

RESEARCH

The research and evaluation component of the LSA project is conducted by Dr. Ken Leithwood, OISE/UT.

The role of research is to:

- assess the effectiveness of the LSA project in meeting its mandate;
- determine professional learning needs of participants;
- acquire and analyze data about instructional strategies in literacy and numeracy, in particular the effectiveness of the Teaching-Learning Critical Pathway process on student achievement;
- improve instructional practices across the province by applying the findings; and
- influence future directions of the project.

Surveys are developed with input from:

- LSA Steering Team;
- representatives of the provincial principals' associations;
- representatives from the provincial teachers' federations; and
- Dr. Ken Leithwood.

Surveys of principals take place in the fall and spring of each school year. Voluntary teacher surveys are conducted online by Curriculum Services Canada. Random telephone interviews of principals and system leaders also contribute to the research findings.

Dr. Leithwood's analysis and report provides an assessment of the value of the LSA project, not of individual principals, teachers, schools or boards. All responses are confidential.

LSA SECONDARY SCHOOL PILOT (YEAR 2)

Building on the infrastructure and success of the Leading Student Achievement project (2005-10), the Secondary pilot has been expanded to 36 schools representing various districts across the province. The Secondary School Pilot will continue to focus on LSA project strategies:

- Tri-level approach to capacity building (school, district, system);
- Principal Learning Teams focused on instructional leadership; and
- Teaching-Learning Critical Pathway process for improving instructional practice, adapted to the secondary school context.

The LSA project will provide a facilitator to assist secondary schools in developing and implementing the Teaching-Learning Critical Pathway process as determined by the needs of the school.

LSA SYMPOSIA

For Elementary and Secondary Project Leaders

- Friday, September 24, 2010
- Friday, May 13, 2011

Regional Principal Learning Team Sessions for Elementary and Secondary Principals - Fall 2010

Dates and locations to be announced.

ELECTRONIC RESOURCES

The Literacy and Numeracy Secretariat

www.edu.gov.on.ca/eng/literacynumeracy/inspire
www.edu.gov.on.ca/fr/literacynumeracy/inspire

Leading Student Achievement

www.curriculum.org/LSA

LSA Web Network - Supporting TLCP

<http://lsanetwork.ning.com> (Eng)
<http://reseautagedre.ning.com> (Fr)

LSA Web Network - Supporting PLTs

<http://lsaplts.ning.com>

Réseau social DRÉ soutien aux Equipes de direction apprenantes

<http://dreedda.ning.com>

CONTACT INFORMATION

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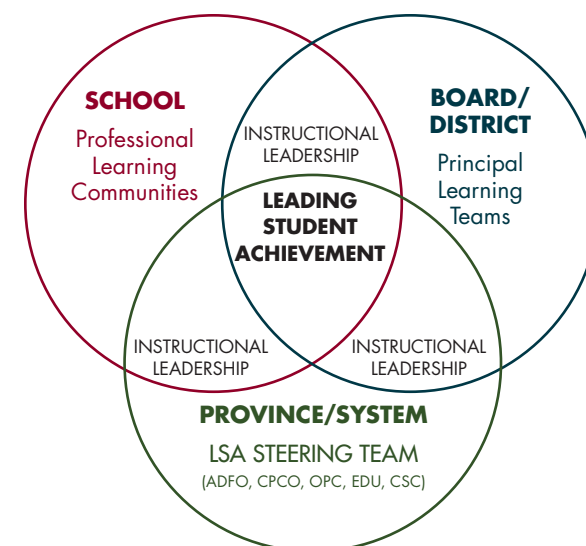
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LEADING STUDENT ACHIEVEMENT NETWORKS FOR LEARNING

RESEARCH INTO PRACTICE - YEAR 6



Research shows that school leadership, especially by the principal, is the second most important factor (next to the teacher) when it comes to impact on student learning. School principals have a special responsibility to focus on what it takes to implement the core priorities.

Reach Every Student: Energizing Ontario Education
Winter 2008

A project developed by the Provincial Principals' Associations (ADFO, CPCO and OPC) in partnership with and funded by The Literacy and Numeracy Secretariat and supported by Curriculum Services Canada.

SCHOOL

Professional Learning Communities

Principals and teachers collaborate in teams to improve instructional practice through evidence-based inquiry with a focus on the Teaching-Learning Critical Pathway (TLCP) process.

DISTRICT

Principal Learning Teams

Principals work in teams and learning networks to increase their capacity as instructional leaders, impacting instructional practice that leads to improved student learning.

PROVINCE

LSA Steering Team

The LSA Steering Team supports system leadership to the project by providing a variety of professional learning opportunities to teams of principals, teachers and system leaders.

SUPPORT FOR PRINCIPAL LEARNING TEAMS

- Professional learning based on the “research-led practice and practice into research” model
- Symposia for principal team leaders and superintendents/district LSA coordinators featuring local, national and international education experts
- Web conferences, web meetings and online LSA web network
- Communication of successful practices: print resources, website, brochures, research reports, symposia reports, DVDs and facilitator’s guides
- Opportunities for principals to participate in regional sessions on building capacity as instructional leaders.

PURPOSE

The project is based on a tri-level approach providing support to school leaders as they:

- improve literacy and numeracy achievement of students K to 12;
- work in Principal Learning Teams, hubs and networks to improve instructional leadership;
- build effective professional learning communities within and across their schools, districts and the province;
- use evidence-based inquiry to inform *assessment for learning* practices;
- establish and provide ongoing support of the Teaching-Learning Critical Pathway process and other effective instructional practices; and
- contribute to educational research.

LSA THEORY OF ACTION

The LSA project provides a “ wide variety of initiatives intended to stimulate and support leadership development among principals participating in the project. Engagement with these initiatives significantly increases the capacities of principals to positively influence the status of key conditions in their school communities, conditions which have both direct and indirect effects on the experiences of students. These key conditions are located on four ‘paths’ along which principals’ influence flows: the Rational path, the Emotions path, the Organization path and the Family path” (*How the Leading Student Achievement Project Improves Student Learning: An Evolving Theory of Action*, Leithwood, February 2010).

EXPECTATIONS OF PARTICIPANTS

Board Leaders

- Participate in LSA symposia and regional sessions
- Work with their Principal Team Leaders to support and facilitate the project
- Promote LSA within their boards

Principal Team Leaders

- Participate in LSA symposia and regional sessions
- Develop and submit annual learning plans on behalf of their Principal Learning Teams
- Work with their Principal Learning Teams to share experiences, knowledge and strategies to mobilize and sustain professional learning communities in participating schools
- Support the research component of the project by participating in phone interviews and ensuring their principal team members complete the survey
- Submit a year-end report

Principal Learning Team Members

- Support effective Principal Learning Team meetings sharing experiences, knowledge and strategies that focus on student achievement and data that informs instructional practice
- Conduct at least one Teaching-Learning Critical Pathway cycle as determined by the needs of the school
- Develop specific goals related to improving student achievement in literacy and numeracy across the curriculum
- Work with their school communities to communicate the goals of the project as presented in Leithwood’s *Four Paths of Leadership Influence on Student Learning*
- Support the research component of the project by completing principal surveys and participating in phone interviews
- Facilitate and encourage the completion of voluntary online teacher surveys

FOUR PATHS OF LEADERSHIP INFLUENCE ON STUDENT LEARNING

(LEITHWOOD, 2010)

