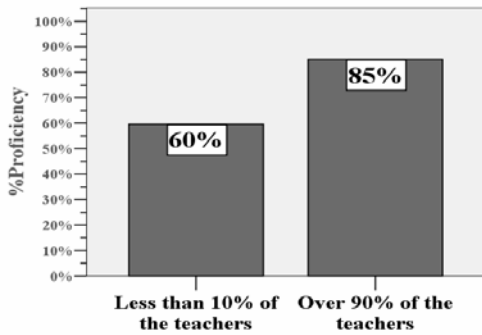
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**Proportion of Teachers who use the concept of Big Ideas as part of their unit or lesson planning (Math and Factor 25)**




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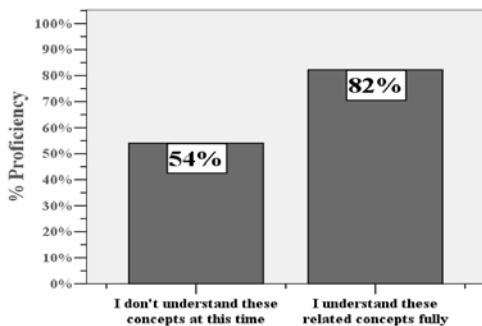
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**Teachers understanding of the relationship of Big Ideas to Essential Questions, and how both relate to the unwrapping process (English and Factor 29)**




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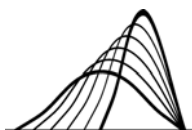
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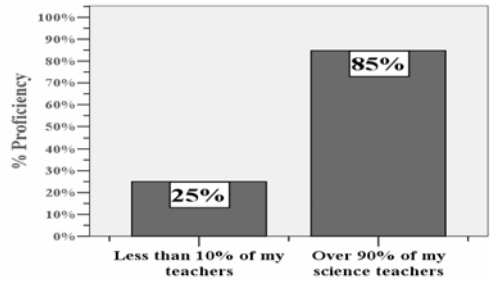
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**The proportion of my science teachers who utilize essential questions and big ideas in lesson plans at least weekly**  
(Science and Factor 55)




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**MONITORING that is frequent and visible**

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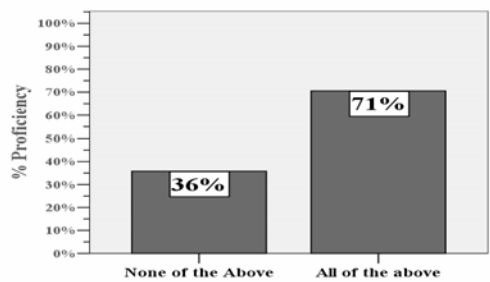
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**Implementation monitoring at my school includes standards for quality, specific actions to be taken, timelines, and methods to gather evidence**  
(Math and Factor 100)




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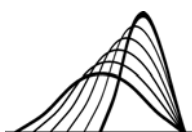
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## INTERDISCIPLINARY assessment

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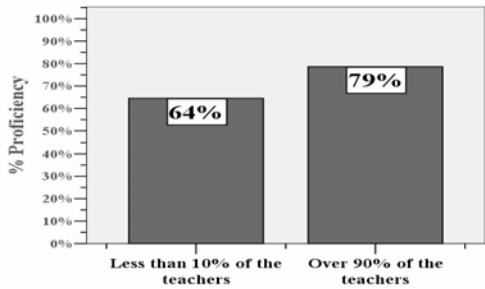
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**Impact of the proportion of teachers at school who implement at least one inter-disciplinary performance assessment each quarter (Math and Factor 32)**



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## TEACHING STRATEGIES including comparisons and questions

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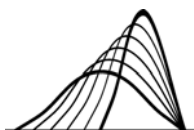
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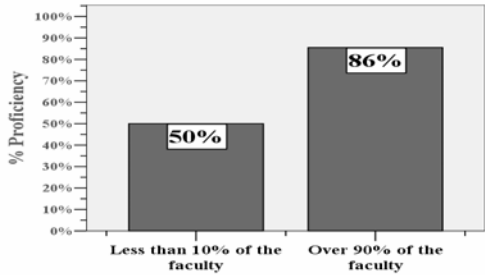
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Impact of the proportion of faculty who employ the use of metaphors, similes, and analogies in all content areas regularly enough to observe the practice daily in my school (Science and Factor 42)




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### Of course, I could be wrong . . .

