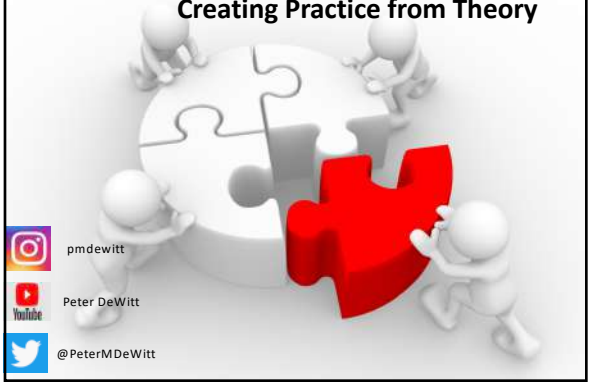
Instructional Leadership
Creating Practice from Theory



pmdewitt

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@PeterMDeWitt

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For Today

Google Doc - https://goo.gl/whekYO

Companion Website https://resources.corwin.com/instructionalleadership

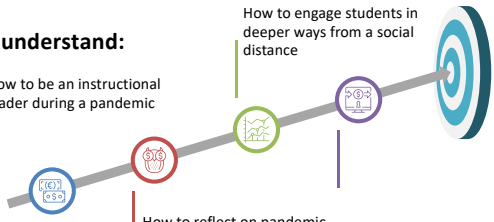
2

Learning Intentions

To understand:

How to be an instructional leader during a pandemic

How to engage students in deeper ways from a social distance



How to reflect on pandemic learning, and focus on implementation to move into virtual learning

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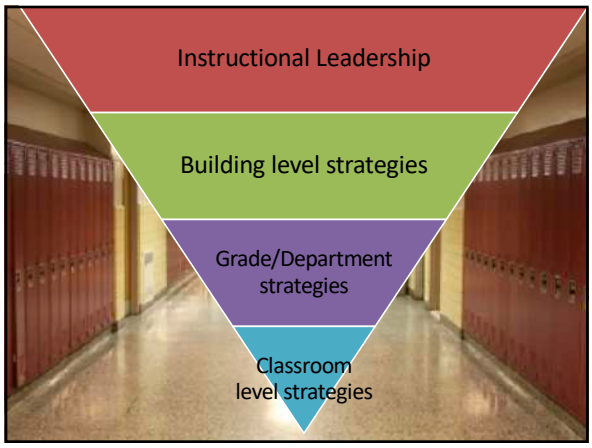

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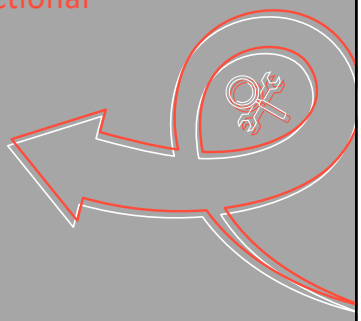
What is Instructional Leadership?

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



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Instructional Leadership

Building Leader	Instructional Coaches	Teacher Leaders	PLC Lead/Department Chairs
Walkthroughs – Both remote and in-person	Challenge thinking	Maslow and Bloom	Challenge each other's thinking
Common language/Common understanding	Focus on learning	Knowledge Dimensions	Model instructional strategies at meetings
Create an inclusive school climate	Ask open-ended questions	Understand surface, deep and transfer level learning	Understand leadership self-efficacy
Collect evidence to understand impact	Develop credibility	Learning goals – in-person approach and remote approach	Skills to work in collectives

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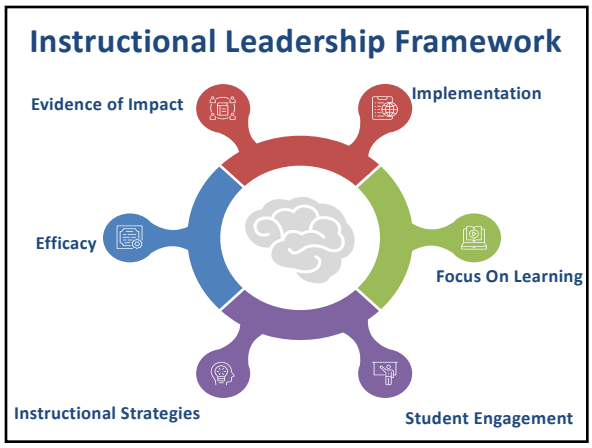
Instructional Leadership Framework
Evidence of Impact
Implementation
Efficacy
Focus On Learning
Instructional Strategies
Student Engagement

