

Leading & Managing Instruction in Education Organizations and Systems: A Distributed Perspective

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The Distributed Leadership Studies
<http://www.distributedleadership.org>

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Overview

- **Getting beyond an ‘implementation mindset’ to engage in *Diagnosis* and *Design* from a *Distributed* Perspective: Leadership in 3-D.**
- **Anchoring Diagnosis and Design work in *Teaching* - an essential rather incidental consideration in leadership.**
- **Attending to the System and Organizational *Infrastructure* in our diagnosis and design work.**

Diagnosis and Design from A Distributed Perspective: Leadership in 3-D

**“We have one hunter and one gatherer...
everyone else is a consultant”**



Diagnosis and Design

- **Diagnosis = identify nature or cause of something**
- **Design = shaping the organization and system infrastructure to purposes**

The Leader-Plus Aspect

- **The Leader-Plus Aspect:**
 - The principal often works with others when performing leadership and management tasks
 - At times other formally designated leaders take responsibility for leadership and management tasks
 - And, individuals with no formal leadership designations often have a hand in leading and managing instruction



Embracing the Realities

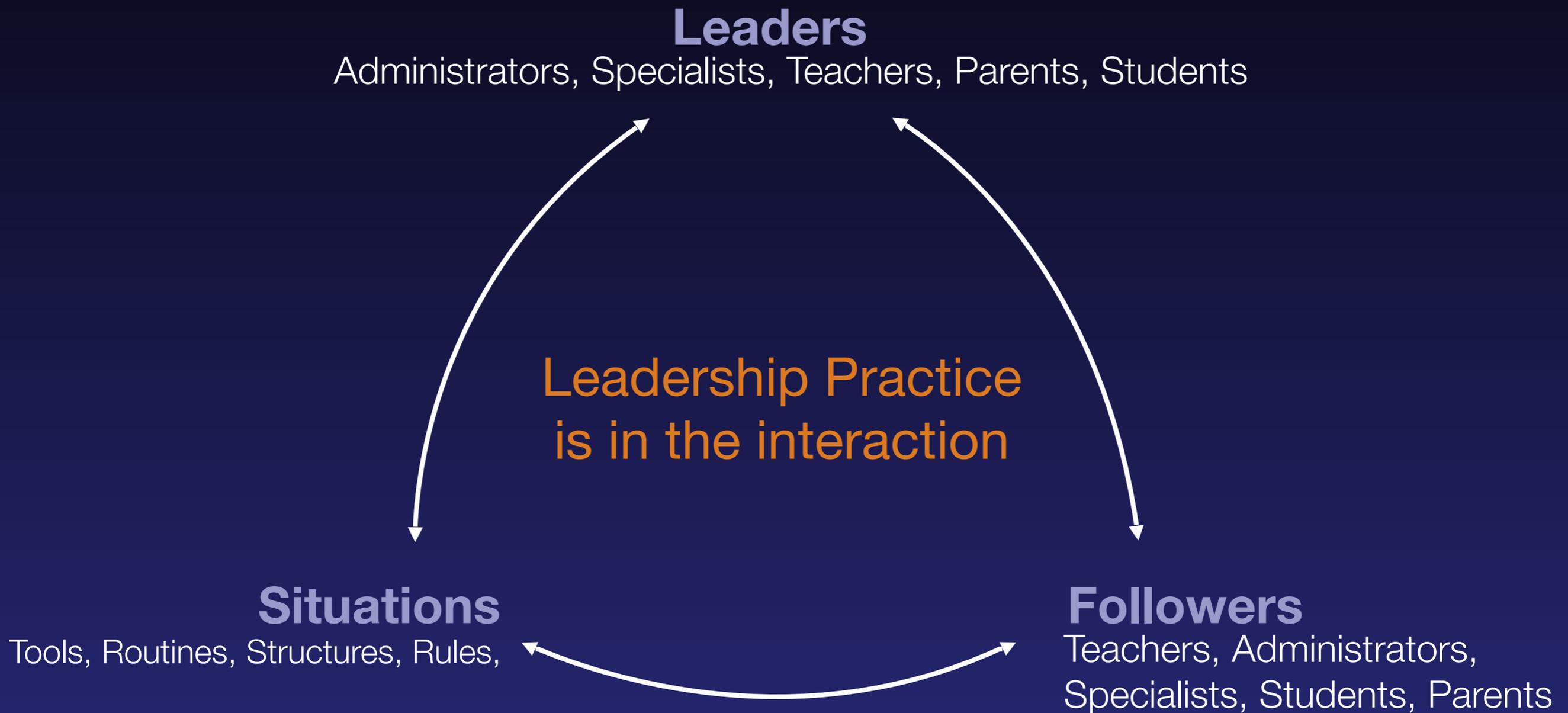
“Initially I tried to do it all. I was trying to do it all and that was impossible. You cannot be all things to all people... I don't know everything about everything.”

Adriana

Dr. Johnson

“Being a good principal is like dancing that wonderful tango, blindfolded, yet serving lunch, breakfast and dinner on skates to 500 people,” [each of whom has] ordered something different” [and each of whom] “brings...their own set of dynamics, personalities, that you have to be acutely aware of in order to serve them.”

A Distributed Perspective: The Practice Aspect



Beyond Popular Framings of Practice

- Getting to practice – the *how* of instructional improvement.
- Some common assumptions (implicit and explicit) in framing practice:
 - Practice = individual behavior or action
 - Practice resides solely in the here and now interactions
 - Practice is distinct from social structure causing people to ...

A Distributed Perspective

- A diagnostic framework that draws attention to particular dimensions of leadership & management
- A design framework for guiding leadership and management improvement efforts



Anchoring Diagnosis and Design Work in Teaching & Learning

The Work of Human Improvement

- **Uncertain or contested ends and means**
- **Mutual dependency**
- **Unpredictability of practitioner-client interactions**



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Anchoring Leadership

Students'
Opportunities To Learn



Teaching



What gets taught?

How is it taught?