- Conduct your own action research
- Create your Leadership Map™
- Vertical Axis - student achievement
- Horizontal Axis - antecedents of excellence
- Choose your quadrant
  - Lucky
  - Losing
  - Learning
  - Leading

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### The Good News . . . And the Bad

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| <ul style="list-style-type: none"> <li>■ Good News:                     <ul style="list-style-type: none"> <li>- Standards, curriculum and assessment remain the heart of effective classroom instruction</li> <li>- These are core competencies that exist SOMEWHERE in almost every school system</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>■ Bad News:                     <ul style="list-style-type: none"> <li>- We are assuming WAY TOO MUCH about the widespread understanding and IMPLEMENTATION of standards and assessment in the classroom</li> <li>- The general notion of "we've already done standards" is spurious</li> </ul> </li> </ul> |
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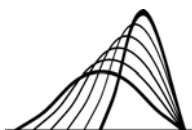
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### Assessing Your Own Degree of Implementation

- Anonymous web-based survey
- Identify both attitudinal and behavioral factors
- Differentiated professional development
- Refocus leadership attention:
  - Nurture the champions
  - Appreciate the doers
  - Nudge the fence-sitters
  - Isolate, counsel, and fire the toxic 2%

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### Conflicting Signals

■ A great leader improves student achievement

■ A great leader never has complaints from parents and the community

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### Conflicting Signals

■ A great leader provides equity for all students

■ A great leader rewards and recognizes MY child, and keeps other kids in their place

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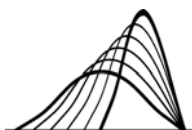
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## Conflicting Signals

■ A great leader motivates, nurtures, and encourages great teachers and staff members

■ A great leader avoids grievances by accommodating those with the loudest voice, the biggest audience, and the largest constituency

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## “Volume” or “VOLUME!” Which One Governs Your School?

■ Volume – a rational quantification of the negative reactions to change.

■ VOLUME – the emotional perception of the negative reactions to change

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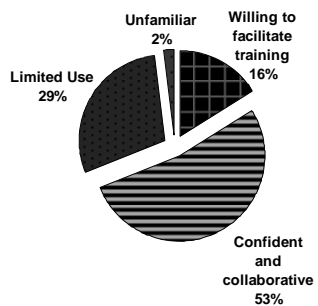
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## “Volume” vs. “VOLUME” Let the Data Speak



2006 data from more than 2,000 teachers

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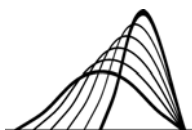
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## Is It Working?

- One district's story
- 80% Free and Reduced Lunch
- 68% Minority Student Enrollment
- 40+ Languages

Source: Reeves, D. B. (2004). *Accountability for Learning*. ASCD.

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## Elementary

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| <ul style="list-style-type: none"><li>■ 1998:</li><li>■ <i>Schools with more than 50% proficient in Grade 3 English:</i><br/>11%</li></ul> | <ul style="list-style-type: none"><li>■ 2005:</li><li>■ <i>Schools with more than 50% proficient in Grade 3 English:</i><br/>100%</li></ul> |
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## Middle Schools Then...and Now

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| <ul style="list-style-type: none"><li>■ 1998:</li><li>■ <i>More than 50% passing English:</i><br/>0%</li></ul> | <ul style="list-style-type: none"><li>■ 2005:</li><li>■ <i>More than 50% passing English:</i><br/>100%</li></ul> |
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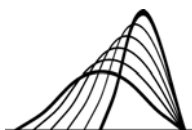
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## High Schools

■ **1998:**

■ Schools with more than 80% of students passing English Language Arts: 17%

■ **2005:**

■ Schools with more than 80% of students passing English Language Arts: 100%

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## The Essential Equity Question:

Is Achievement Predicted by Student Characteristics?



