

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

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James P. Spillane

Northwestern University

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

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# Overview

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- 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**

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

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# Diagnosis and Design

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

# A Distributed Perspective: The Practice Aspect

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# A Distributed Perspective

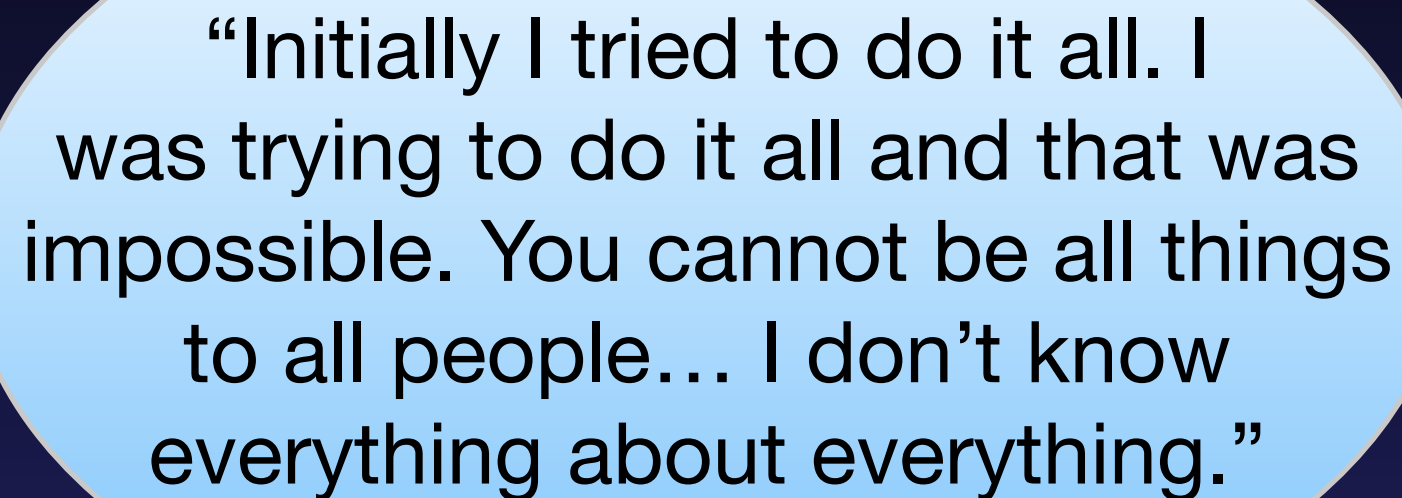
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- A diagnostic framework that draws attention to particular dimensions of leadership & management
- A design framework for guiding leadership and management improvement efforts



# An Alternative to the 'Heroics of Leadership' Genre

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"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."

**Principal Johnson**



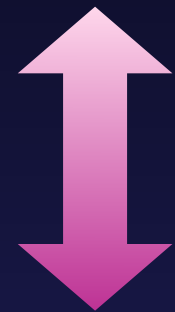
# **Anchoring Diagnosis and Design Work in Teaching & Learning**

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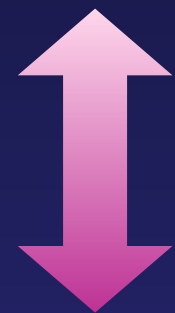
# Anchoring Leadership

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Students'  
Opportunities To Learn



Teaching



What gets taught?

How is it taught?