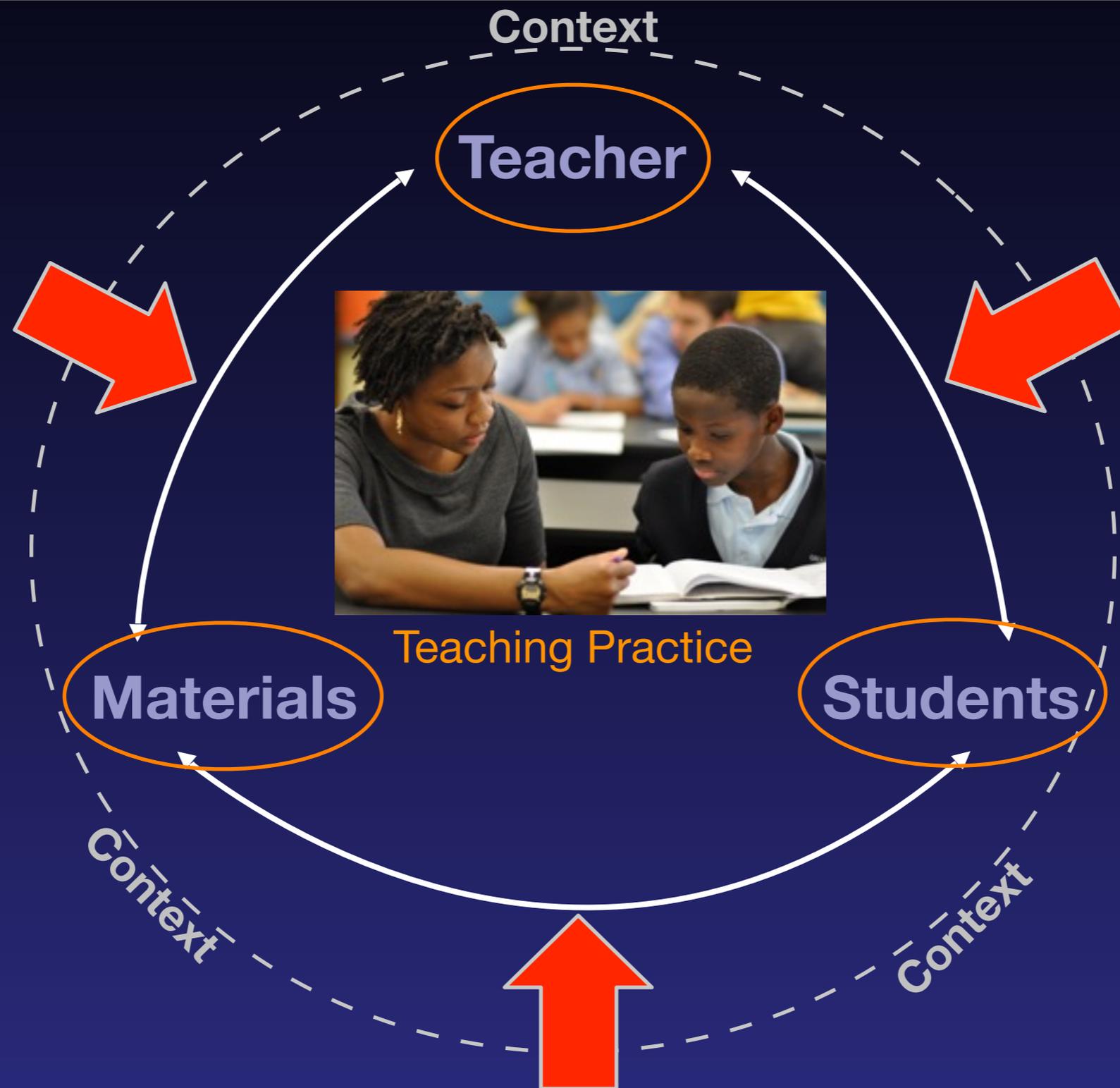
Leading and Managing



Teaching as a Social Practice

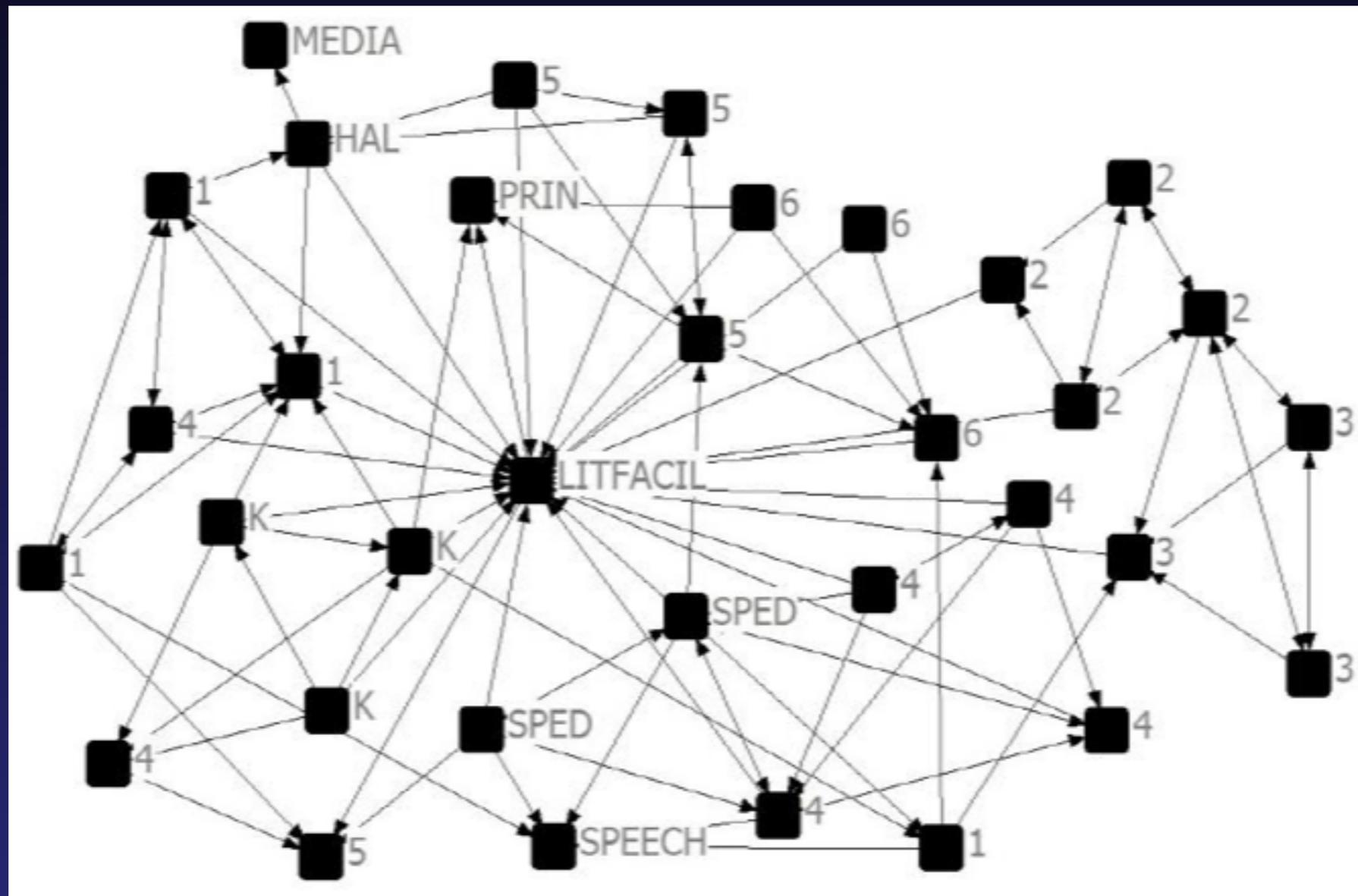


Teaching and Leadership



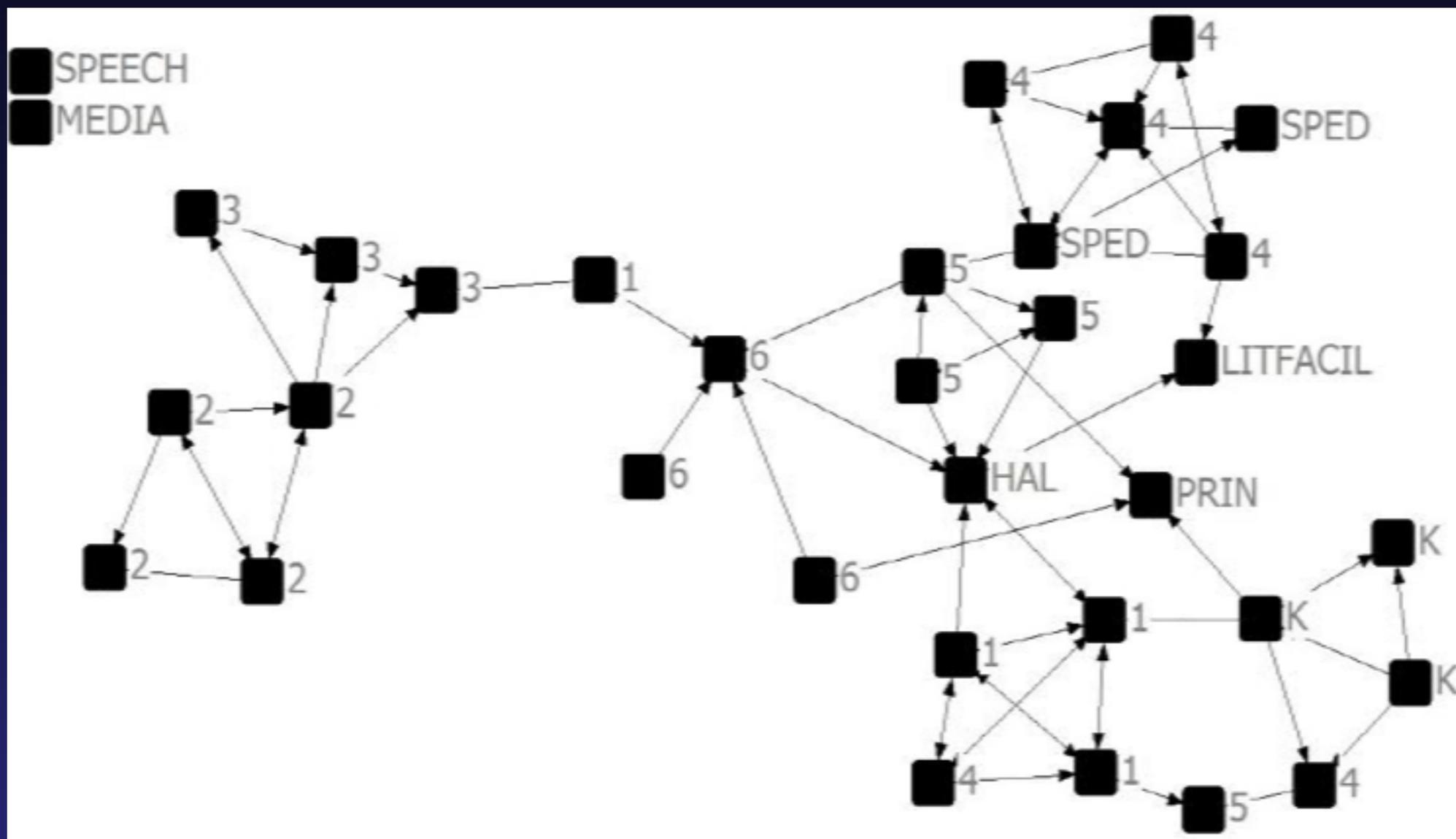
The Subject Matters - Language Arts

Kingsley Elementary School: Instructional Interactions about Literacy



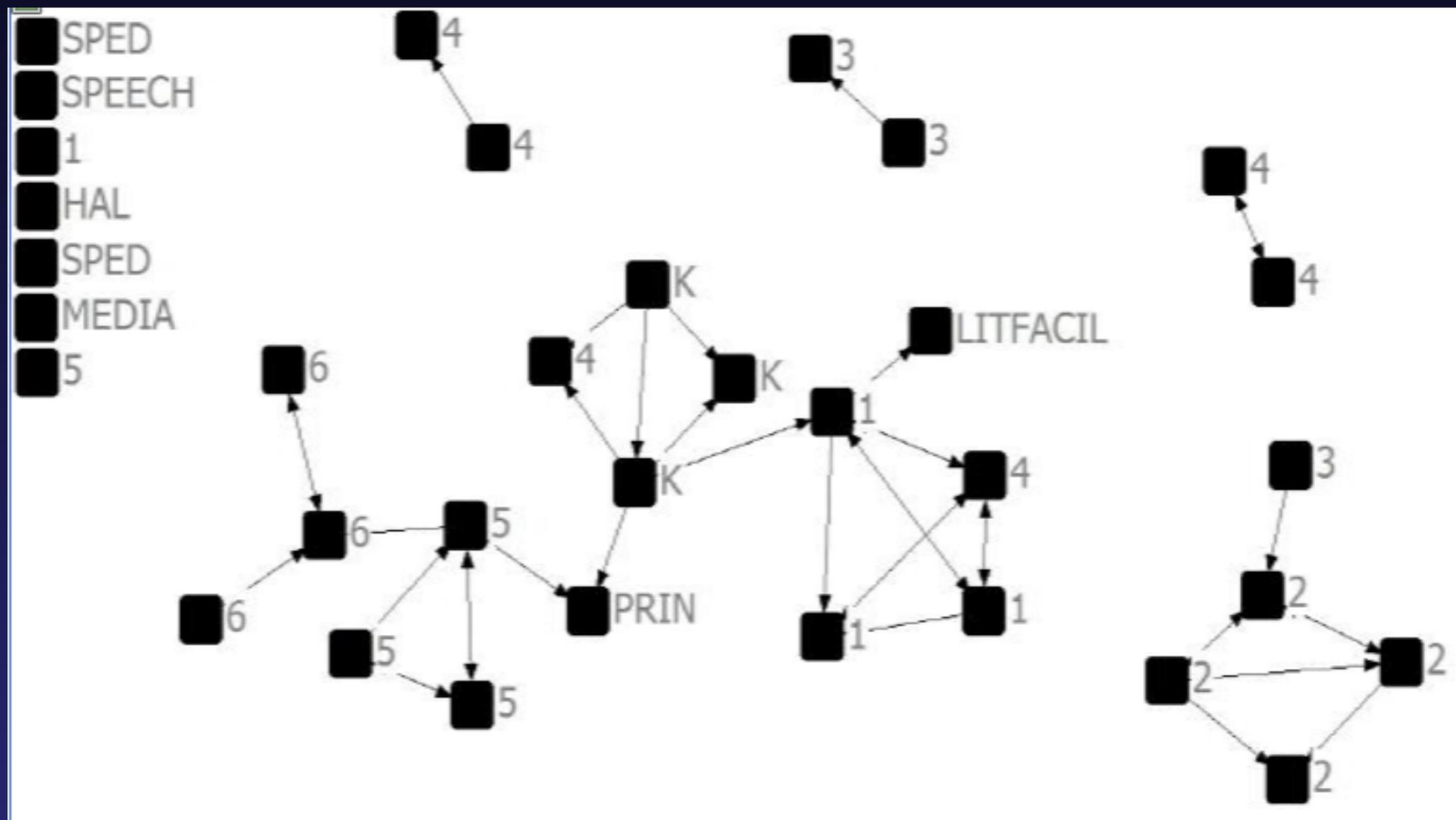
The Subject Matters - Mathematics

Kingsley Elementary School: Instructional Interactions about Mathematics



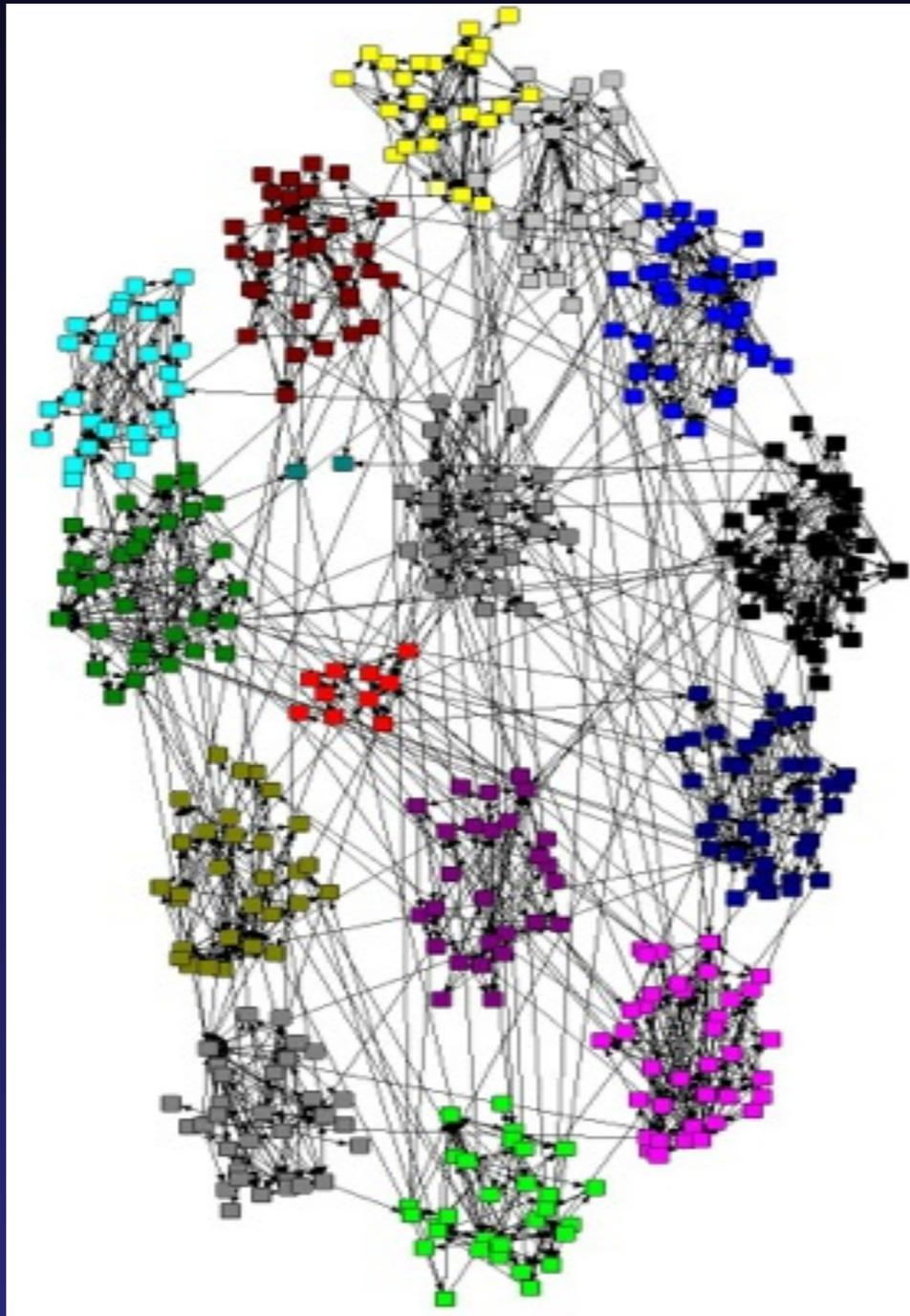