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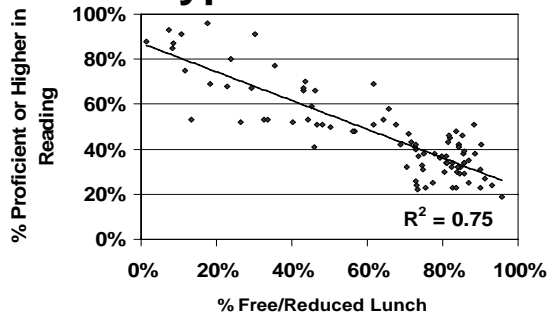
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## The Typical Scenario



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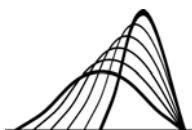
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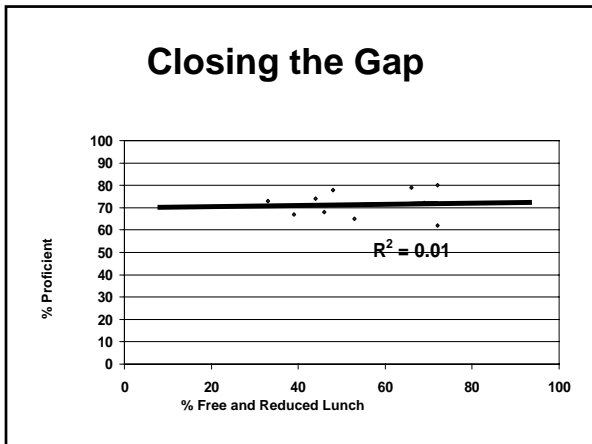
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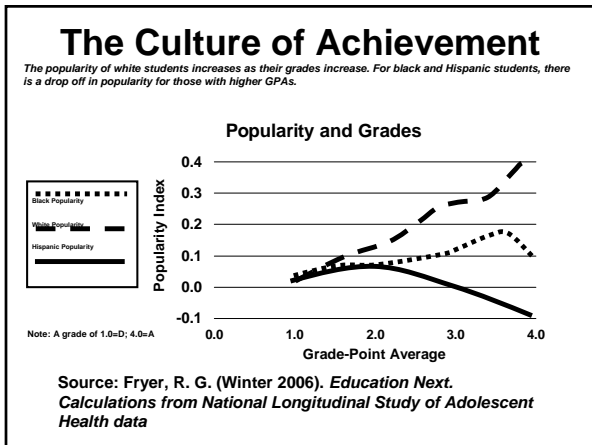
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### Talent – What Is It Really?

- Why do most world-class athletes have birthdays in January, February, or March?

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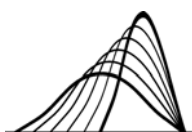
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## Self-Discipline and Time Management: More Important than IQ

- *Self-discipline measured accounted for more than twice as much variance as IQ:*
- **Grades**
- **Attendance**
- **Homework**
- **High School Success**
- **Post-Secondary Success**

Source: Duckworth, A. L. & Seligman, M. E. P. (2005, December). *Psychological Science*, p. 949.

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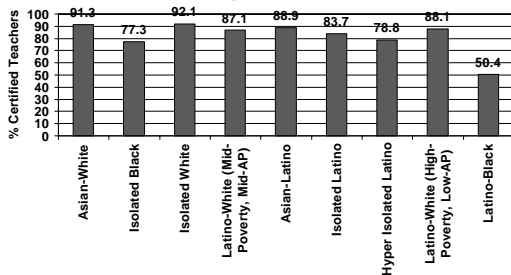
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## How Do We Allocate Teacher Quality – Our Most Important Resource?



Source: Yun, J. T. & Moreno, J. F. (January-February 2006). "College Access, K-12 Concentrated Disadvantage, and the Next 25 Years of Education Research." *Educational Researcher*, Vol. 35, No. 1, pp. 12-19.

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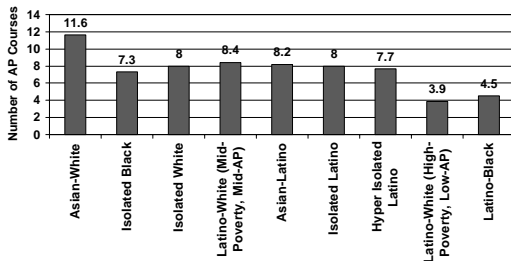
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## How Are College-Level Challenges and High Expectations Linked to Student Ethnicity?



Source: Yun, J. T. & Moreno, J. F. (January-February 2006). "College Access, K-12 Concentrated Disadvantage, and the Next 25 Years of Education Research." *Educational Researcher*, Vol. 35, No. 1, pp. 12-19.

