

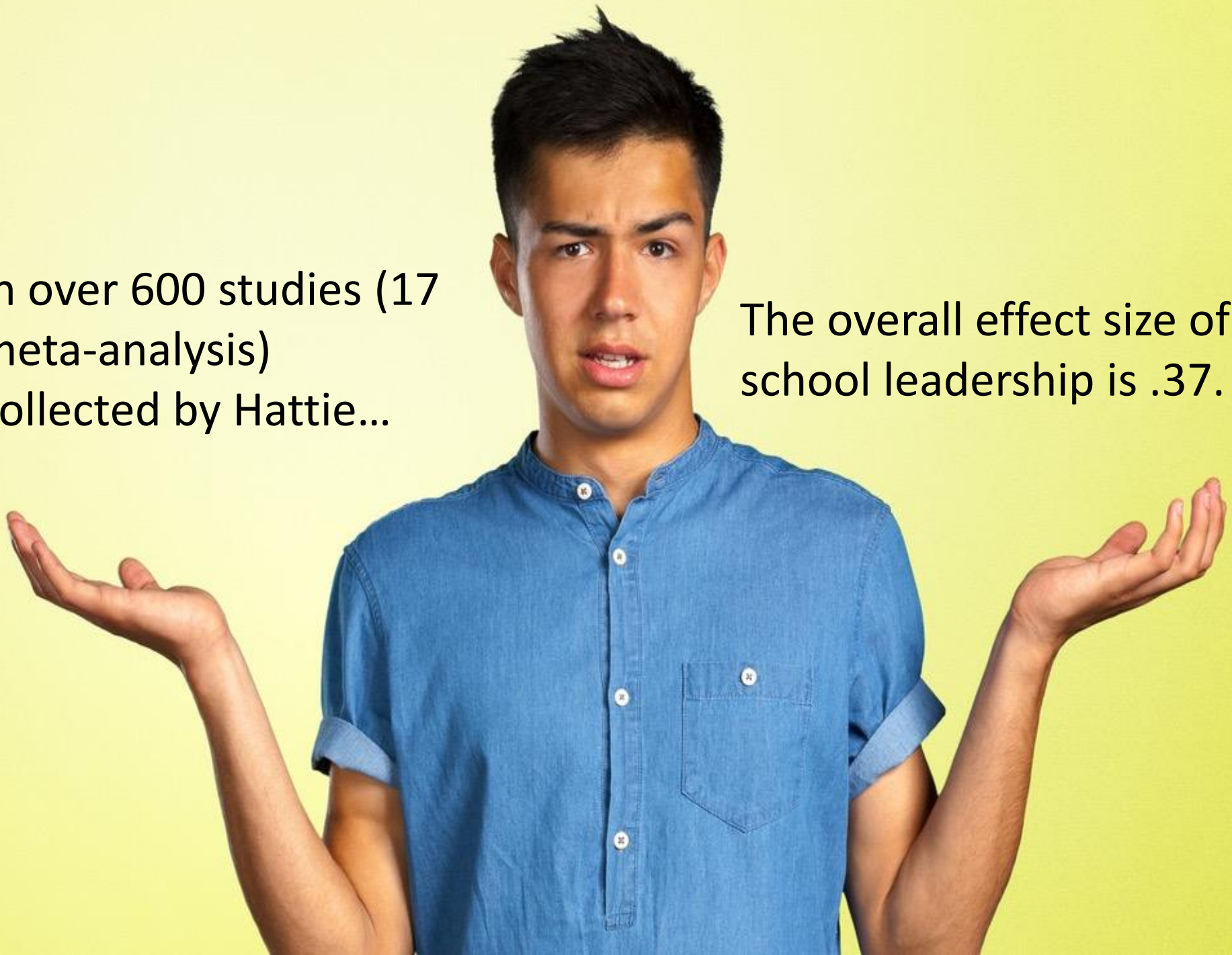
Instructional Leadership

Creating Practice From Theory