The Subject Matters - Science

Kingsley Elementary School: Instructional Interactions About Science

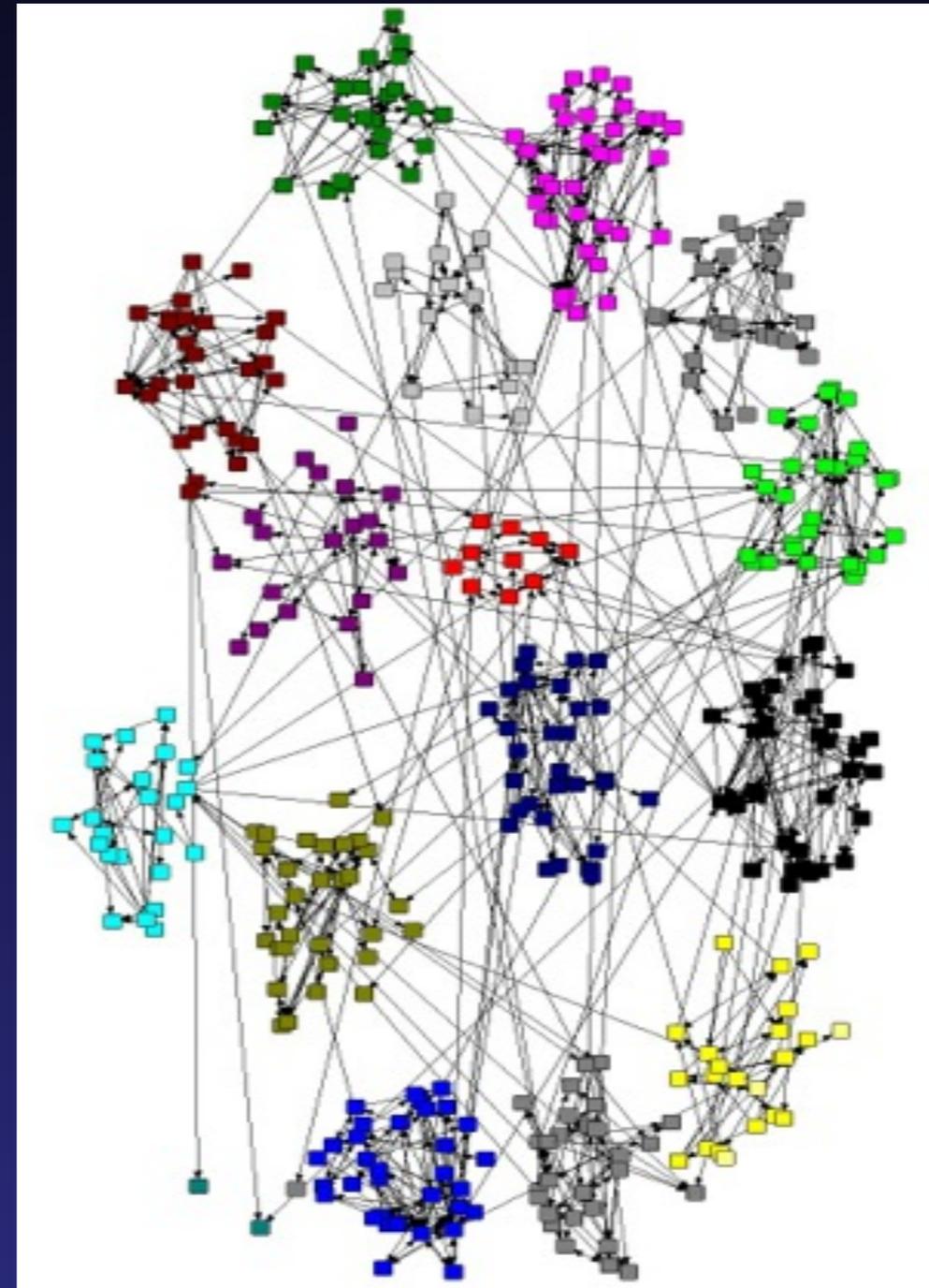


A System View: Instructional Advice and Information Interactions

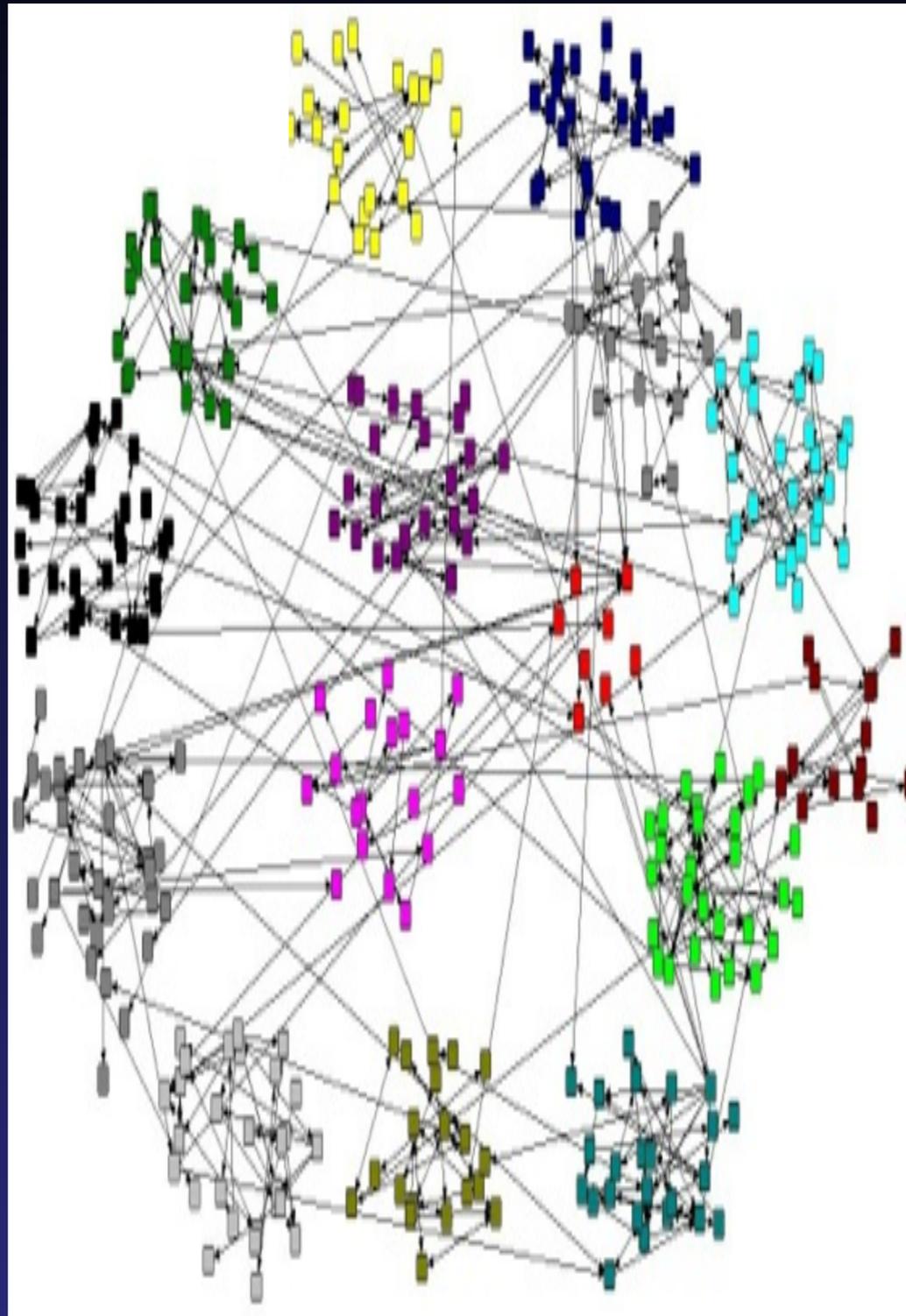
English Language Arts



Mathematics



School and School Systems: Science

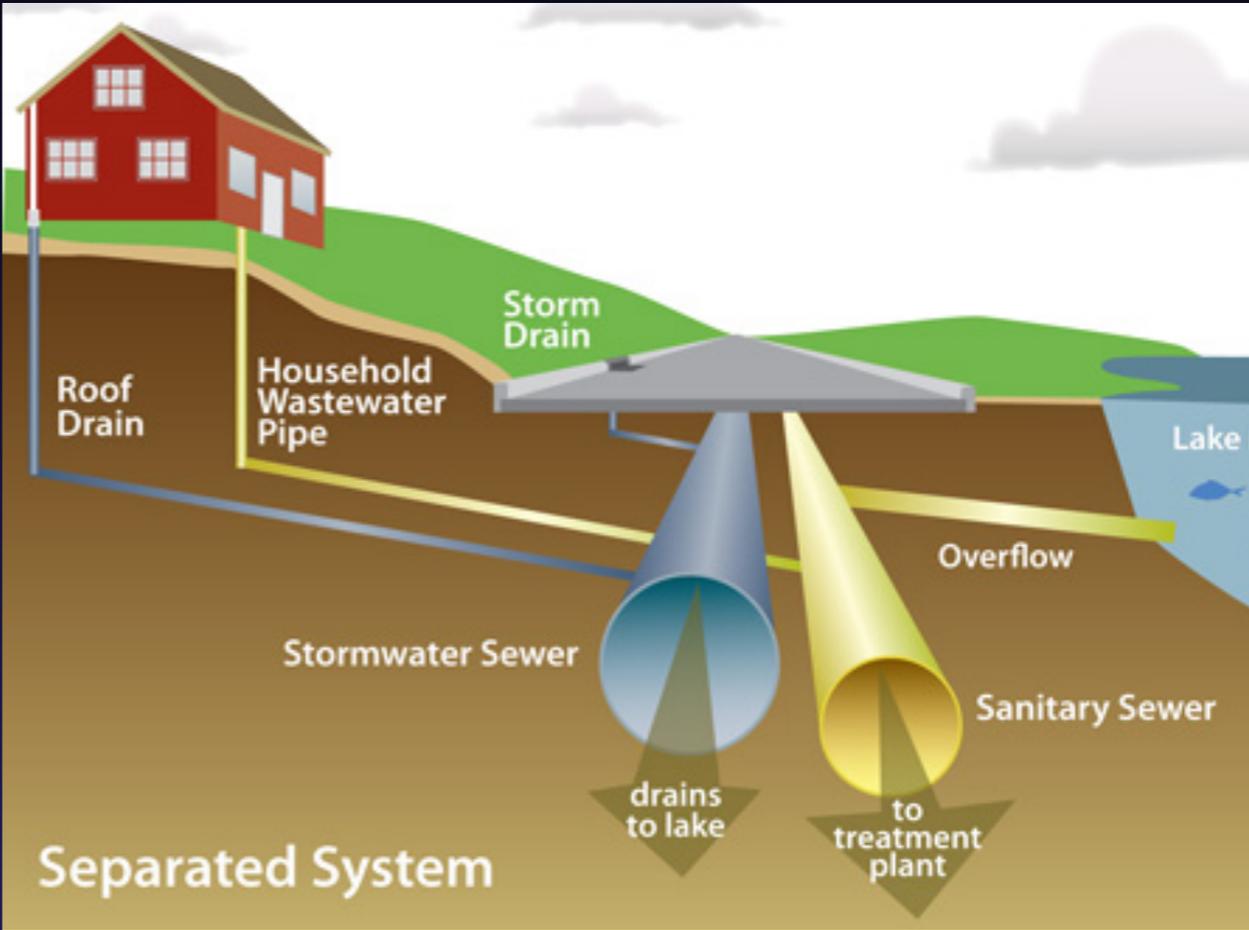


Diagnosis and Design: Attending to System and Organizational *Infrastructure*

The Practice Aspect



Infrastructure



CONCEPTS
NORMS
SCRIPTS
POLICIES
SCRIPTS
TOOLS
PROCEDURES
STRUCTURE
WORK
FRAMES
CONCEPTS
POSITIONS
ORGANIZATIONAL
ROUTINES
RULES
FRAMES
TOOLS
NORMS
REGULATIONS
FRAMES
POSITIONS
WORK
SCRIPTS
NORMS
PROGRAMS
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RULES
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ORGANIZATIONAL
ROUTINES
RULES
POSITIONS

Organizational Routines

- **Organizational Routines** are “repetitive, recognizable patterns of interdependent actions carried out by multiple actors.” (*Feldman & Pentland, 2003*)



Leading Teaching and Learning by Designing Organizational Routines

- **Adams School:** Breakfast Club, Grade level meetings, Teacher Talk, Teacher Leaders, Five-Week Assessment, Literacy Committee, and Mathematics Committee.
- **Baxter School:** Cycle Meetings, Leadership Team Meetings, Literacy Committee, Math/Science Committee.
- **Kosten School:** Report Card Review, Grade Book Review, Lesson Plan Review, Faculty Meetings, Grade Level Meetings.
- **Kelly School:** Skill Chart Review, Professional Development.