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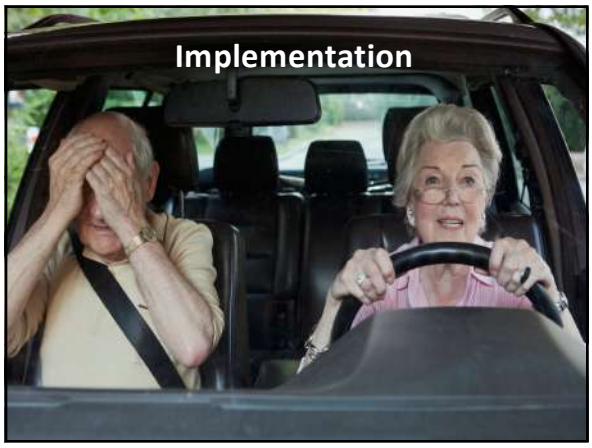
Implementation

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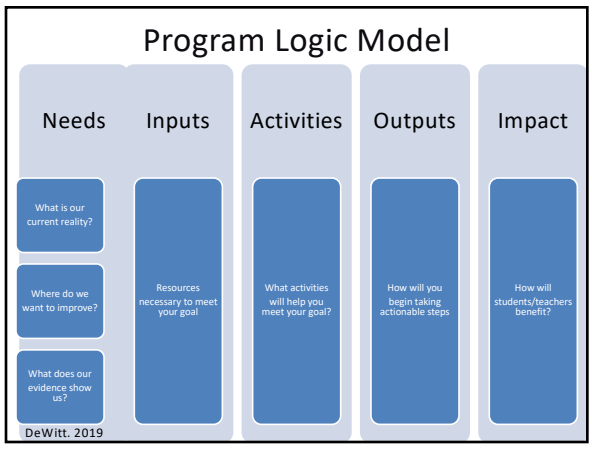
Program Logic Model
Needs
Inputs
Activities
Outputs
Impact
What is our current reality?
Where do we want to improve?
What does our evidence show us?
Resources necessary to meet your goal
What activities will help you meet your goal?
How will you begin taking actionable steps
How will students/teachers benefit?
DeWitt. 2019

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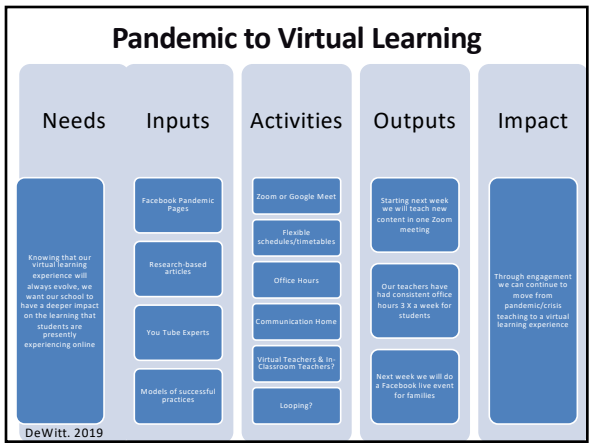
Pandemic to Virtual Learning
Needs
Inputs
Activities
Outputs
Impact
Knowing that our virtual learning experience will always evolve, we want our school to have a deeper impact on the learning that students are presently experiencing online
Facebook Pandemic Pages
Research-based articles
You Tube Experts
Models of successful practices
Zoom or Google Meet
Flexible schedules/timetables
Office Hours
Communication Home
Virtual Teachers & In-Classroom Teachers?
Looping?
Starting next week we will teach new content in one Zoom meeting
Our teachers have had consistent office hours 3 X a week for students
Next week we will do a Facebook live event for families
Through engagement we can continue to move from pandemic/crisis teaching to a virtual learning experience
DeWitt. 2019

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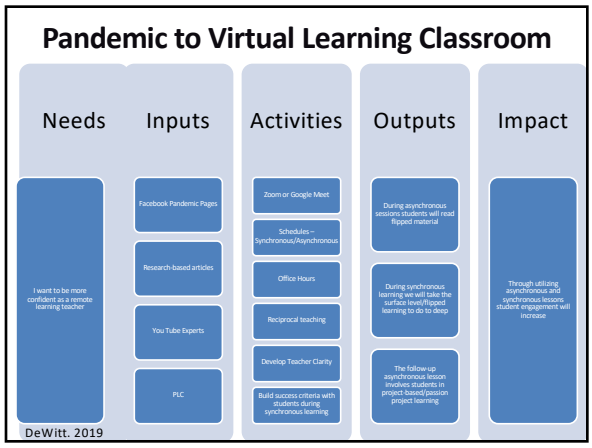
Pandemic to Virtual Learning Classroom
Needs
Inputs
Activities
Outputs
Impact
I want to be more confident as a remote learning teacher
Facebook Pandemic Pages
Research-based articles
You Tube Experts
PLC
Zoom or Google Meet
Schedules – Synchronous/Asynchronous
Office Hours
Reciprocal teaching
Develop Teacher Clarity
Build success criteria with students during synchronous learning
During asynchronous sessions students will read flipped material
During synchronous learning we will take the surface level/flipped learning to dp to deep
The follow-up asynchronous lesson involves students in project-based/passion project learning
Through utilizing asynchronous and synchronous lessons student engagement will increase
DeWitt. 2019

