Instructional Leadership
Creating Practice From Theory

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

The overall effect size of school leadership is .37.
Instructional Leadership
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

- Confident: 43%
- Somewhat: 25%
- Very Confident: 24%
- Not Confident: 8%
I’m confident my principal is an instructional leader?

- Not Confident: 32%
- Somewhat Confident: 31%
- Confident: 22%
- Very Confident: 15%
Implementation
Program Logic Model

Needs
1. What is our current reality?
2. Where do we want to improve?
3. 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?

DeWitt. 2019
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.

DeWitt. 2019
Focus 4 Learning
### Cognitive Process Dimension

<table>
<thead>
<tr>
<th>Knowledge Dimension</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual Knowledge</strong></td>
<td>Factual knowledge includes isolated bits of information, such as vocabulary definitions and knowledge about specific details.</td>
</tr>
<tr>
<td><strong>Conceptual Knowledge</strong></td>
<td>Conceptual knowledge consists of systems of information, such as classifications and categories.</td>
</tr>
<tr>
<td><strong>Procedural Knowledge</strong></td>
<td>The knowledge of skills.</td>
</tr>
<tr>
<td><strong>Metacognitive Knowledge</strong></td>
<td>Metacognitive knowledge refers to knowledge of thinking processes and information about how to manipulate these processes effectively.</td>
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<tr>
<th>Knowledge Dimension</th>
<th>Questions</th>
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| **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. |
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.

Alienation:
- **Identification** – Emotional connection
- **Powerlessness** – Voice in learning

Odetola (1972)
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

DeWitt (2019)
Evidence
Do you collect evidence to understand impact?

What does that evidence look like?

Who is involved in that process?
<table>
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<th>Evidence of Implementation</th>
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<tr>
<td><strong>Faculty Meetings</strong></td>
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<tr>
<td>In your walkthroughs, do you see teachers putting into practice the strategies they learned from one another in the faculty/staff meeting?</td>
</tr>
<tr>
<td><strong>Walkthroughs</strong></td>
</tr>
<tr>
<td>What feedback do you provide to teachers? Do they put it into practice? Do you take their feedback and use it in your practice?</td>
</tr>
<tr>
<td><strong>Observations</strong></td>
</tr>
<tr>
<td>Do your observations focus on praise? Or do your observations build on previous discussions with staff and take into account their goals?</td>
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</tbody>
</table>

DeWitt (2019).
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https://www.surveymonkey.com/r/N6D7C9Q