Organizational Routines at Adams School

	Functions	Tools	People
Five Week Assessment	<ul style="list-style-type: none"> -Formative evaluation -Teacher Accountability -Monitor Instruction -Teacher Development 	<ul style="list-style-type: none"> -Standardized Tests -Standards -Student Assessments 	<ul style="list-style-type: none"> -Language Arts Coordinator -Assistant Principal -Principal -Teachers
Breakfast Club	<ul style="list-style-type: none"> -Teacher Development -Build Professional Community 	<ul style="list-style-type: none"> -Research Articles 	<ul style="list-style-type: none"> -Teachers -Language Arts Coordinator -Principal
School Improvement Planning (SIP)	<ul style="list-style-type: none"> -Identify Instructional Priorities & Resources 	<ul style="list-style-type: none"> -Previous Year SIP -District Guidelines -Test Score Data 	<ul style="list-style-type: none"> -Principal -Administration -Teachers (approved LSC)
Classroom Observations	<ul style="list-style-type: none"> -Teacher Development -Monitor Instruction -Accountability 	<ul style="list-style-type: none"> -School Protocol, -District Protocol 	<ul style="list-style-type: none"> -Principal -Assistant Principal
Real Men Read	<ul style="list-style-type: none"> -Student Motivation and Support 	<ul style="list-style-type: none"> -Books 	<ul style="list-style-type: none"> -Language Arts Co-ord. -Assistant Principal -Principal -Community Members

Changing Organizational Routines, Changing Interactions

“You close your door. You do what you want. You don’t know what everybody else is doing and it’s fine. Nobody is interested. Nobody’s checking on you or even interested in what you are doing . . . but it changed since then. We work much closer together ... First of all, we probably were forced to do some exchange of ideas in—when it first started. Then people found it’s very helpful and nobody keeping anything as a secret so we share freely. And it helps. (Teacher Interview)

Asking the Difficult Questions about Organizational Routines

- **What is the theory of action behind the routine?**
- **What arguments explain and evaluate the routine?**
 - **Why should it work?**
 - **Why might it not work?**
 - **What are the advantages of this routine?**
 - **What are the disadvantages of this routine?**
- **How is the routine connecting with/anchored in teaching and learning?**



Formal Organizational Structure and Teaching Advice & Information Interactions

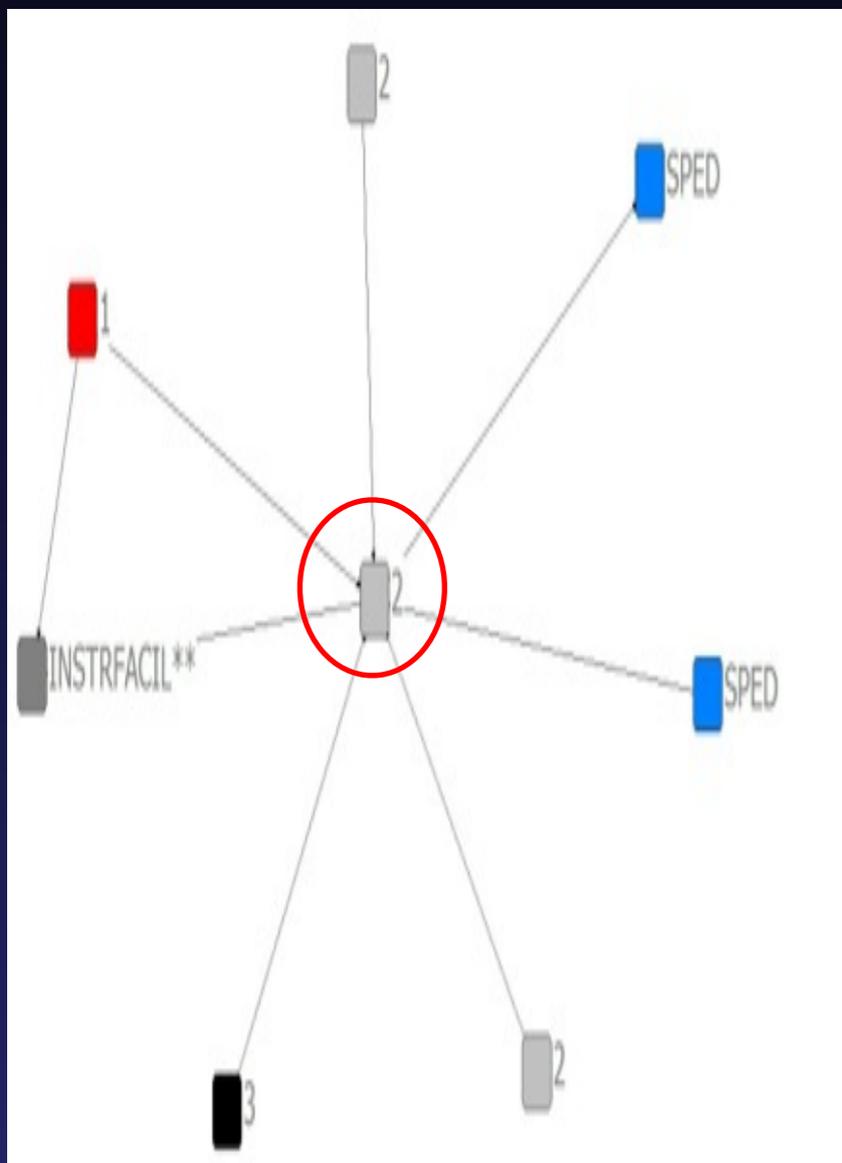
- Teachers more likely to seek advice from others of same gender and race
- Prior tie strongly associated with having a current tie
- Formal leaders more likely to provide advice or information
- Teachers in the same grade more likely to receive or provide advice or information
- Teachers more likely to seek advice about a subject from teachers who reported more PD in that subject

Spillane, J. P., Kim, C. M., & Frank, K. A. (2012). Instructional advice and information seeking behavior in elementary schools: Exploring tie formation as a building block in social capital development. *American Educational Research Journal*, 49(6), 1112-1145.

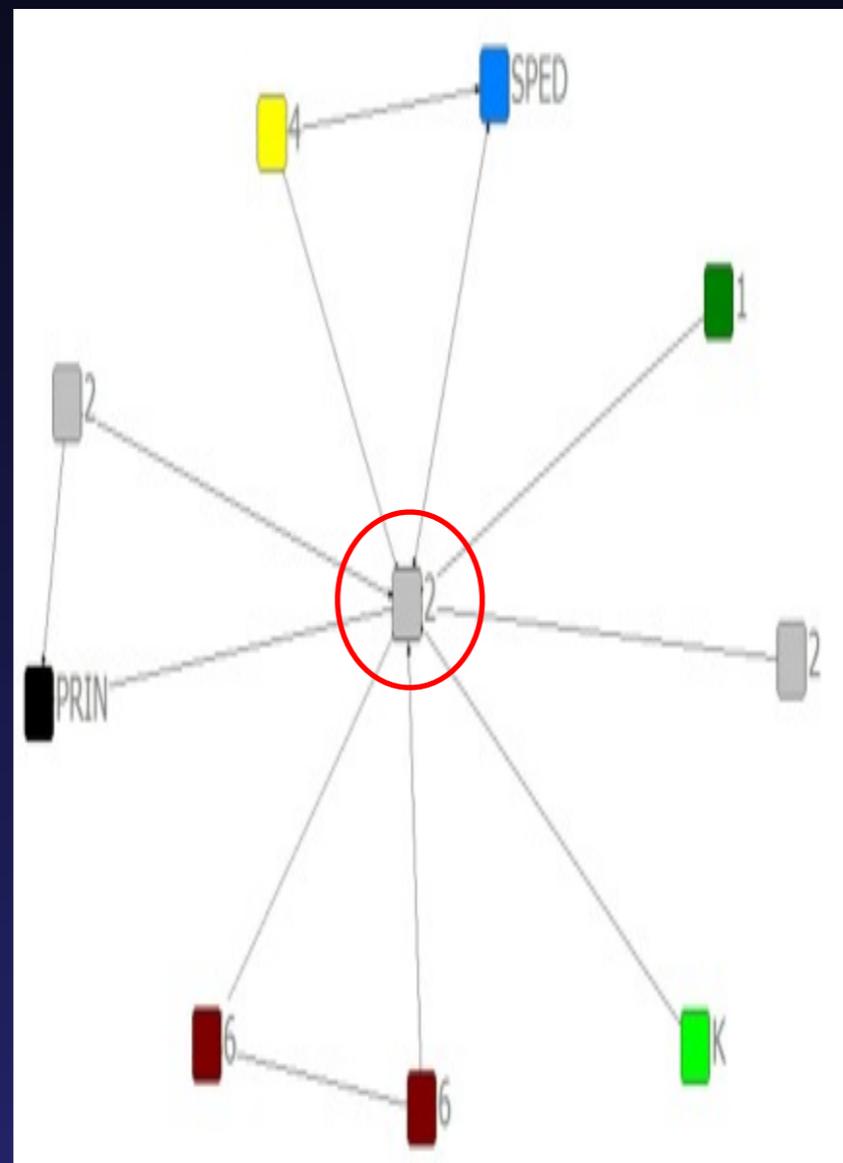
Improving Mathematics Teaching & Learning: The Case of Auburn Park