Leading and Managing



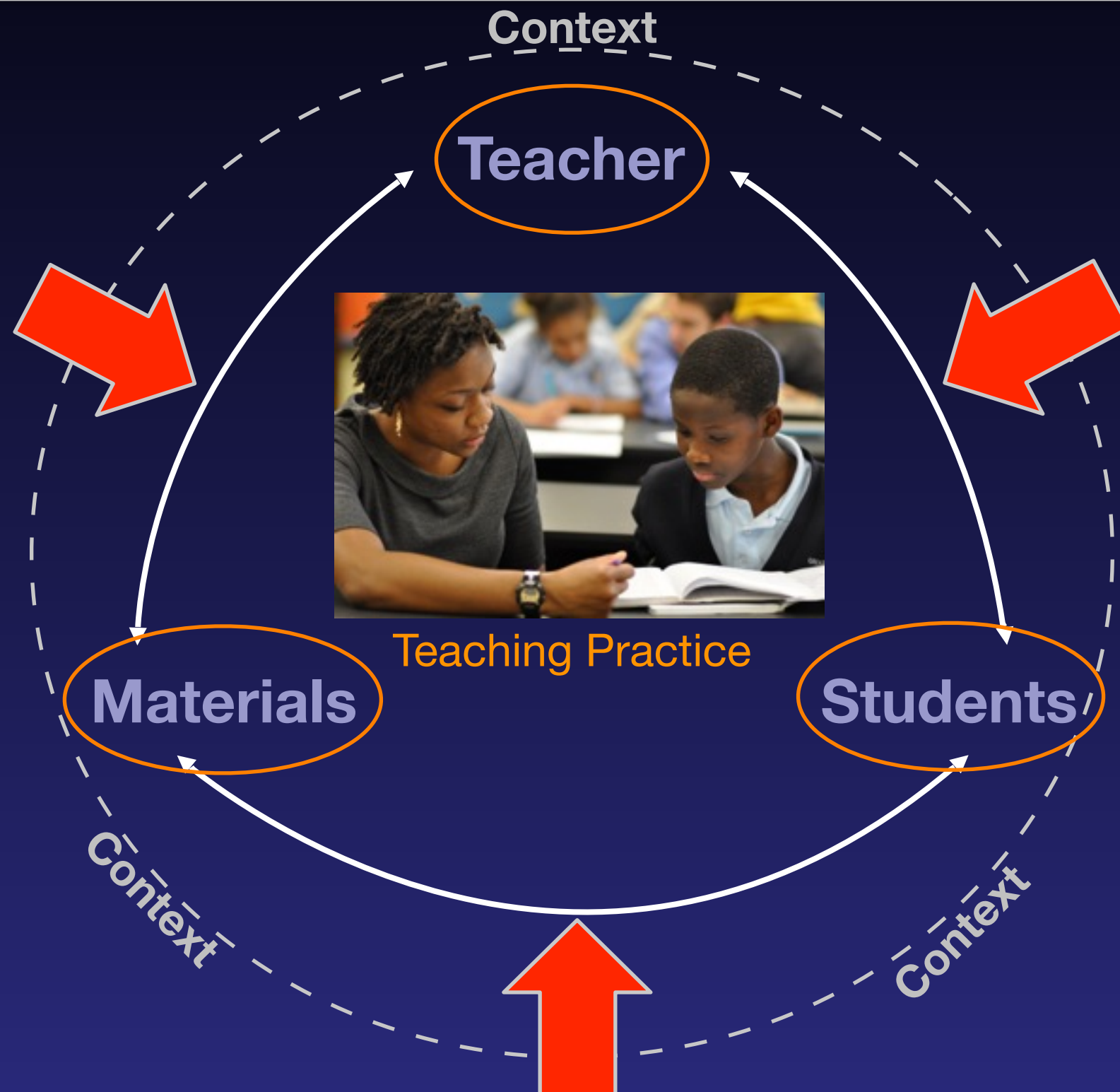
# Teaching as a Social Practice

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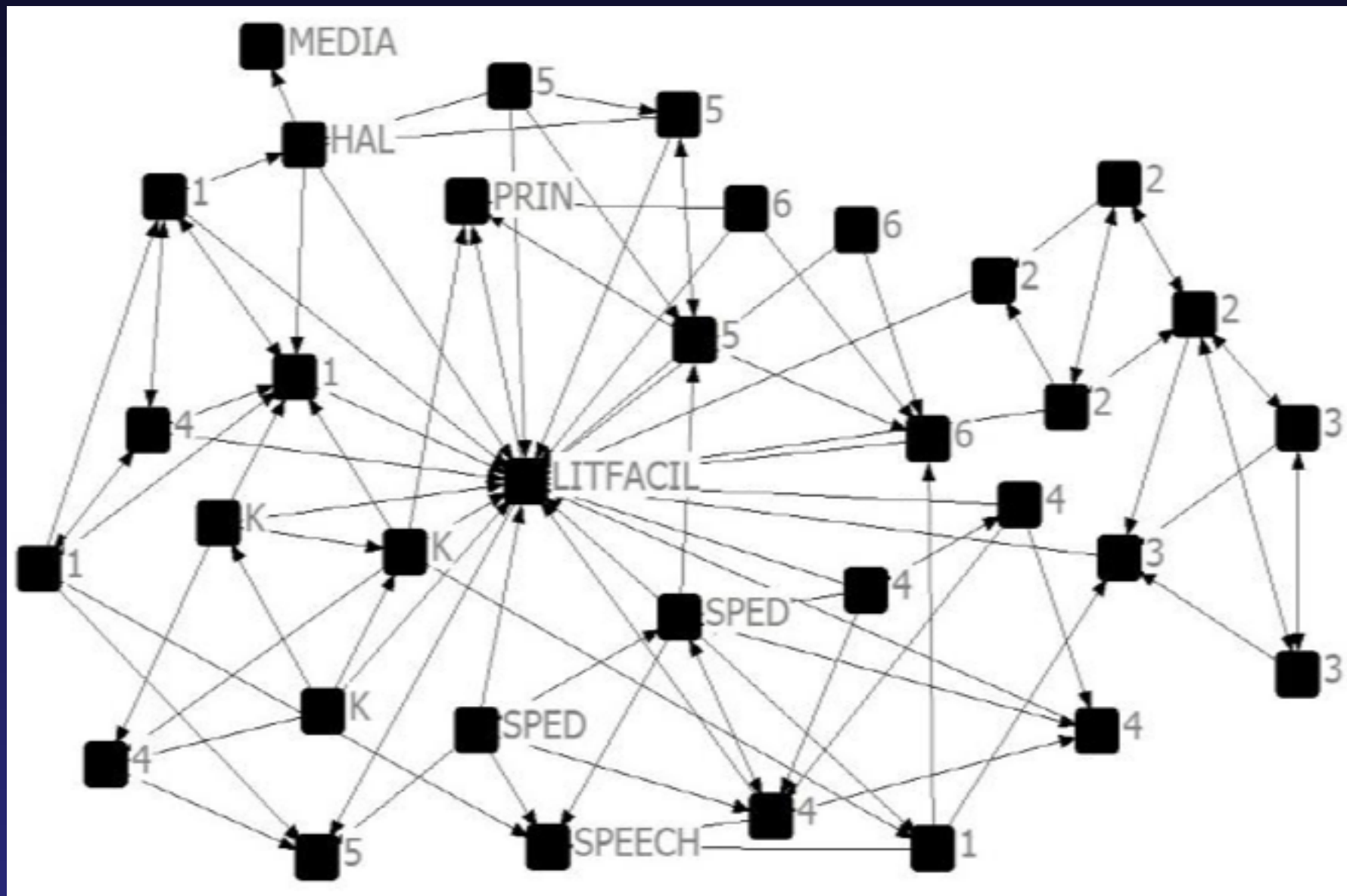
# Teaching and Leadership

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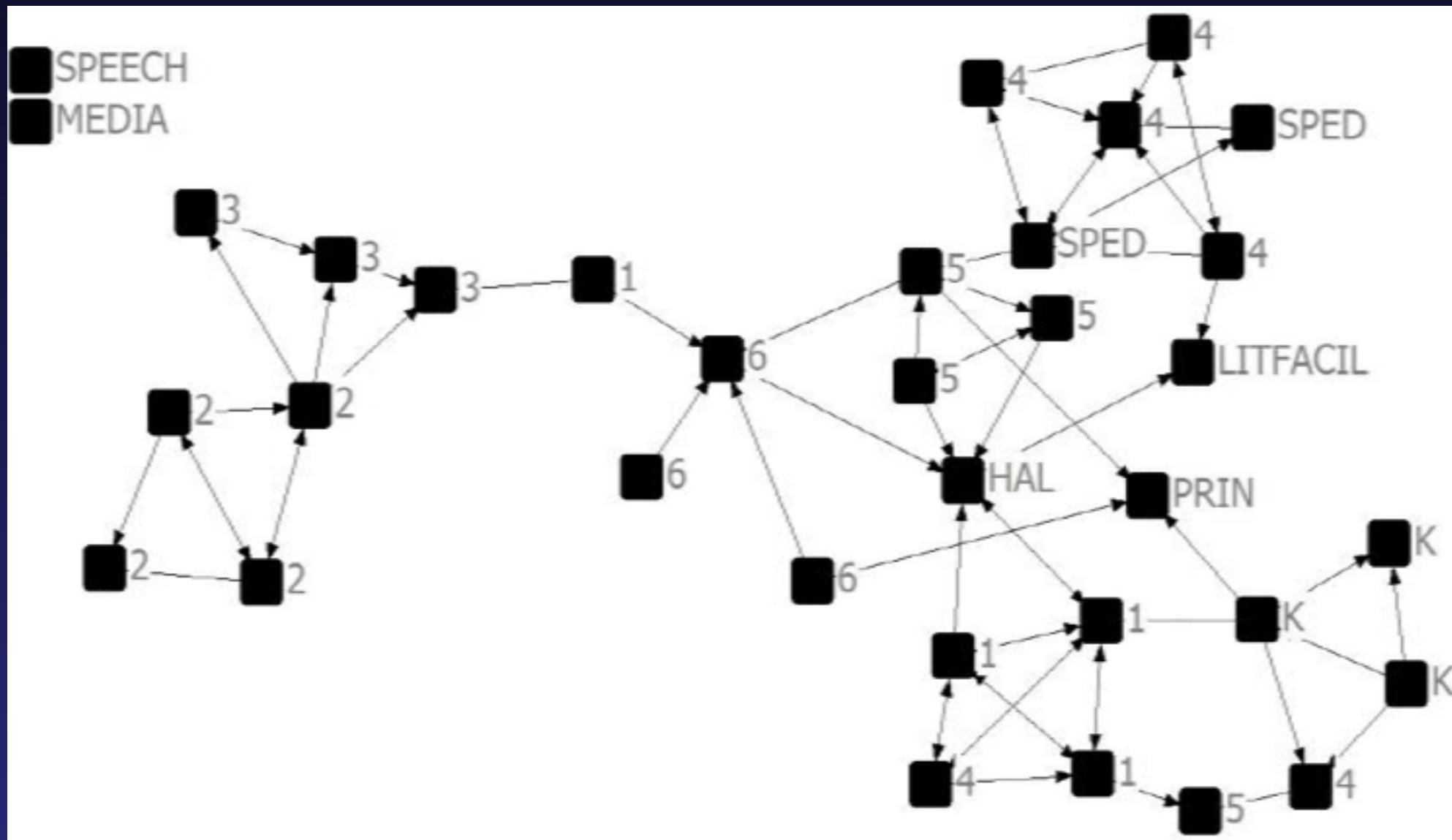
# The Subject Matters - Language Arts