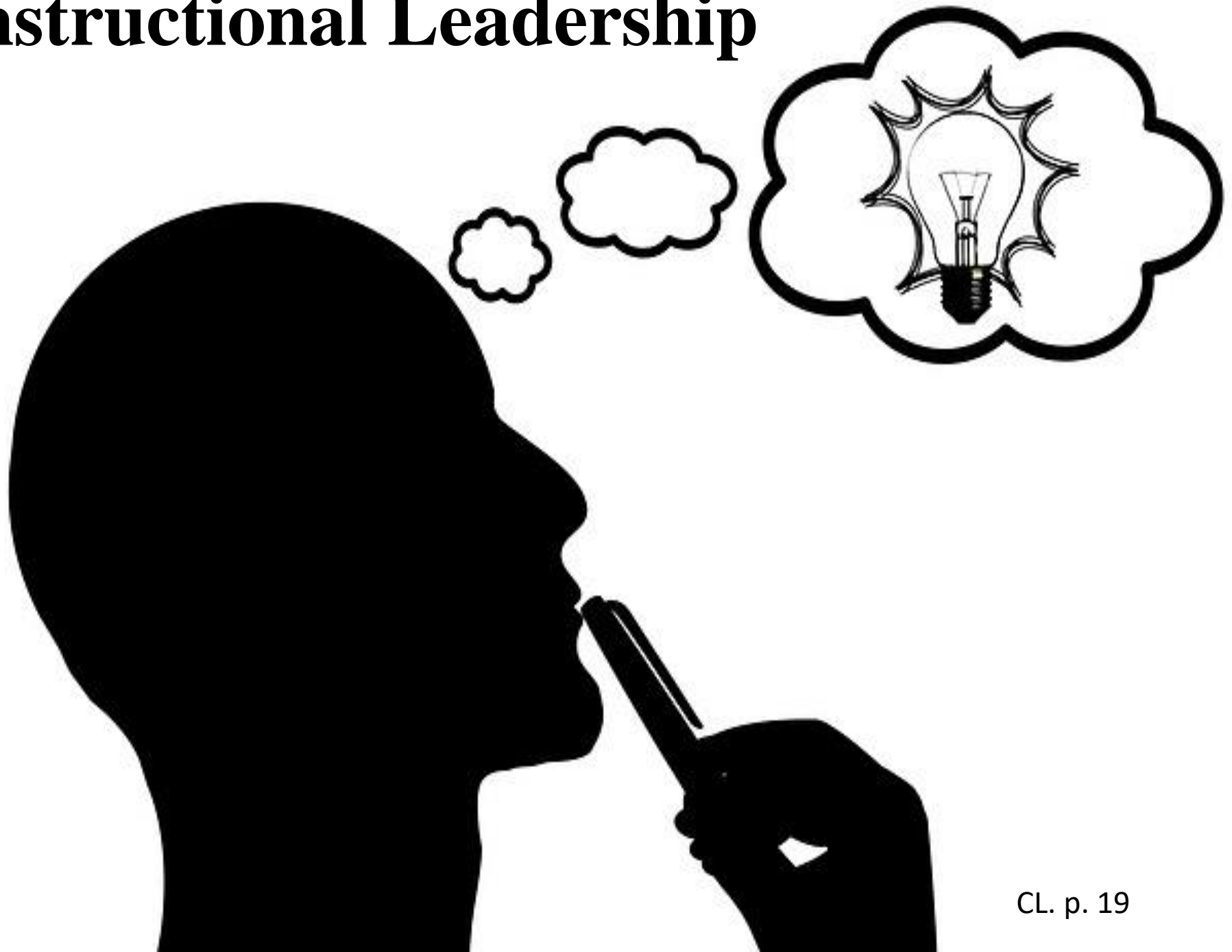


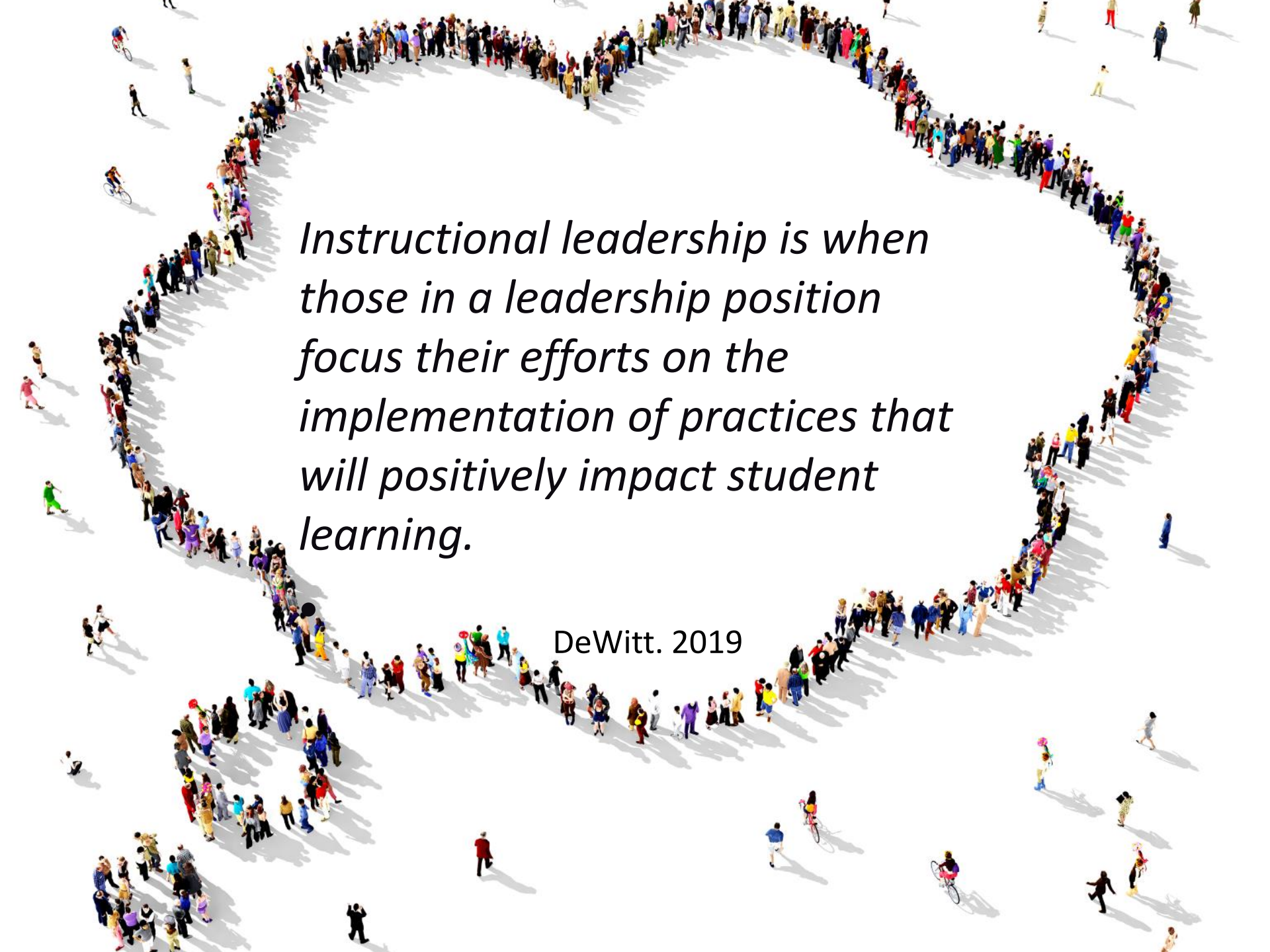
In over 600 studies (17
meta-analysis)
collected by Hattie...

The overall effect size of
school leadership is .37.