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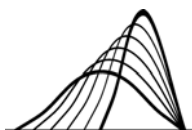
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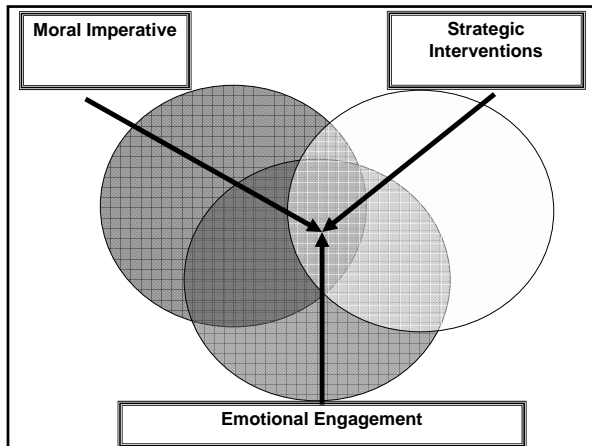
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### The I<sup>4</sup> Learning Agenda

- ***Inquiry*** - The causes of student achievement
- ***Implementation*** – From planning and data to effective execution
- ***Inspection*** – Monitoring what matters
- ***Internal capacity*** – from “Brand X” to “Brand You”

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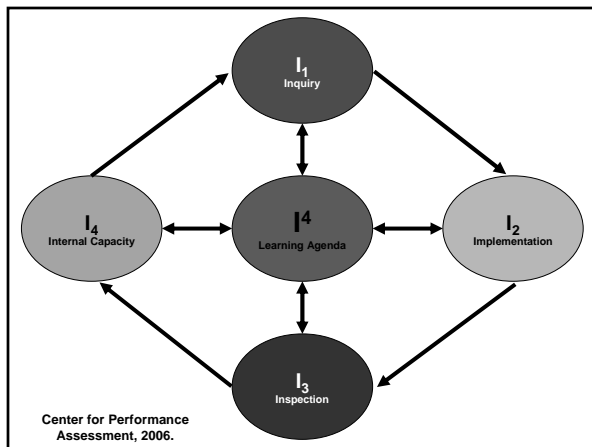
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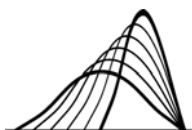
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# *I*<sub>1</sub> - Inquiry

## What Are the Causes of Student Achievement?

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### PIM™ Study

- Over 300,000 students
- Diverse sample – diverse linguistically, economically, ethnically
- Rural, urban, and suburban schools
- 25 measurements of student achievement, elementary through high school
- Published in *The Learning Leader* (ASCD, 2006)

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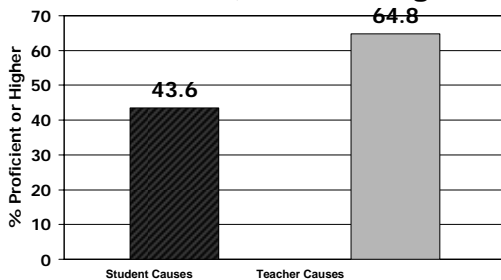
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### If You Think That Teachers and Leaders Influence Student Achievement, You Are Right



Source: Reeves, D. B. (2006). *The Learning Leader*. ASCD.

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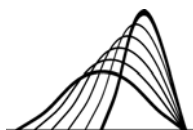
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## ***Implementation*** **Planning Is Not Enough**

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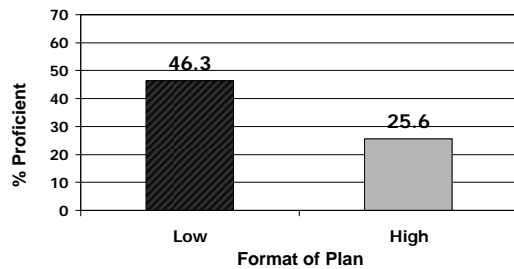
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### **If You Think That Document Drills Will Improve Student Achievement, You Are Wrong**



Source: Reeves, D. B. (2006). *The Learning Leader*. ASCD.

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## **Keys to Implementation**

- Time
- Curriculum
- Assessment
- Teacher Assignment
- Self-Discipline and Time Management
- The “Rodney Dangerfield Effect”

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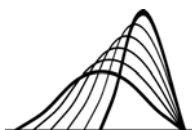
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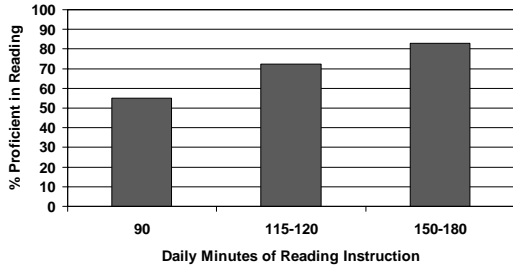
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## Time Matters



Source: Reeves, D. B. (2007, in press). *High Impact Learning*. Corwin Press.