Kingsley Elementary School: Instructional Interactions about Literacy



# The Subject Matters - Mathematics

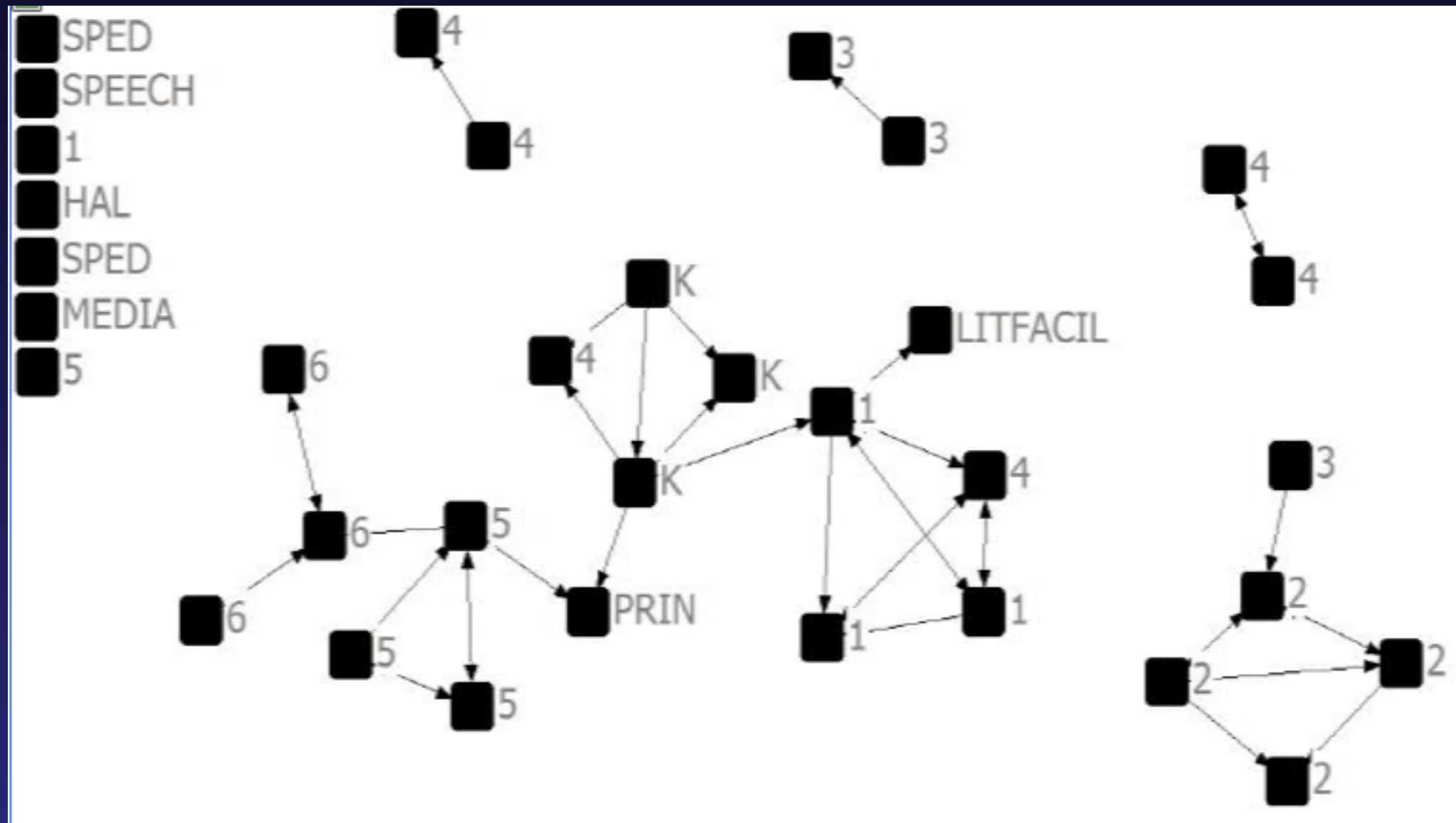
Kingsley Elementary School: Instructional Interactions about Mathematics