Instructional Leadership

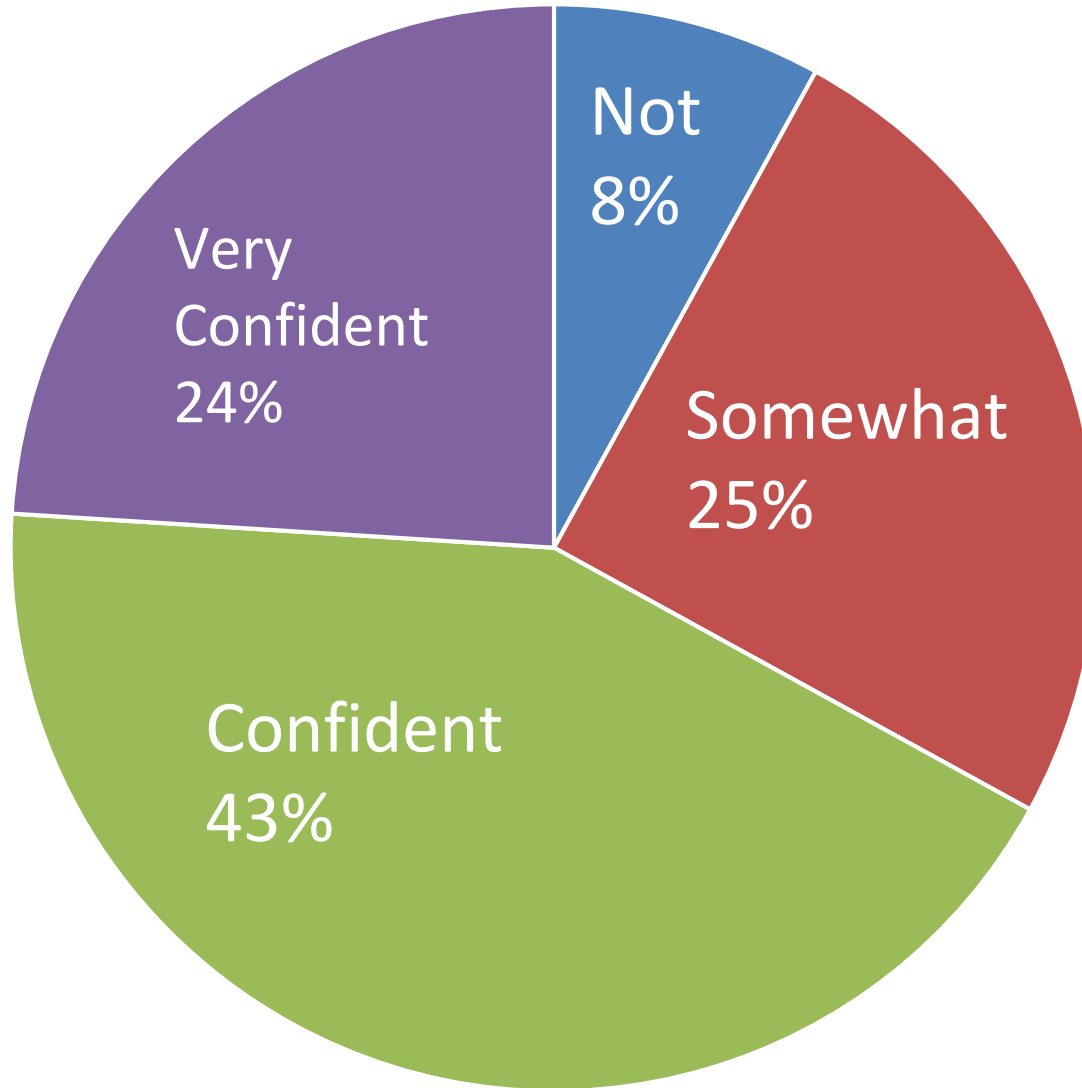


A large crowd of diverse people, including men, women, and children, are arranged in a large 'U' shape on a white background. The people are wearing various colorful clothing. Some individuals are walking, while others are on bicycles. The crowd is dense in some areas and more sparse in others, creating a sense of a large gathering. The 'U' shape is formed by the crowd's path, with the open end of the 'U' facing the bottom left of the image.

