

Which leadership moves actually reach learning?

A school-usable map from Marzano's 21 responsibilities

A NOTE FROM EVIS · FOR THIS TERM

This is not a catalogue of what good leaders do. It is a tool I put on the table when a senior team has to choose what to protect this term, because the week will try to eat everything. Marzano, Waters and McNulty ranked twenty-one leadership responsibilities by how they link to student achievement. You do not need all twenty-one. You need a clearer sense of which few you are actually feeding, and which ones only get discussed.

Evis Qeska · We sit with IB leadership teams on the work that has to last the year.

THE INVITATION

If you could protect only one this term, which?

FROM THE BUILDING	FROM THE BUILDING	FROM THE BUILDING
		
<u>Being seen</u>	<u>Clear goals</u>	<u>Undercurrents</u>
<i>Visible with teachers and students</i>	<i>Goals stay in front of the school</i>	<i>Act before problems hit the corridor</i>
☐	☐	☐
this term	this term	this term

There is no trick answer. Page 2 shows how the research ranked them. Page 3 is the meeting.

Context that makes it usable

WHY THIS MATTERS

Among school factors, leadership sits second only to classroom teaching.

Wallace Foundation reviews on leadership and learning. Plain language: not decoration. A condition for the work.

THE 2005 RANKING

Order, not decimals

Marzano, Waters and McNulty named 21 leadership responsibilities and ranked them by how strongly each linked to student achievement. We show the order. We do not print the decimals. Rank is a place to look first, not a score to chase.

READER NOTE · HOW TO READ THIS

Highest is not a veto

This high-to-low order comes from the Marzano, Waters and McNulty (2005) meta-analysis: average correlations with student achievement across many studies and schools. It is a research average, not a law for every school. What ranks highest here may not be the first lever in your building this term. Context still decides, so use the ranking as a prompt for judgment: do a sticky rank and SLT compare, not a fixed priority list.

IMPACT LADDER · TOP 7 ONLY

Look here first when the week is full

Use this as a prompt for judgment, not a fixed priority list.

RANK	RESPONSIBILITY	RELATIVE STANDING (visual only)
1	Situational awareness Know the undercurrents	
2	Flexibility Adapt your stance	
3	Discipline Protect teaching time	
4	Outreach Speak for the school	
5	Monitoring / evaluating Check what is working	
6	Culture Shared beliefs you can feel	
7	Order Routines that hold	

Bar length follows rank order only. It is not a score, and it is not a reason to drop the rest of the map.

Full interactive page (when live)

nordiceducationacademy.com/resources/marzano-21-leadership

Use this week

ONE SLT MEETING · ABOUT 30 MINUTES

Print this page. Rank what you protect this term. Highest effect first. No decimals.

#	RESPONSIBILITY	IN PRACTICE
1	Situational awareness	Know the undercurrents in staffrooms and corridors. Act early so small tensions do not become public problems.
2	Flexibility	Adapt your stance when evidence or people push back. Stay comfortable with dissent without losing the thread of the work.
3	Discipline	Protect teaching time from noise, meetings, and distraction. Say no to what crowds the timetable so classrooms keep their hours.
4	Outreach	Speak for the school with parents, board, and partners so the right people know the why. Carry a clear story of what you are protecting.
5	Monitoring / evaluating	Check whether practice is working for learning, not only whether it happened. Walk the evidence and adjust before habit hardens.
6	Culture	Build shared beliefs and cooperation people can feel in how the week runs. Make how we treat each other part of the plan, not a side topic.
7	Order	Keep clear routines so the building runs without reinvention every Monday. Predictable systems free leadership teams and teachers for the real work.

EXERCISE A · 10 MINUTES

Sticky rank

- Each SLT member marks the three they think move learning most here, without showing each other.
- Reveal the marks. Then reveal the research order in the table above (1 to 7).
- Ask: Where do we agree? Where do we disagree, and why?
- Calendar check: Which of our top marks actually got protected time this month?

EXERCISE B · 5 MINUTES

Discussed vs decided

Fill before you leave the room.