# The Subject Matters - Science

Kingsley Elementary School: Instructional Interactions About Science

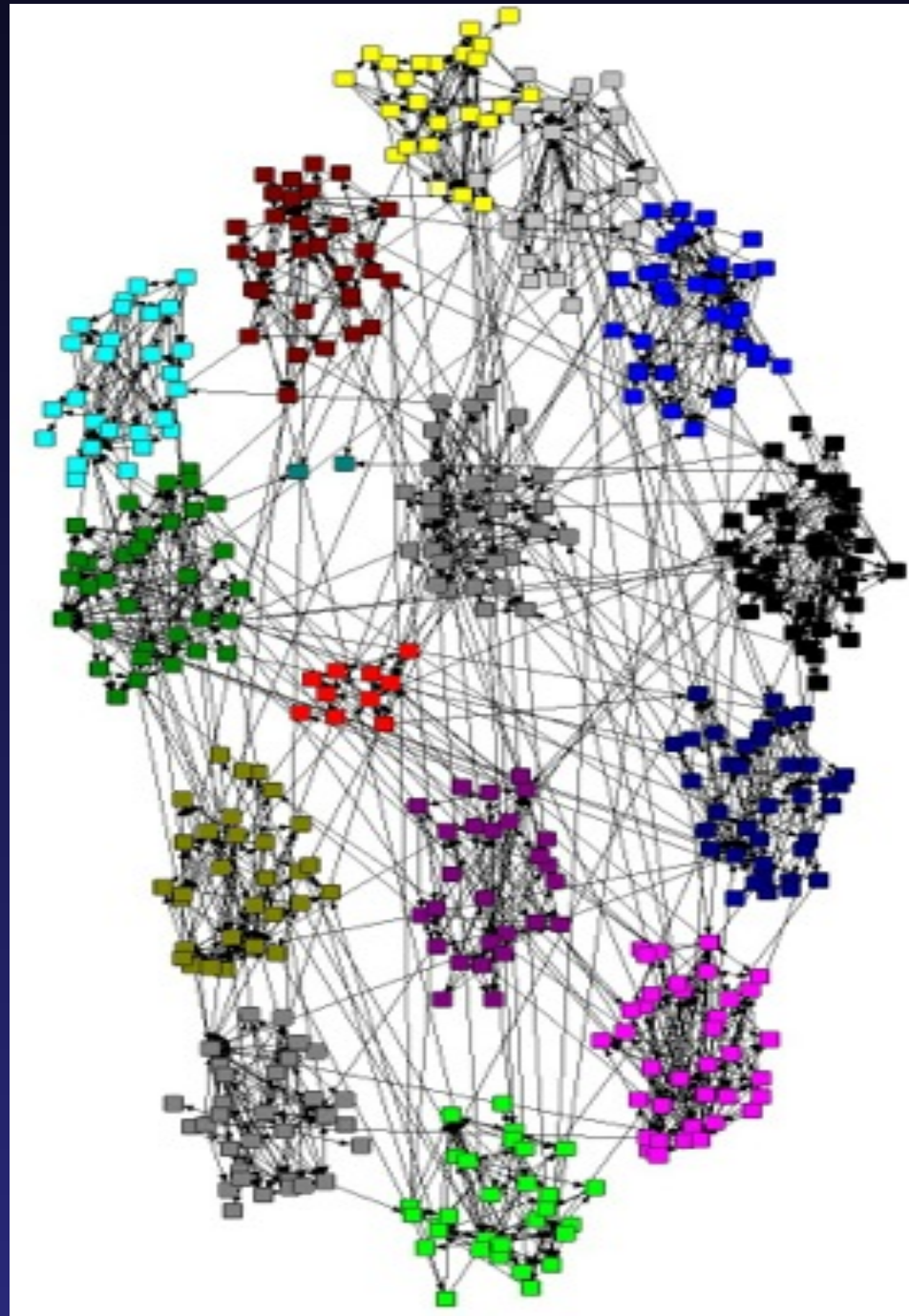




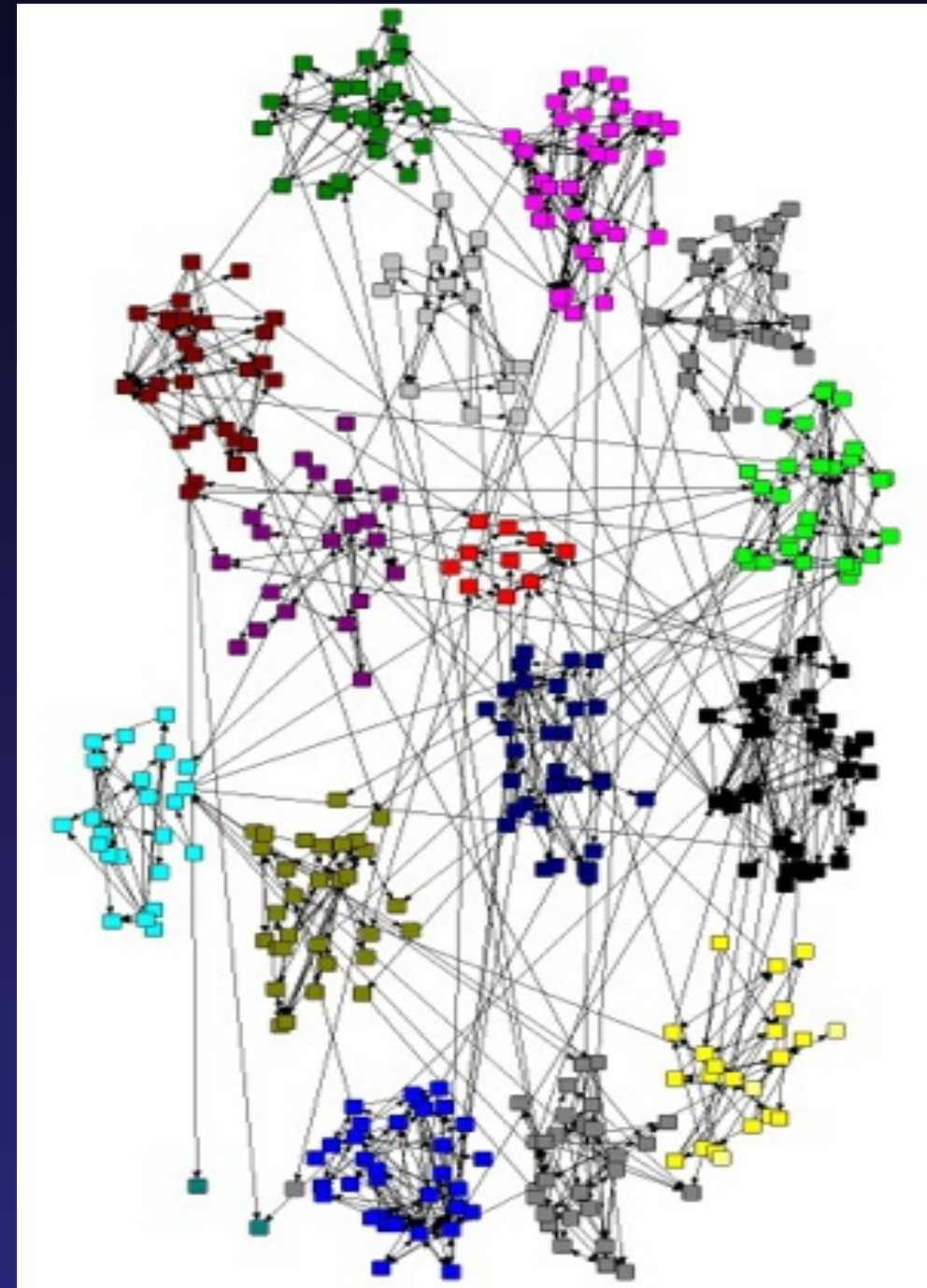
# A System View: Instructional Advice and Information Interactions