*Instructional leadership is when
those in a leadership position
focus their efforts on the
implementation of practices that
will positively impact student
learning.*

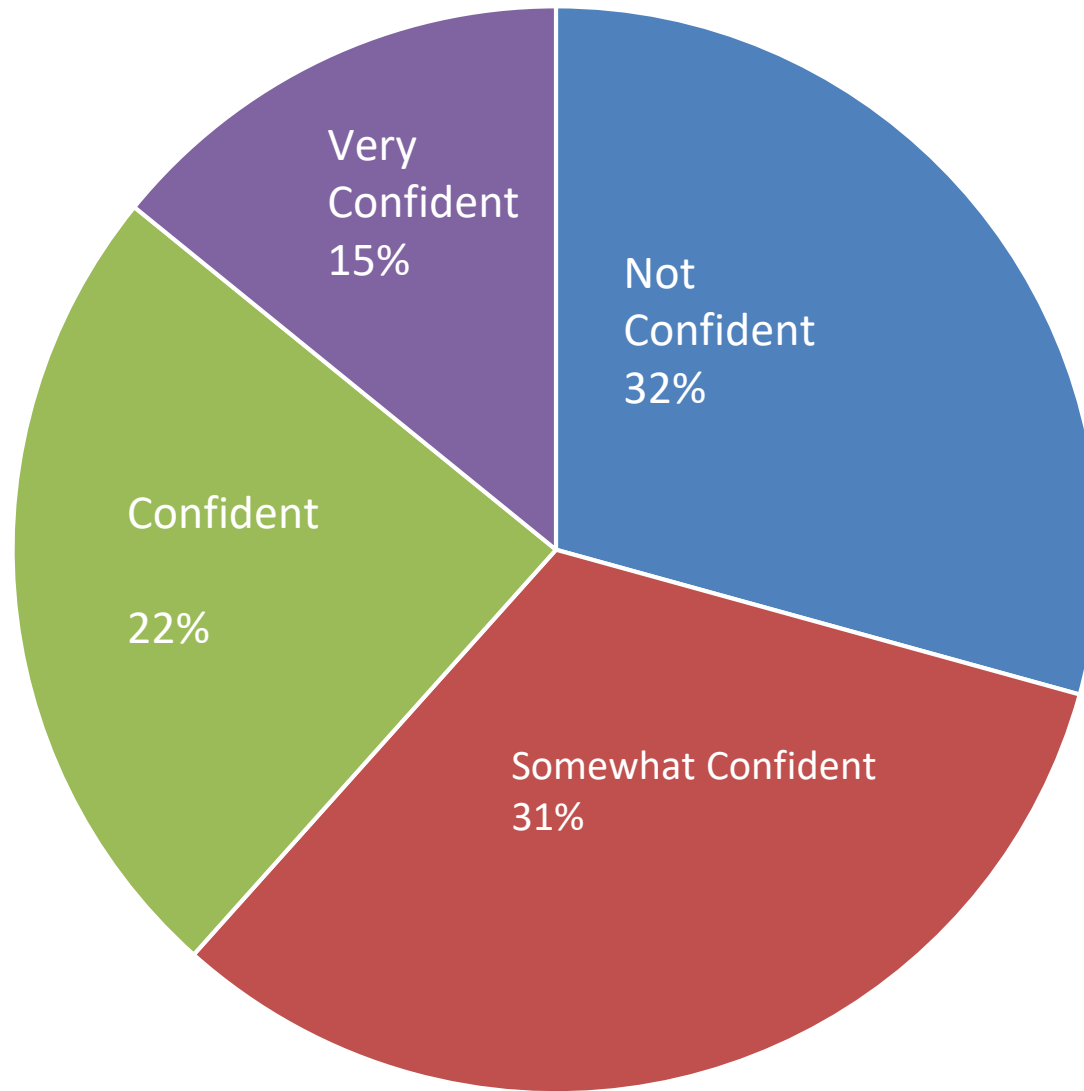
DeWitt. 2019

I am confident I'm an instructional leader



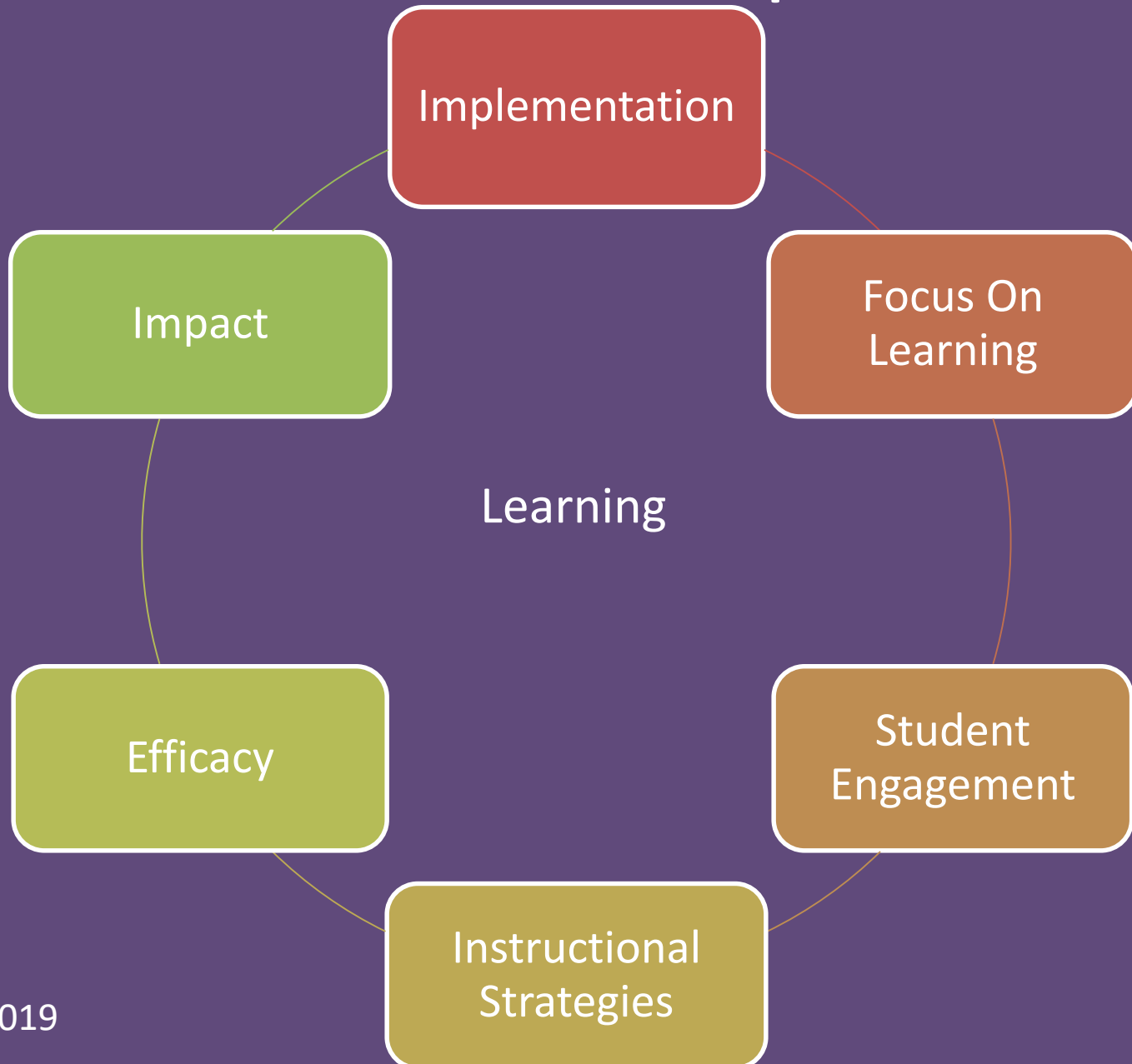
■ Not Confident ■ Somewhat ■ Confident ■ Very Confident

I'm confident my principal is an instructional leader?



■ Not Confident ■ Somewhat ■ Confident ■ Very confident

Instructional Leadership Framework



Implementation



Program Logic Model

Needs

What is our current reality?

Where do we want to improve?

What does our evidence show us?

Inputs

Resources necessary to meet your goal

Activities

What activities will help you meet your goal?