- What did we discuss? _____
- What did we actually decide? _____
- Who owns it? _____
- What should a teacher or a student notice by Friday? _____

If line 2 is empty, say so out loud. Empty is useful.

BEFORE YOU STAND UP

Which three will we protect this term?

1. _____

2. _____

3. _____

Protected time this month?

☐ Yes

☐ Not yet

☐ Only discussed

All 21, ranked highest to lowest

Same 2005 order. What it means in practice. Ranks 1 to 11 on this page; 12 to 21 on the next.
Use the order as a prompt for judgment, not a fixed priority list.

1

Situational awareness

Know the undercurrents in staffrooms and corridors. Act early so small tensions do not become public problems.

2

Flexibility

Adapt your stance when evidence or people push back. Stay comfortable with dissent without losing the thread of the work.

3

Discipline

Protect teaching time from noise, meetings, and distraction. Say no to what crowds the timetable so classrooms keep their hours.

4

Outreach

Speak for the school with parents, board, and partners so the right people know the why. Carry a clear story of what you are protecting.

5

Monitoring / evaluating

Check whether practice is working for learning, not only whether it happened. Walk the evidence and adjust before habit hardens.

6

Culture

Build shared beliefs and cooperation people can feel in how the week runs. Make how we treat each other part of the plan, not a side topic.

7

Order

Keep clear routines so the building runs without reinvention every Monday. Predictable systems free leadership teams and teachers for the real work.

8

Resources

Get materials and development into teachers' hands when they need them. Match spend and support to the priorities you named, not to habit.

9

Knowledge of CIA

Stay close enough to curriculum, instruction, and assessment to guide them. Know the craft well enough that advice lands in classrooms.

10

Input

Give teachers a real voice in decisions that shape their work. Seek views early enough to change the plan, not only to bless it.

11

Change agent

Challenge the status quo when students need something different. Push past comfort when evidence says the current pattern is not enough.

Continued on page 5 · ranks 12 to 21, then try-this-term and the soft close.

Ranks 12 to 21

Lower on the map does not mean ignore. Use these when the top levers are already protected.
Use the order as a prompt for judgment, not a fixed priority list.

12

Focus

Keep a few clear goals in front of the school all term. Cut the list so staff know what to protect when the week fills up.

13

Contingent rewards

Recognise hard work and results, not seniority alone. Make praise and recognition follow the effort that moved learning.

14

Intellectual stimulation

Make serious talk about practice a normal habit. Create space where teachers think hard about teaching without it feeling like a special event.

15

Communication

Move information that actually reaches classrooms. Close the gap between what leadership knows and what teachers hear in time to act.

16

Ideals / beliefs

Live values staff and parents can see in behaviour. Let what you believe show up in calendars, hiring, and hard calls.

17

Involvement in CIA

Stay in the work of teaching, not only above it. Join planning and review so curriculum and assessment stay alive in the building.

18

Visibility

Make quality contact with teachers and students a regular rhythm. Be present enough that the building knows you see the day as it is.

19

Optimizer

Inspire work that sits just beyond comfortable. Stretch the team without breaking trust, so ambition feels possible.

20

Affirmation

Celebrate honestly when things go well. Name misses with equal clarity so praise stays credible.

21

Relationships

Attend to the personal side of staff: needs, events, and the texture of the week. Know people well enough that support feels human, not transactional.

TRY THIS TERM

Three moves that fit in a real week

1 Pick three

Name the three responsibilities you will actually protect. Write them on page 3. Say them out loud.

2 Calendar audit

Open this month. For each protected block: which responsibility did that hour feed? Circle what got time.

3 Discussed vs decided

Four lines before you leave. If line two is empty, say so. Empty tells you the school did not move.

IF YOU WANT THE LOOP ON ONE SCREEN

Priorities that stay few, decisions that leave the room, and evidence a classroom can feel. That is the loop SchoolOS is built for. Light, not a pitch.

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Source: Marzano, Waters & McNulty (2005), School Leadership That Works. Wallace Foundation reviews on leadership and learning. Rank order only. No decimals on this pack.