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English Language Arts

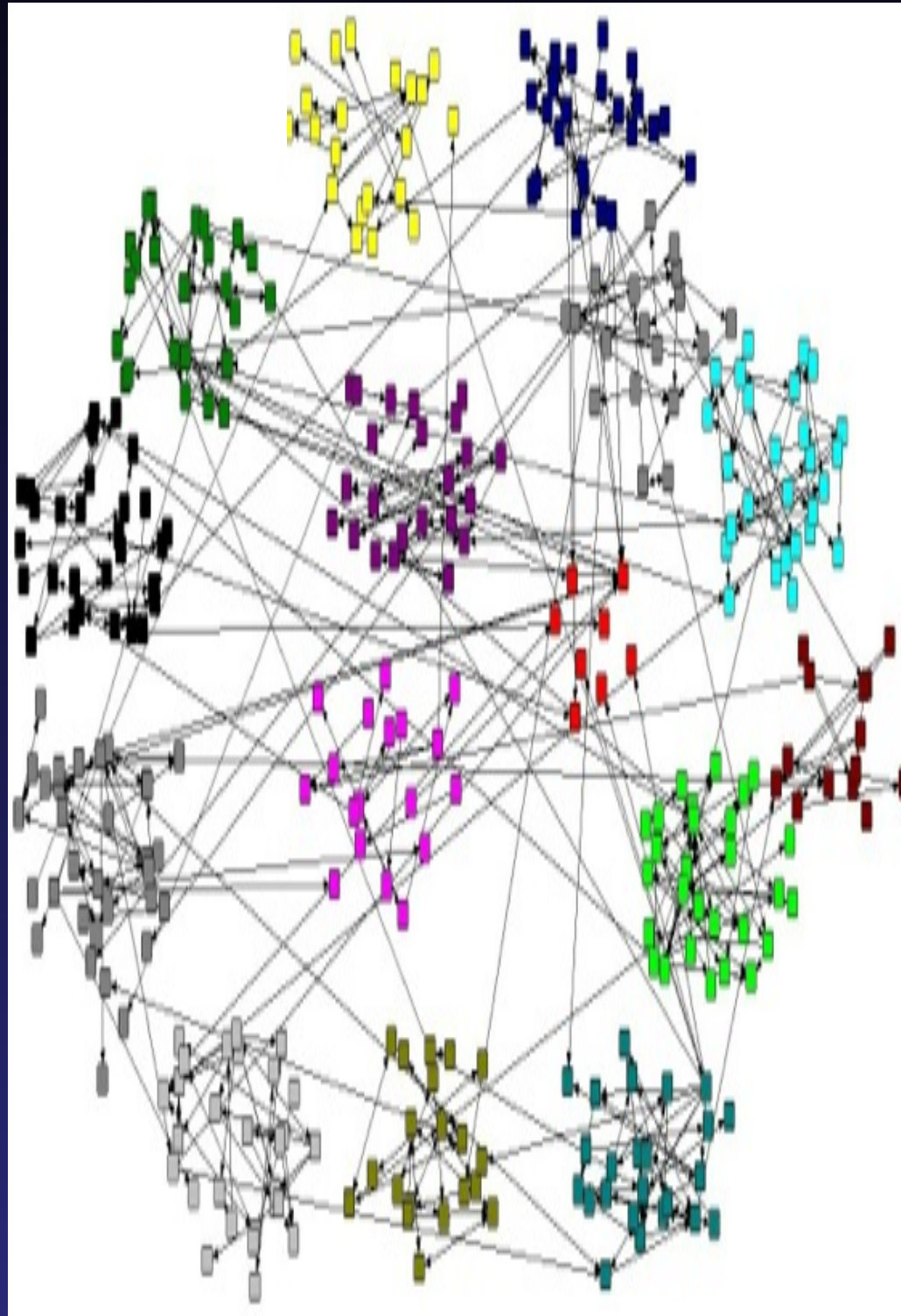


Mathematics



# School and School Systems: Science

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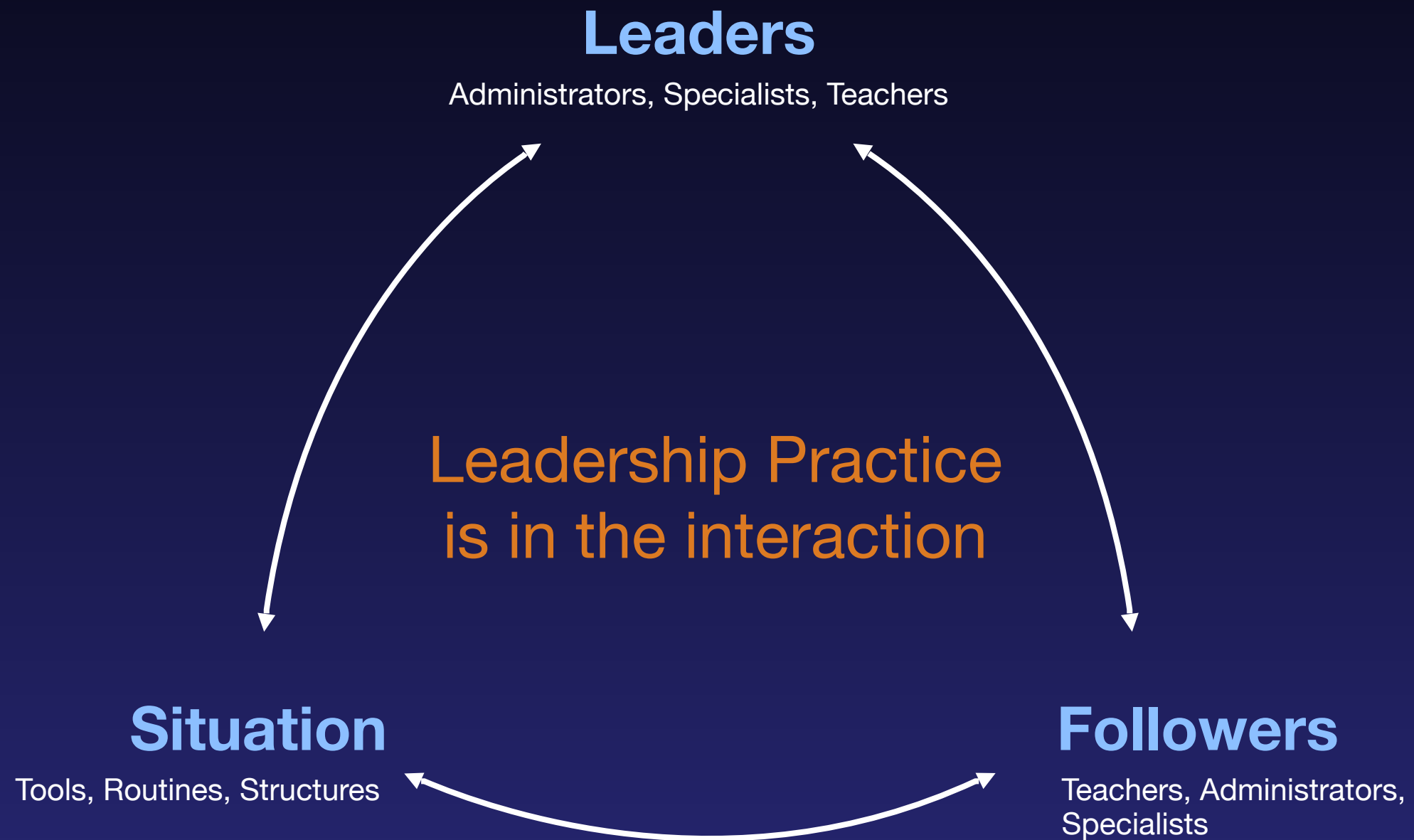