Outputs

How will you begin taking actionable steps

Impact

How will students/teachers benefit?

Common Language/Common Understanding

Needs

We have a common language around words like the growth mindset and student engagement, but we do not have a common understanding of those phrases and it is having a negative impact on our school climate.

Inputs

Time

Research-based articles

Models of successful practices

Activities

Walkthroughs

Flipped faculty meetings

PLC protocols

Outputs

Principal will focus on student engagement in their learning walks, and feedback will be provided around levels of engagement

Stakeholder group will find 1 article focusing on common language/common understanding and learn about it in a flipped faculty meeting

Teachers will be provided the opportunity to have dialogue with principal around the feedback provided, and what was happening in their classroom

Impact

Common language/common understanding is one of the most important elements to a positive school climate. Stakeholders benefit from more clarity within the school

Focus 4 Learning



Cognitive Process Dimension

Knowledge Dimension	
Factual Knowledge	Factual knowledge includes isolated bits of information, such as vocabulary definitions and knowledge about specific details.
Conceptual Knowledge	Conceptual knowledge consists of systems of information, such as classifications and categories.
Procedural Knowledge	The knowledge of skills.
Metacognitive Knowledge	Metacognitive knowledge refers to knowledge of thinking processes and information about how to manipulate these processes effectively.

Cognitive Process Dimension

Knowledge Dimension	
Factual Knowledge	When was JFK assassinated?
	What are some of the reasons that contributed to the Vietnam War?
	What does a .40 effect size mean in Hattie's research?
Conceptual Knowledge	What is the relationship between Harry Potter and the Sorcerer Stone and The Hobbit?
	What is the relationship between the research around school leadership and what you experience in your school?
Procedural Knowledge	What is your understanding of the order of operations?
	How would you go about sounding out that first word in the sentence?
Metacognitive Knowledge	What did I learn today that challenged my thinking?
	Creating an outline before writing a paper.

Student Engagement



Around 70% of time students are in cooperative learning groups, but 80% of that time is spent on individual work. Rob Coe



- ***75% of class time is spent on instruction.***
 - *Teachers out-talk students by 3 to 1.*
 - *Students responding to teacher questions accounted for 5% of class time.*
 - *Less than 1% was associated with open questions. John Goodlad (1994. p. 230).*

Alienation:

- **Identification** – Emotional connection
 - **Powerlessness** – Voice in learning
- Odetola (1972)

Instructional Strategies





Transfer Strategies. .86

Classroom Discussion. .82

Reciprocal Teaching. .74

Jigsaw Method 1.20

Meta-cognitive Strategies .60

Efficacy



Motivation



Agency

Capacity Beliefs

Includes such psychological states as self-efficacy, self-confidence, academic self-concept, and aspects of self-esteem.

Context Beliefs

These are beliefs about whether, for example, the working conditions in the school will support teachers' efforts to instruct in the manner suggested by the school's improvement initiatives.



Self – Efficacy – confidence in ourselves

Collective Teacher Efficacy – confidence in our teacher team

Leadership Self-Efficacy – Double our efforts/slacken our efforts (Bandura)

Collective Leader Efficacy – Confidence in our leadership team

Collective Leader Efficacy

How does a leadership team function?

Do they have a common language, common understanding, collaborative mindset?

What area of student learning do they focus on?