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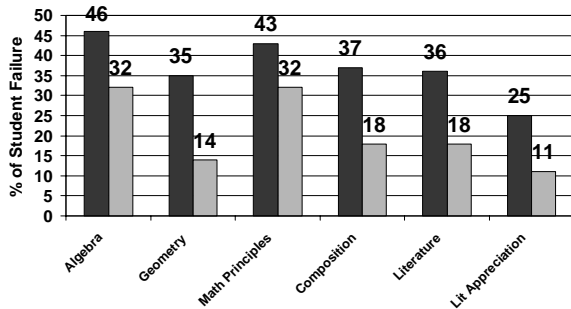
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## Double Periods Reduce Failures



Source: Riverview Gardens, Missouri, 3,500 students, 2002. RED = traditional classes; GREEN = extra time, same curriculum and exams.

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## How To Make It Work in Practice

- “Sacred Time” – Literacy block that is inviolate – no pull-outs, no interruptions, no announcements
- “Power Standards” for other subjects – science and social studies focus on most essential standards
- Every staff member supports literacy – writing and reading in every area, with clearly defined expectations

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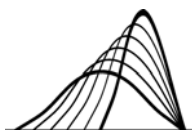
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## Curriculum

- Rigorous grade level curriculum strongly associated with improved student achievement
- More important than self-esteem as a variable

Source: *Journal of Educational Psychology*. (December 2001).

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## Essential Questions for Classroom Grading Systems

- *Is it accurate?* Does the system reflect real student achievement?
- *Is it timely?* Do students have information in time to respect teacher feedback and use it?
- *Is it working?* Does the system lead to improved achievement and equity?

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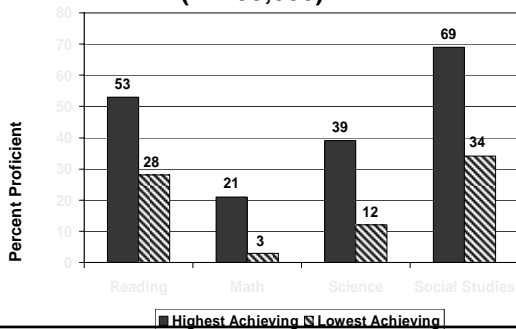
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## Do We Tell the Truth with Letter Grades?

(n > 35,000)



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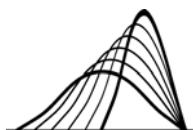
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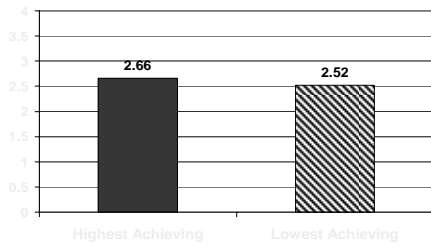
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## Minimal Differences in Grade-Point Average

Grade Point Average



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## Conduct Your Own Action Research

- Randomly select 30 students who failed the state exam or any external exam.
- Look at their grades. Do you find C's, B's, and A's?
- Look at the students. What do you notice about their gender and ethnicity?

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## Grading

- The boundaries of fairness and effectiveness
- Zeros
- Averages
- D's as "passing"
- C's as "satisfactory"

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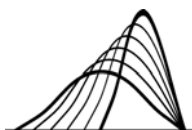
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**The “Rodney Dangerfield Effect”**

- *“If it’s not tested, it’s not important”*
- Music, art, physical education, technology, world languages, library media center – EVERY staff member fully engaged in student achievement
- **EXPLICIT** integration – not a diversion from academic achievement

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***Inspection***  
**Monitoring What Matters**

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***How Do You Monitor the  
“Antecedents of  
Excellence?”***

**Leadership Maps™**

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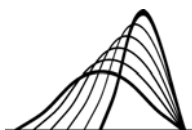
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## Leadership Maps™

- Evaluate leadership results and specific leadership strategies
- Results are plotted on the vertical axis, from 0 to 100%
- Leadership actions are on the horizontal axis, from -1.0 to +1.0

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## Leadership Maps™

Achievement of Results

<p><b>Lucky</b> High Results, Low Understanding of Antecedents Replication of Success Unlikely</p>	<p><b>Leading</b> High Results, High Understanding of Antecedents Replication of Success Likely</p>
<p><b>Losing</b> Low Results, Low Understanding of Antecedents D'oh!</p>	<p><b>Learning</b> Low Results, High Understanding of Antecedents Replication of Mistakes Unlikely</p>

Causes: The Antecedents of Excellence

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## Fire This Principal?