# Diagnosis and Design: Attending to System and Organizational *Infrastructure*

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# The Practice Aspect

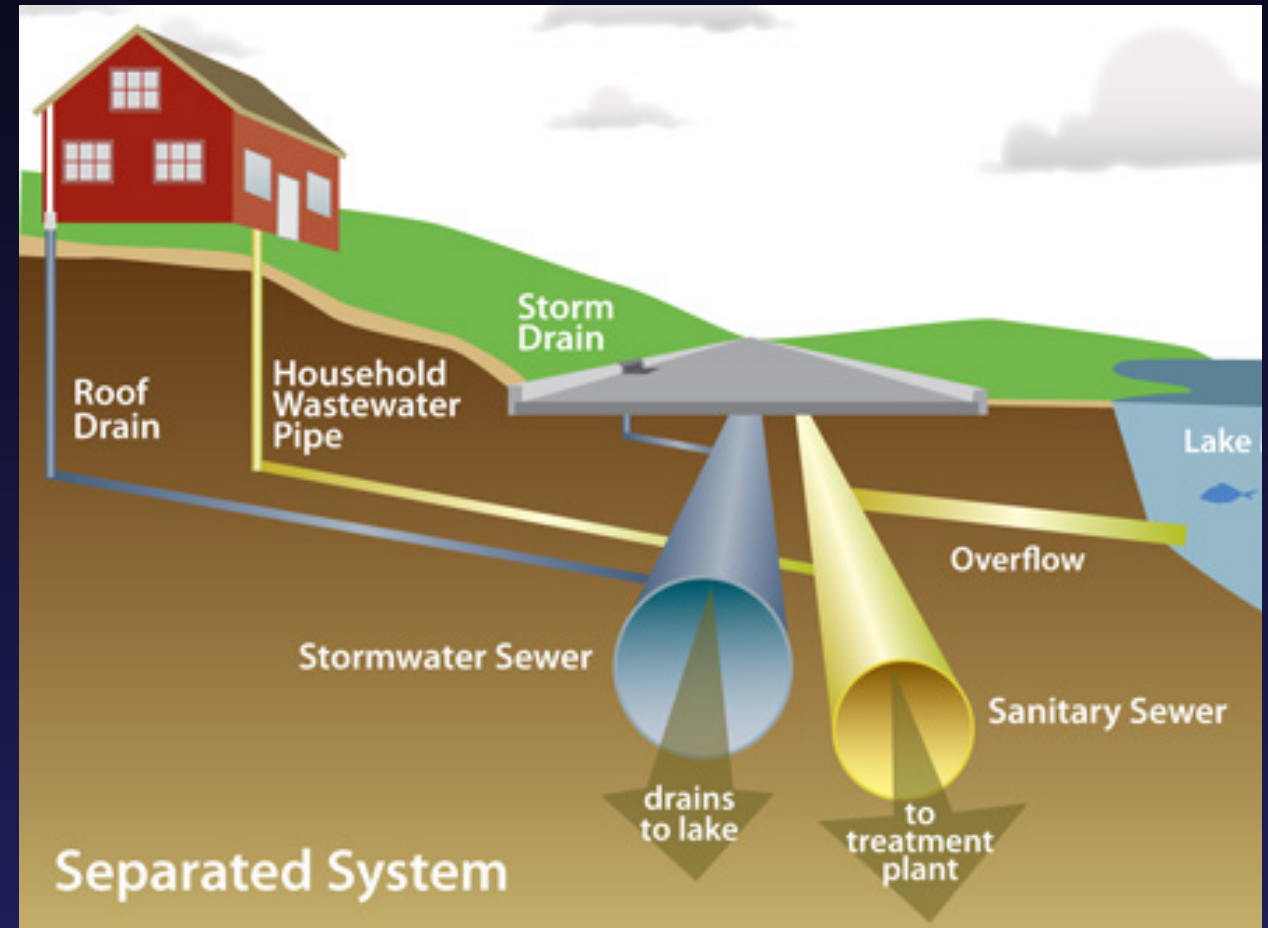
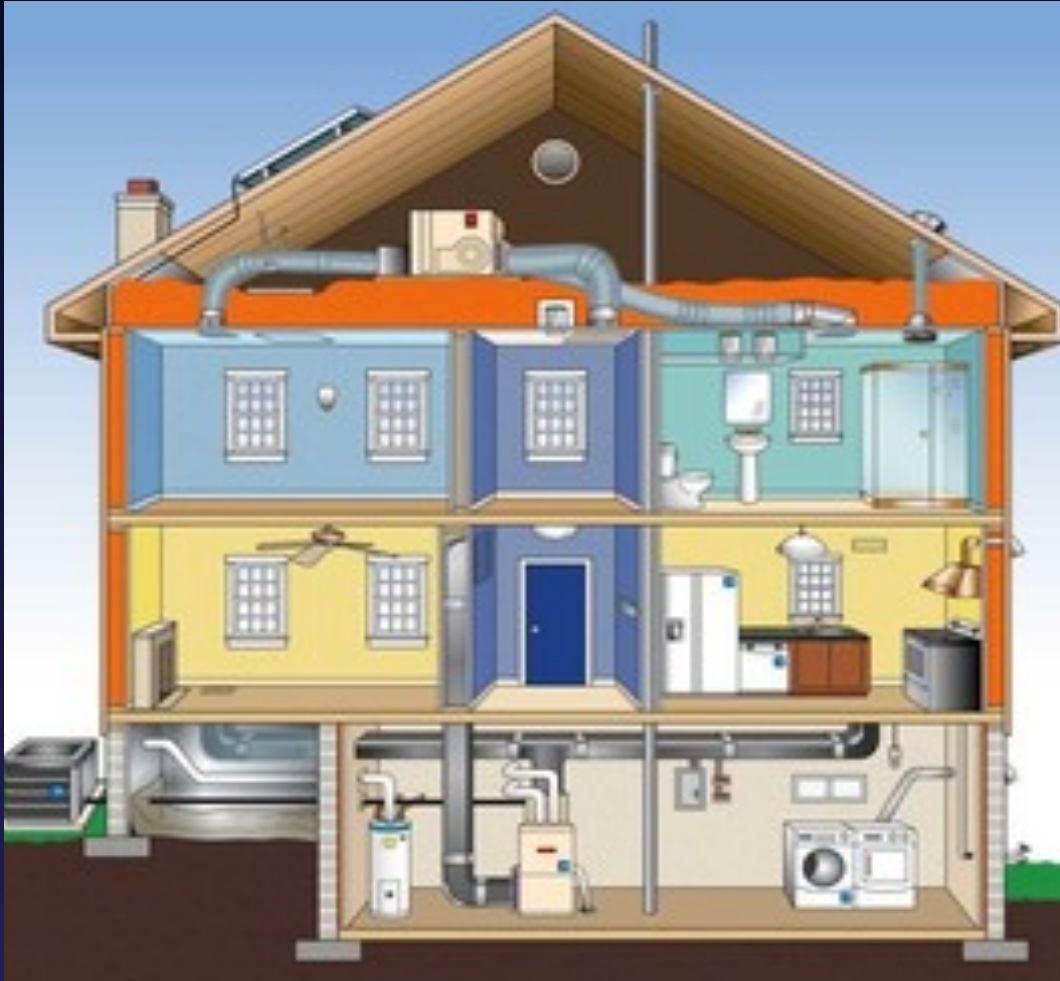
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A word cloud featuring various organizational and management terms. The words are arranged in a dense, overlapping manner. The colors used are shades of blue, purple, white, and grey. The sizes of the words vary, with some being significantly larger than others. The words include: POLICIES, SCRIPTS, TOOLS, PROCEDURES, STRUCTURE, CONCEPTS, POSITIONS, ORGANIZATIONAL, THEORIES, ROUTINES, PROTOCOLS, RULES, POSITIONS, REGULATIONS, NORMS, PROCEDURES, STRUCTURE, ORGANIZATIONAL, CONCEPTS, POSITIONS, WORK, SCRIPTS, RULES, PROGRAMS, STRUCTURE, and CONCEPTS.

