
*School Leadership that Works:
From Research to Results*

Marzano, Waters, and McNulty 2005

School Leadership that Works

From Research to Results

Research

The 21 Responsibilities of the School Leader

Two Types of Change

Doing the Right Work

A Plan for Effective Leadership

The 21 Responsibilities of the School Leader

Affirmation

Change Agent

Contingent Rewards

Communication

Culture

Discipline

Flexibility

Focus

Ideals/Beliefs

Input

Intellectual Stimulation

Involvement

Knowledge

Monitoring/Evaluating

Optimizer

Order

Outreach

Relationships

Resources

Situational Awareness

Visibility

1. Affirmation

Systematically and fairly recognizing and celebrating the accomplishments of students and teachers

Systematically and fairly recognizing the failures of the school

2. Change Agent

Consciously challenging the status quo
Willing to lead change initiatives with
uncertain outcomes

3. Contingent Rewards

Using hard work and results as the basis for rewards and recognition

Using performance versus seniority as a primary criterion for rewards and recognition

4. Communication

Developing effective means for teachers to communicate with one another

Being easily accessible to teachers

Maintaining open and effective lines of communication with staff

5. Culture

Promoting cohesion among staff

Promoting a sense of well-being among staff

Developing an understanding of purpose among staff

Developing a shared vision of what the school could be like

6. Discipline

Protecting instructional time from interruptions

Protecting teachers from internal and external distractions

7. Flexibility

Adapting leadership style to the needs of specific situations

Being directive or nondirective as the situation warrants

Encouraging people to express diverse and contrary opinions

Being comfortable with making major changes in how things are done

8. Focus

Establishing concrete goals for curriculum, instruction, and assessment practices within the school

Establishing concrete goals for the general functioning of the school

Establishing high, concrete goals, and expectations that all students will meet them

Continually keeping attention on established goals

9. Ideals/Beliefs

Possessing well-defined beliefs about schools, teaching, and learning

Sharing beliefs about school, teaching, and learning with the staff

10. Input

Providing opportunities for staff to be involved in developing school policies

Providing for staff input on all important decisions

Using leadership teams in decision making

11. Intellectual Stimulation

Continually exposing staff to cutting-edge research and theory on effective schooling

Keeping informed about current research and theory on effective schooling

Fostering systematic discussion regarding current research and theory on effective schooling

12. Involvement in Curriculum, Instruction, and Assessment

Being directly involved in helping teachers design curricular activities

Being directly involved in helping teachers address assessment issues

Being directly involved in helping teachers instructional issues

13. Knowledge of Curriculum, Instruction, and Assessment

Possessing extensive knowledge about effective instructional practices

Possessing extensive knowledge about

14. Monitoring/Evaluating

Continually monitoring the effectiveness of the school's curricular, instructional, and assessment practices

Being continually aware of the impact of the school's practices on student achievement

15. Optimizer

Inspiring teachers to accomplish things that might be beyond their grasp

Being the driving force behind major initiatives

Portraying a positive attitude about the ability of staff to accomplish substantial things

16. Order

Establishing routines for the smooth running of the school that staff understand and follow

Providing and reinforcing clear structures, rules, and procedures for staff

Providing and reinforcing clear structures, rules, and procedures for students

17. Outreach

Ensuring that the school complies with all district and state mandates

Being an advocate of the school with parents

Being an advocate of the school with the central office and school board

Being an advocate of the school with the community at large

18. Relationships

Being informed about significant personal issues within the lives of staff members

19. Resources

Ensuring that teachers have the necessary materials and equipment

Ensuring that teachers have the necessary staff development opportunities to directly enhance their teaching

20. Situational Awareness

Accurately predicting what could go wrong from day to day

Being aware of informal groups and relationships among the staff

Being aware of issues in the school that have not surfaced but could create discord

21. Visibility

Making systematic and frequent visits to classrooms

Having frequent contact with students

Being highly visible to students, teachers, and parents

Two Types of Change

First Order Changes

Day to day changes, incremental, the next obvious step, solutions come from our experiences

All 21 principal responsibilities are important but to varying degrees – the top third are:

Monitoring/Evaluating, Culture, Ideals/Beliefs, Knowledge of and Involvement in Curriculum, Assessment, and Instruction, Focus, and Order

Managing the daily life of a school - handout

Two Types of Change

Second Order Change - Innovation

Dramatic departure from what is expected, both in defining the problem and in finding a solution

Unlike first order change, second order change is linked to 7 of the 21 principal responsibilities

- Knowledge of Curriculum, Instruction, and Assessment

- Optimizer

- Intellectual Stimulation

- Change Agent

- Monitoring/Evaluating

- Flexibility

- Ideals/Beliefs

Doing the Right Work

School effectiveness is directly linked to the principal's ability select the right work

Working hard but not smart

The Right Work – factors that research and experience tells us can be altered to improve student achievement and learning and that we can pay for

Factors that Impact Student Achievement and Learning

School-Level Factors

Teacher-Level Factors

Student-Level Factors

Teacher-Level Factors

Instructional strategies

Classroom management

Classroom curriculum design

Student-Level Factors

Home environment

Learned intelligence and background
knowledge

Motivation

Reference

Marzano, R.J., Waters, T., & McNulty, B.A. (2005). *Classroom Management: Research-Based Strategies for Effective Teaching*. Alexandria, Va. Association for Supervision and Curriculum Development.