- **Redesigning system and school infrastructure:**
 - **New mathematics curriculum**
 - **Investing in professional development of teacher leaders for mathematics**
 - **math content knowledge**
 - **math pedagogical content knowledge**
 - **leadership**
 - **child development**
 - **Strategic selection of teacher leaders**
 - **Creation of math coach position in 3 schools**
 - **PLC/grade level organizational routines**
 - **System level routines - tool box & arrays**

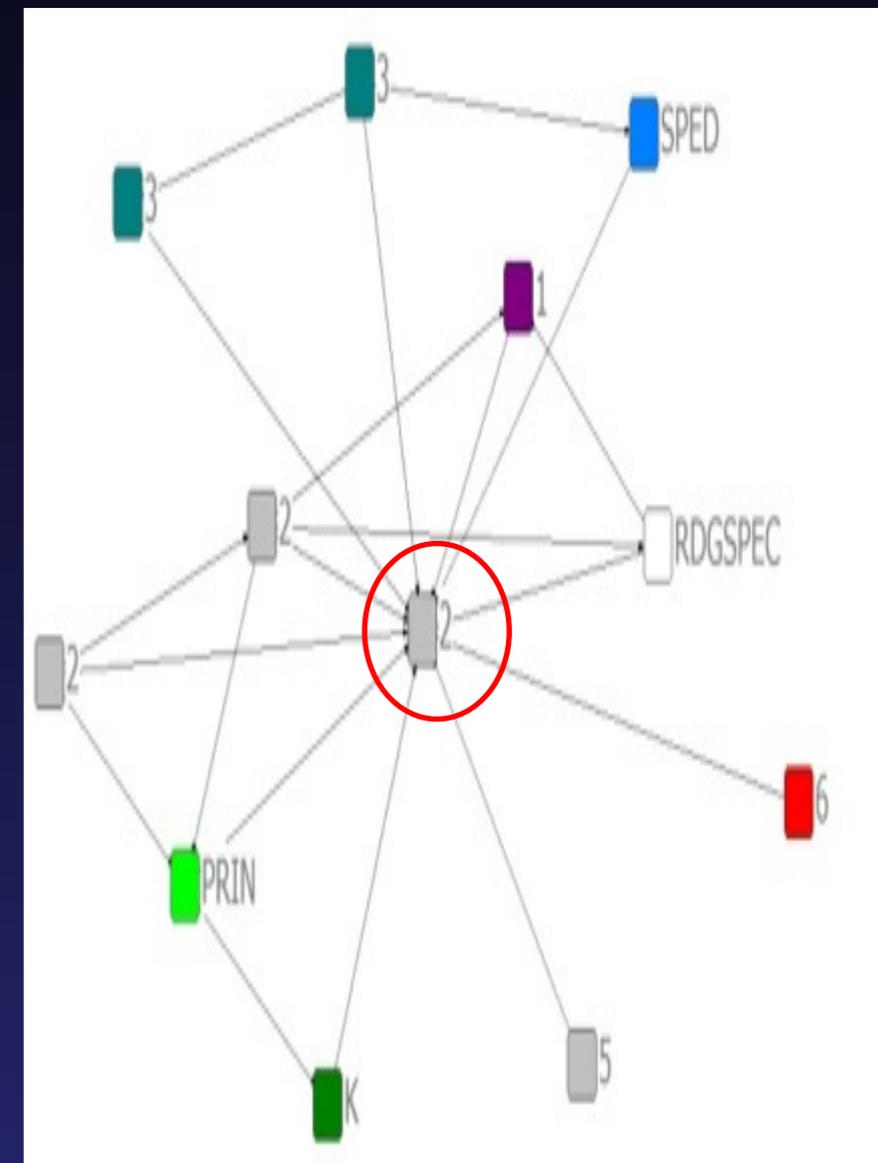
Math Teacher Leaders and Interactions about Mathematics Teaching & Learning