Teaching/Leadership Strategy	Effectiveness (x-value)	Student Achievement Measure	% Proficient or Higher (y-value)
Nonfiction Writing	.8	Language Arts test	20%
Grading Practices	.6	State assessments	18%
Reading Curriculum	.7	State reading test	20%
Common assessments	.8	State assessments	15%

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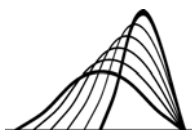
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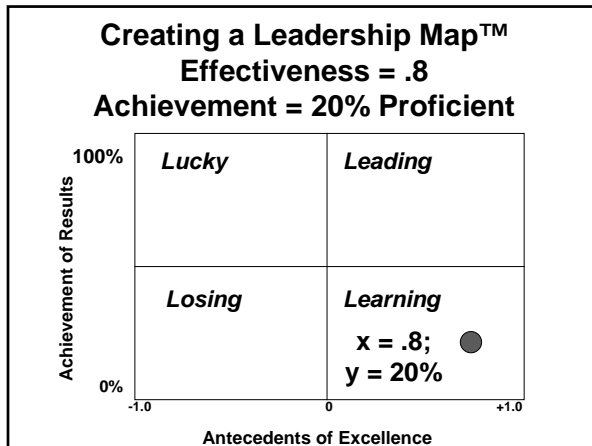
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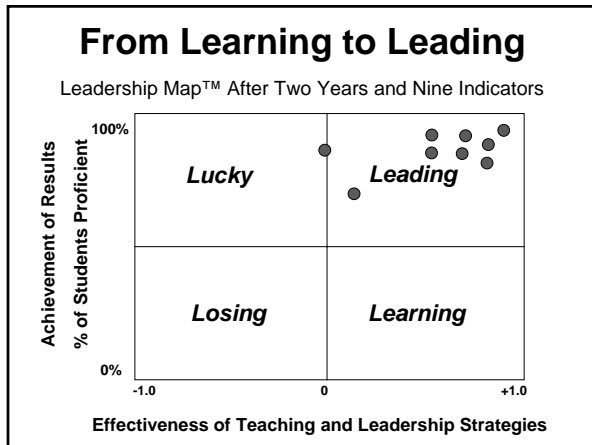
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- ### Patterns in Leadership Maps™
- Cluster patterns – clearly identified quadrant
  - Continuum pattern
  - Scattered patterns – Islands of Excellence

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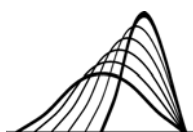
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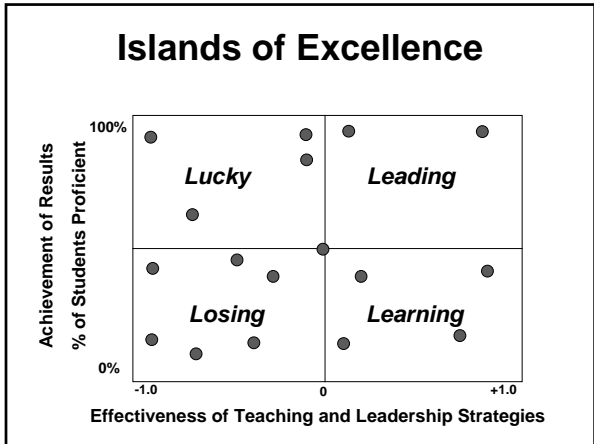
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### How To Move From Islands of Excellence to Systemic Improvement?

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### *Internal Capacity: From "Brand X" to "Brand You"*

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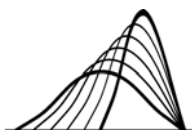
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### **Case Study in Brand YOU: The 90 90 90 Research**

- High poverty, high minority, high success schools
- Widely replicable and independently verified
- It's free and openly available – nobody owns the professional practices associated with this research
- You do not need to buy ANYTHING – just implement the research and call it your own

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### **The Core 90 90 90 Professional Practices**

- Laser-like focus on student achievement
- Nonfiction writing
- Collaborative scoring
- Multiple opportunities for student success

Source: Reeves, D. B. (2004). *Accountability in Action: A Blueprint for Learning Organizations (2<sup>nd</sup> Edition)*. Advanced Learning Press.