# Infrastructure



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



# Organizational Routines

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- **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

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

# Changing Organizational Routines, Changing Interactions

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“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

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- 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?



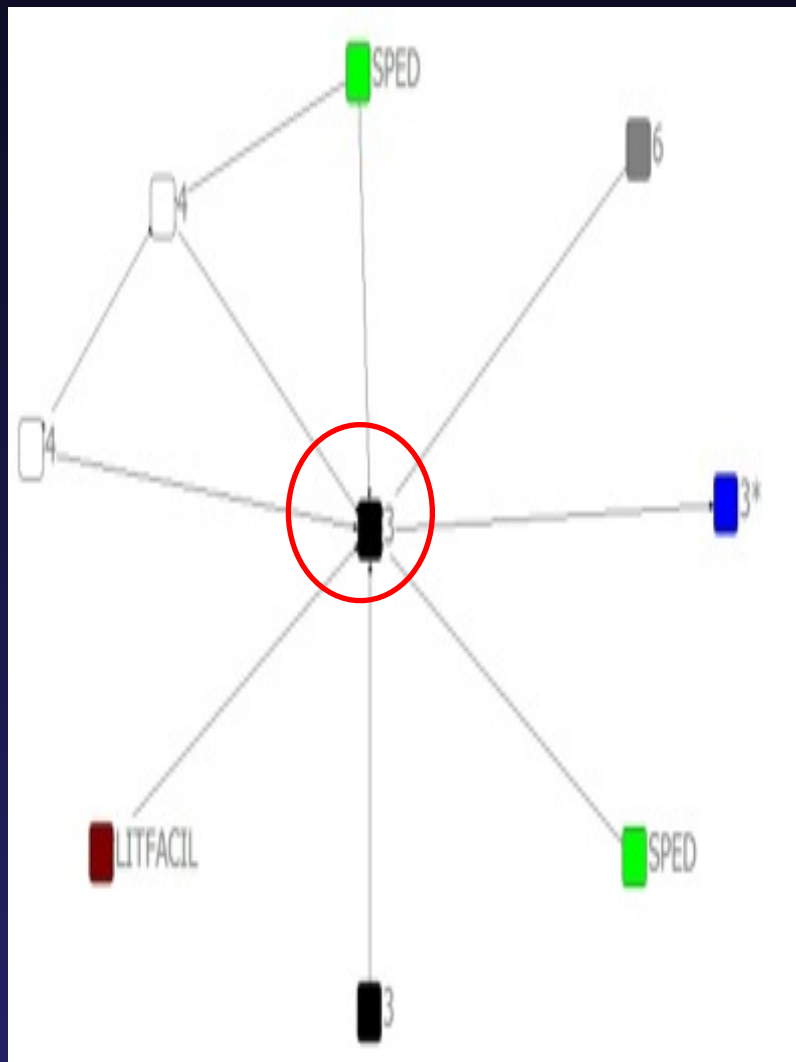
# Formal Organizational Structure and Teaching Advice & Information Interactions