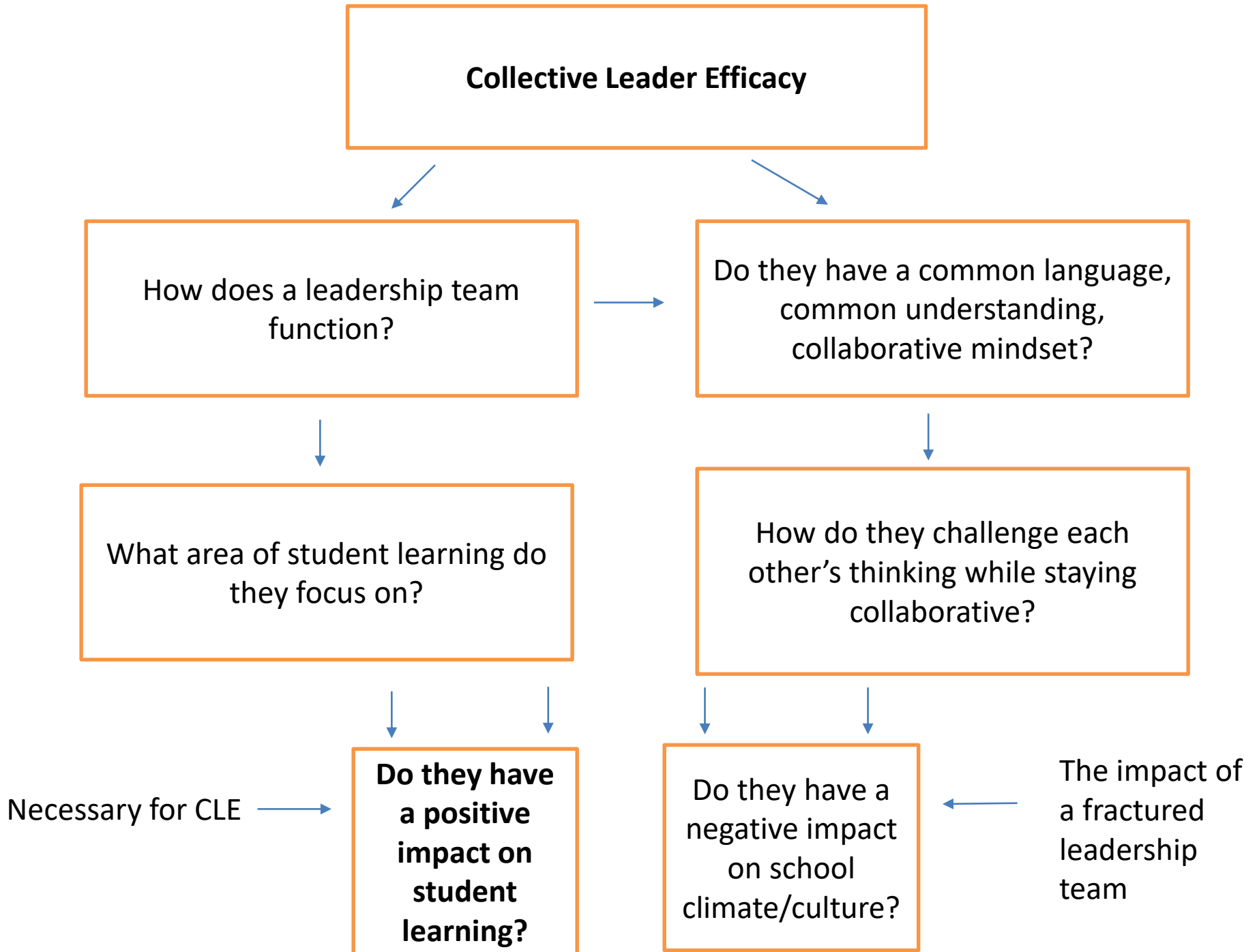
How do they challenge each other's thinking while staying collaborative?

Do they have a positive impact on student learning?

Do they have a negative impact on school climate/culture?

The impact of a fractured leadership team

Necessary for CLE →



Collective Leader Efficacy

High Impact/Low Collaboration

High Impact/High Collaboration

Low Impact/Low Collaboration

Low Impact/High Collaboration

left 1

Evidence

left 3



right 1



right 3



Do you collect evidence to understand impact?

What does that evidence look like?

Who is involved in that process?

Evidence of Implementation

Faculty Meetings	In your walkthroughs, do you see teachers putting into practice the strategies they learned from one another in the faculty/staff meeting?
Walkthroughs	What feedback do you provide to teachers? Do they put it into practice? Do you take their feedback and use it in your practice?
Observations	Do your observations focus on praise? Or do your observations build on previous discussions with staff and take into account their goals?

pmdewitt518@gmail.com

<https://www.surveymonkey.com/r/N6D7C9Q>