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### **Additional Published Practices Associated with Improvements in Achievement and Equity**

- Time for literacy
- Changes in teacher assignments
- Holistic accountability
- Universal staff involvement
- Structured collaboration
- Feedback for students that is timely, specific, and accurate
- Data Teams

Source: Reeves, D. B. (2004). *Accountability for Learning: How School Leaders and Teachers Can Take Charge*. ASCD.

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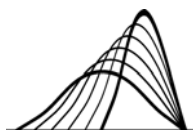
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***If we know what to do,  
then why do most  
change initiatives fail?***

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***If I had a question  
about my computer,  
I would ask . . .***

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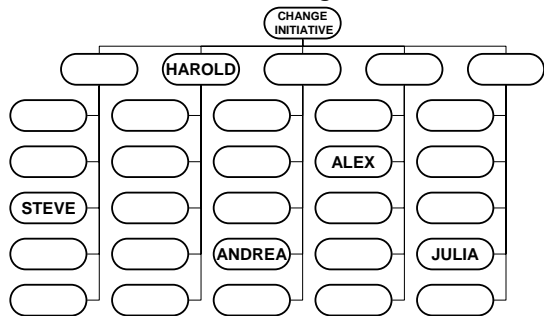
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What Are the Assumptions of Hierarchical Change Models?



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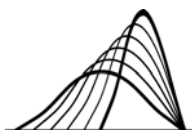
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## Finding “Jill”

- Jill knows a lot about a lot of things
- Jill is trustworthy and does not attempt to give advice on things on which she is not an expert
- Jill is not a gossip – people seek her out, Jill does not impose her advice on them
- *Jill is rarely in the hierarchy and is often anonymous*

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## Network Theory and Change Leadership

- **Node** – any single point of contact in a network
- **Hub** – a node with multiple connections to it
- **Super-Hub** – Rare node to which an exceptionally large number of other nodes and hubs are connected. *Super-Hubs are connected to the world by “six degrees.”*

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## Jill’s Role in Systemic Change

- Networks are a “web without a spider.”
- “Real networks are self-organized . . . The independent actions of millions of nodes and links lead to spectacular emergent behavior.”
- *Jill is a volunteer, not a conscript*

Source: Barabási, A-L. (2003). *Linked*. Plume.

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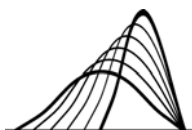
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## Building Your Network Map

- Ask, *“When you have a work-related challenge, whom do you ask for advice?”*
- **MUST** get confidential and comprehensive responses
- Consider web-based survey by third party server, guarantees of confidentiality, prizes for randomly selected participants
- Informal “conversational” surveys

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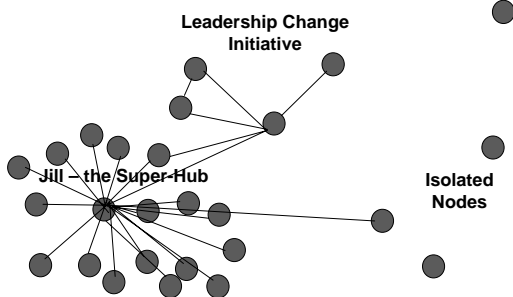
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## The Real Network



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## Leveraging Jill’s Knowledge and Skills

- **Accept Jill on Jill’s terms**
- **Nurture** – development, learning, and cooperative opportunities
- **Listen** – both for content of message and how Jill communicates
- **Support**
- **Leverage**
- **Opportunity, but not pressure, for hierarchical advancement**

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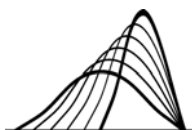
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**Jill's Evil Twin:  
Jack, the Toxic Sub-Hub**

- The “competent Jerk”
- As well-known and well-connected as Jill, but “lines of connection” are in fact “lines of repulsion”
- People avoid meetings, committees, and activities where Jack participates
- Impact is similar to harassment
- Technical knowledge is not shared or used

Source: Casciaro, T. & Lobo, M. S. (2005, June). *Harvard Business Review*; Morse, G., (2005, June). *Harvard Business Review*.

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**Questions and  
Discussion**

*For a complete set of slides,  
please give me your business  
card. Thanks!*

Douglas B. Reeves, Ph.D.  
[www.MakingStandardsWork.com](http://www.MakingStandardsWork.com)  
(800) 844-6599, ext. 512



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