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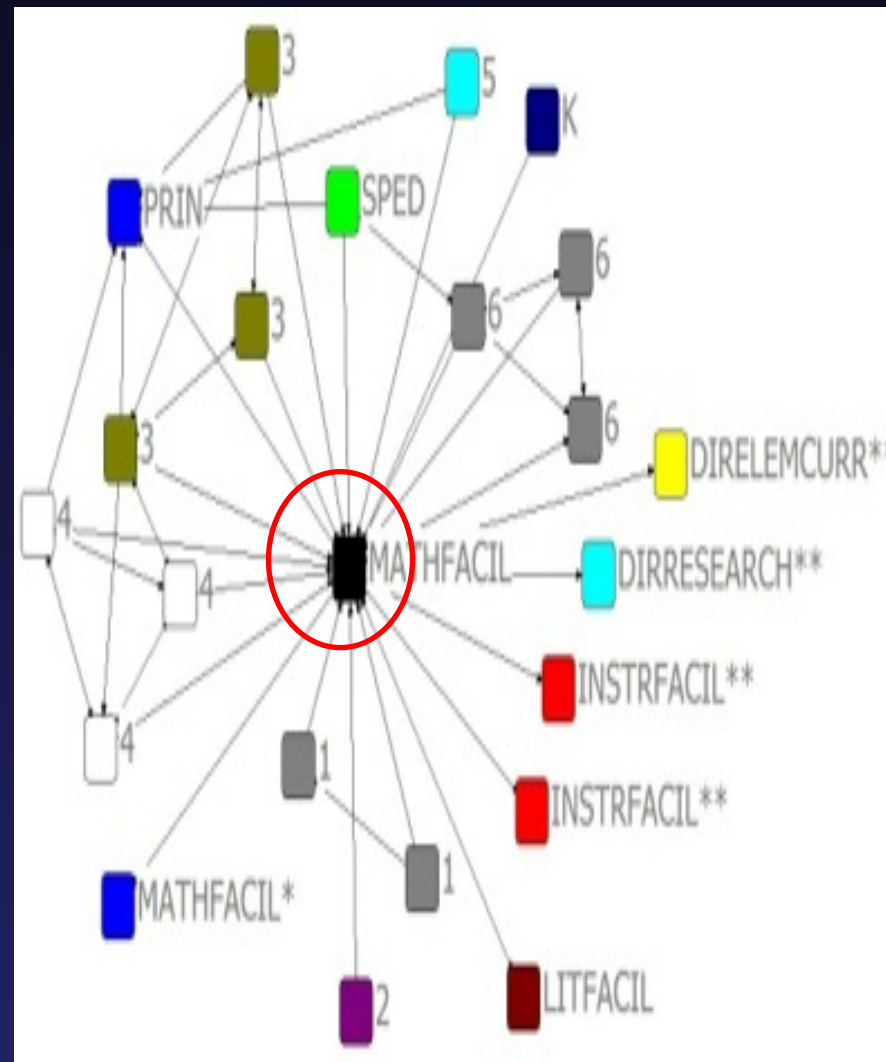
- Teachers more likely to seek advice from others of same gender and race
- Prior tie strongly associated with having a current tie
- Formal leaders more likely to provide advice or information
- Teachers in the same grade more likely to receive or provide advice or information
- Teachers more likely 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.

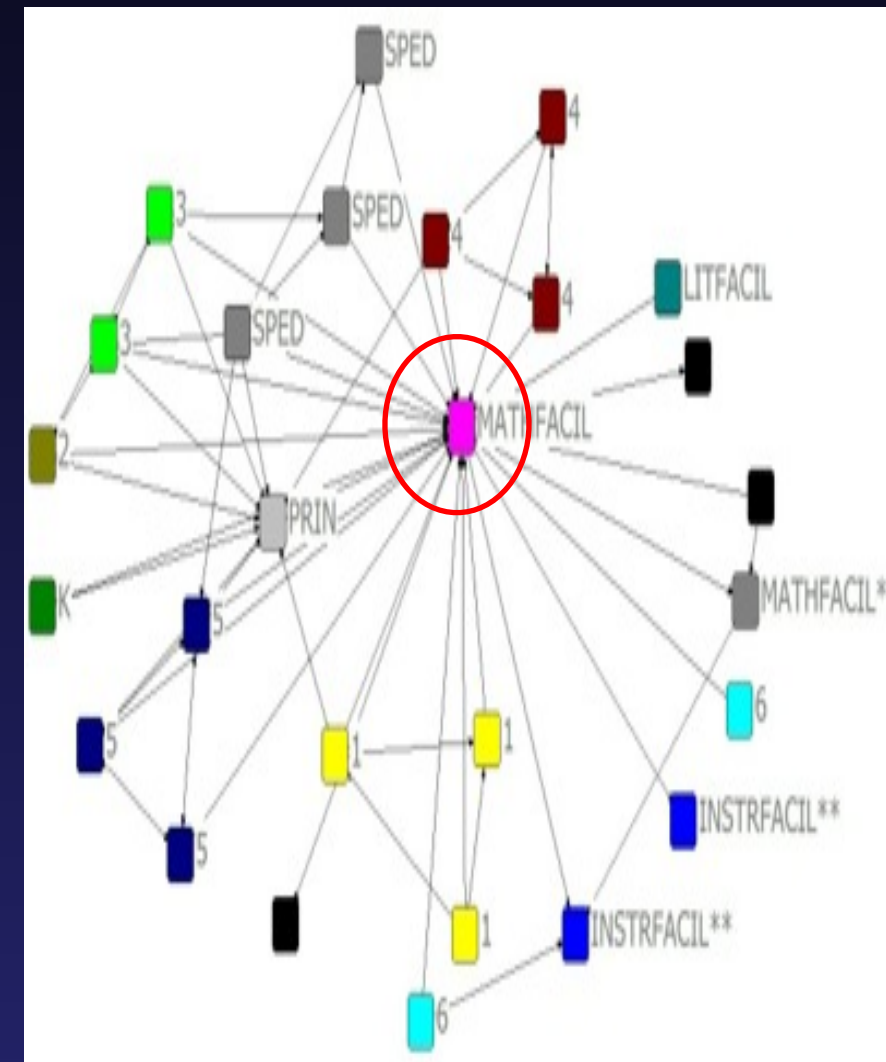
# Math Coach Transforms Interactions *about Mathematics Teaching* (Bryant Elementary)



2009-10



2010-11



2011-12



# Formal Position Promotes Advice Seeking

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“[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

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

	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
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

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## 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

# Teacher Leadership as a Coupling Mechanism

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## Change in Teachers' Beliefs about and Reported Practices in Mathematics

	2009-10	2010-11	2011-12
<b>Beliefs about Mathematics Instruction</b> Mean (SD)	3.35 (0.5)	3.46*** (0.5)	3.51*** (0.5)
<b>Reasoning and Problem-Solving Practices</b> 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

[illegible]





# Conclusion: Moving Forward

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- **Putting diagnostic and design work central in leadership for teaching & learning.**
- **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 are central.**
- **We must engage with the implications of anchoring our diagnosis and design work in teaching and learning.**



# More At:

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