2009-10



2010-11



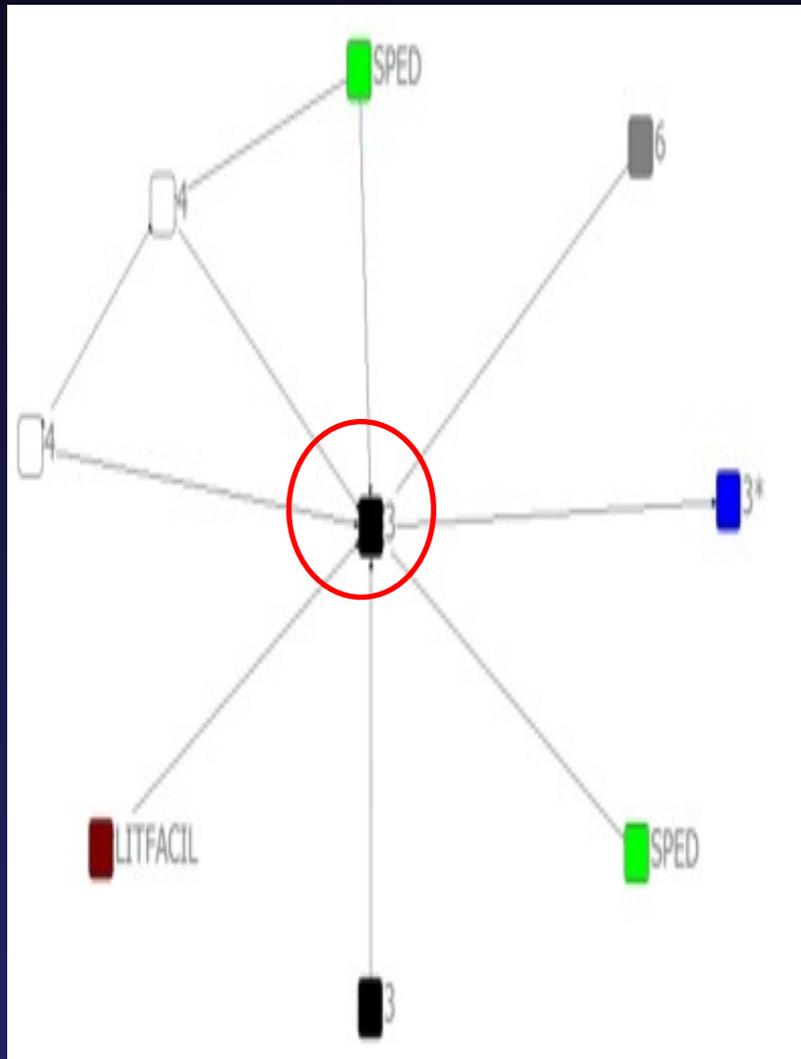
2011-12

Teacher Leadership and Training as a Marker of Expertise

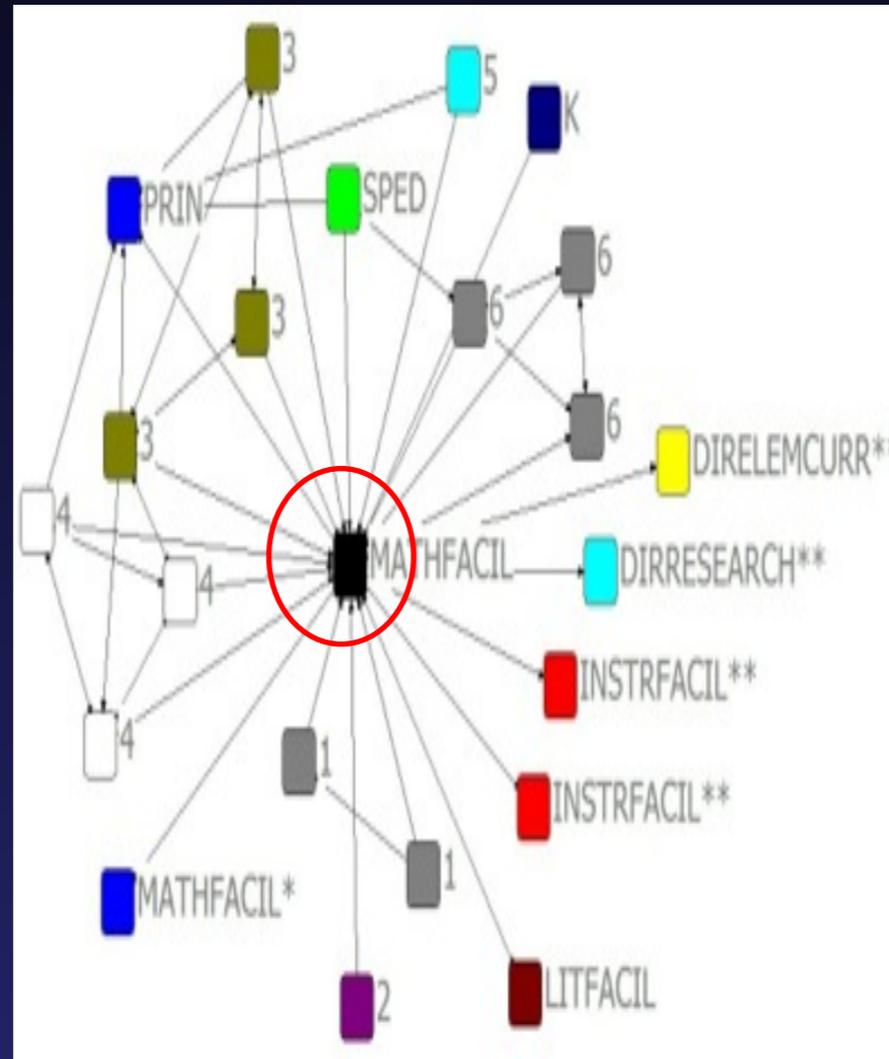
Karen (1st grade)

“Because he’s a second grade teacher....He’s kind of become the math person to see because he’s taken this extra training that nobody else in the building has done, and I know that he’s interested in math so, he’s just one that I’ve gone to that I know focuses very heavily on, I like his beliefs and the way that he has his room set up and the way that he carries himself.”

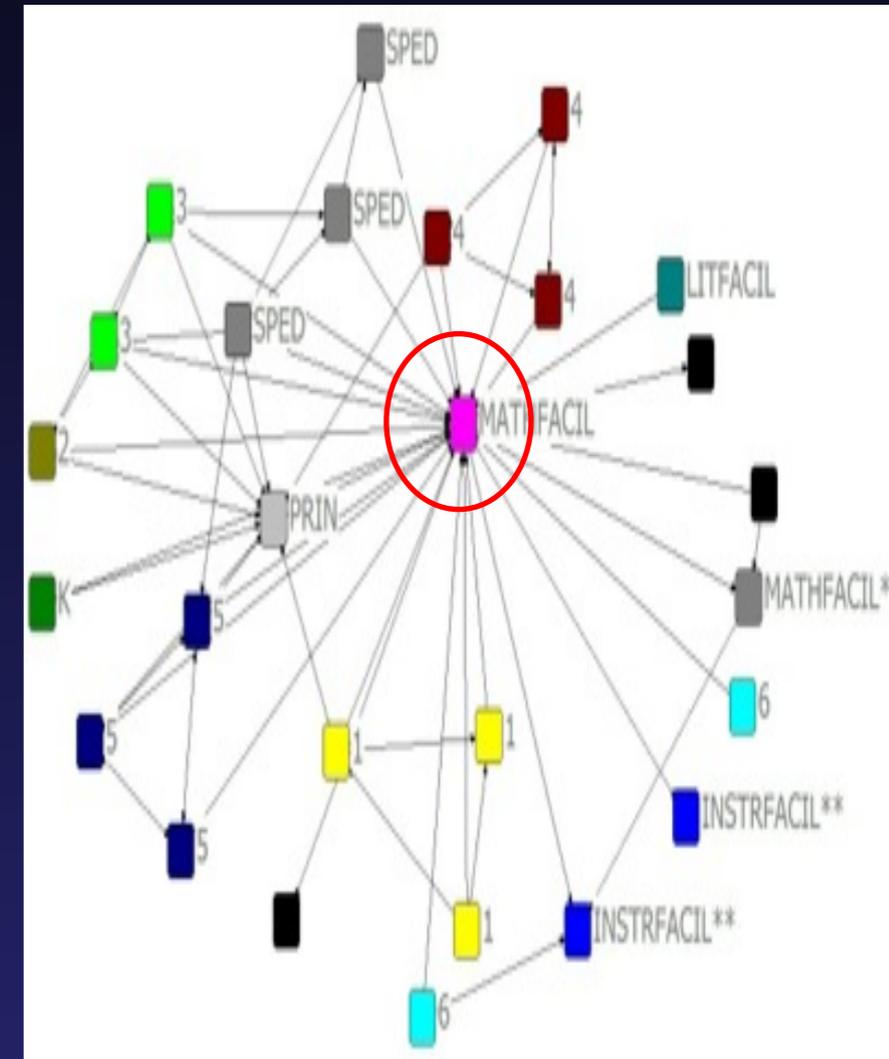
Math Coach and Interactions *about* Mathematics Teaching



2009-10



2010-11



2011-12

Formal Position Promotes Advice Seeking

“[Emily] really wasn’t our facilitator [last year], though she was my co-worker, just a third grade teacher. I knew she had a wealth of knowledge, I just wasn’t in [her classroom] when she was teaching math. But, now that she’s moved into this math facilitator position, that’s different... She’s been trained in it. And, she’s gone to school for it and she’s a great coach. She knows a lot about math and I trust her that she has a lot of, a wealth of knowledge... She’s the go-to person.”

Angie, Special Education

Infrastructure Redesign Promoted Advice and Information Seeking in Mathematics

Average In-Degree for Teacher Leaders and Other Teachers, Auburn Park School District

	2009-10	2010-11	2011-12
Toolbox Members (6)	1.60	2.80	2.67
Fundamental Math Participants (9)	4.33	6.00*	6.00
Math Coaches (3)	6.33	16.33**	18.00
Other Teachers (256)	1.54	1.60	1.36

Infrastructure Redesign Promoted Brokering in Mathematics

Average Betweenness for Teacher Leaders and Other Teachers, Auburn Park School District

	2009-10	2010-11	2011-12
Toolbox Members (6)	5.00	75.80*	48.86
Fundamental Math Participants (9)	32.44	144.33*	115.42
Math Coaches (3)	38.67	248.67**	222.97
Other Teachers (256)	10.85	24.81*	11.90

?????

- **MAYBE add some quotations on how formal position and routines worked together ...**

Teacher Leadership as a Coupling Mechanism

Change in Teachers' Beliefs about and Reported Practices in Mathematics

	2009-10	2010-11	2011-12
Beliefs about Mathematics Instruction Mean (SD)	3.35 (0.5)	3.46*** (0.5)	3.51*** (0.5)
Reasoning and Problem-Solving Practices Mean (SD)	2.39 (0.4)	2.52*** (0.4)	2.64*** (0.5)

Notes: Means are based on teachers from 12 schools with over 70% response rates who responded in every year of the survey. Significant differences are for comparisons to 2009-10. ***p<.001; **p<.01, *p<.05; +p<.10



Conclusion: Moving Forward

- **Putting diagnostic and design work central in research and development work on leading and managing.**
- **Diagnosis and design necessitates some sort of framework – one possibility is a distributed framework.**
- **A distributed framework focuses attention on the practice of leading – interactions & infrastructure are central concerns.**
- **We must engage with the implications of anchoring our diagnosis and design work in teaching and learning.**

More At:

- <http://www.distributedleadership.org>
- <http://distributedleadership.org/DLS/Presentations.html>