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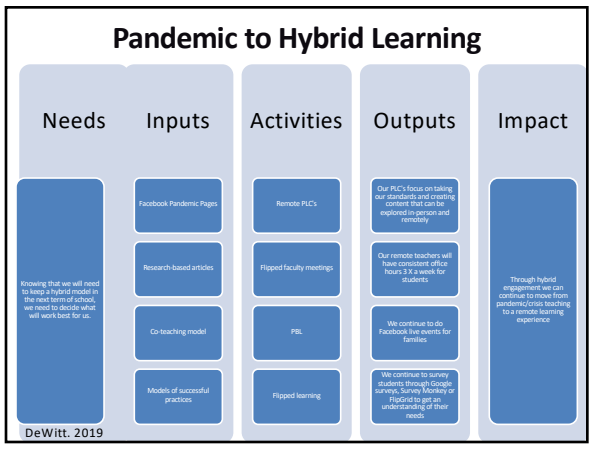
Pandemic to Hybrid Learning
Needs
Inputs
Activities
Outputs
Impact
Knowing that we will need to keep a hybrid model in the next term of school, we need to decide what will work best for us.
Facebook Pandemic Pages
Research-based articles
Co-teaching model
Models of successful practices
Remote PLC's
Flipped faculty meetings
PBL
Flipped learning
Our PLC's focus on taking our standards and creating content that can be explored in-person and remotely
Our remote teachers will have consistent office hours 3 X a week for students
We continue to do Facebook live events for families
We continue to survey students through Google surveys, Survey Monkey or FlipGrid to get an understanding of their needs
Through hybrid engagement we can continue to move from pandemic/crisis teaching to a remote learning experience
DeWitt. 2019

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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.
Anderson, L.W., & Krathwohl, D.R. (2001).	

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Cognitive Process Dimension	
Knowledge Dimension	
Factual Knowledge	What does a .40 effect size mean in Hattie's research?
Conceptual Knowledge	What is the relationship between equity and the percentage of students who are engaging in virtual learning?
Procedural Knowledge	This is how you upload completed documents into Google Classroom.
Metacognitive Knowledge	How can you, as a learner, help create a more positive virtual learning experience?

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Odetola et al (1972) found that there are two types of alienation that students feel within our schools:

Identification is defined as "*the students' sense of belonging to his school*" (p. 19).

Powerlessness is defined as a "*students' feeling of incapacity to affect the direction of his learning*" (p. 20).

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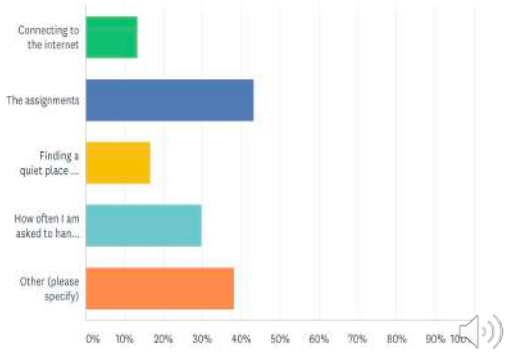
Why Don't I Engage With My Teachers?



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Why Students Aren't Showing Up

- No access
- Essential Workers
- No Grade Incentive
- Taking care of their siblings
- Bedlam but No Bedroom
- Student - Teacher Relationships

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Our Loss Of Control

- Their physical proximity to engage students
- The promise of a good or bad grade
- The threat of a loss of some privilege
- The promise of an incentive, or one of their other positive social-emotional tricks of the trade.
- Peer pressure of doing the right thing

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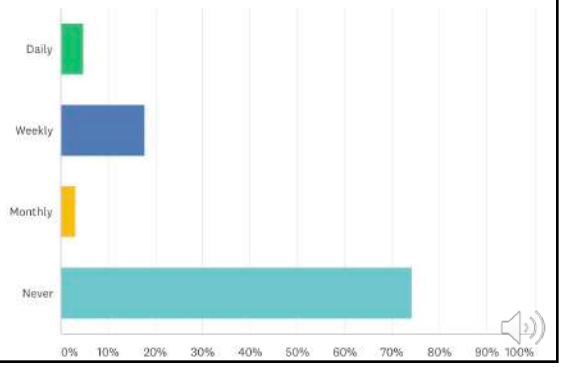
How Often Do Your Teachers Ask for Your Input?



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Student Surveys:

Least favorite lessons – Worksheets, Power Point slides that are too long, uploaded videos to watch that are too long, one-hour lectures where students feel they are muted the whole time.

Favorite Lessons – Collaborative activities with peers, lessons that allowed them to engage in dialogue in Zoom chat rooms, Seeing their teachers and getting some help when needed (More office hours?), **Social Media & honesty**.

How often they have been asked for input – 76% of students answered that they have never been asked for input, 5% said daily, 16% said weekly, and 3% answered monthly.

Hybrid Approach?

- Short lectures to provide success criteria and clarity
- Learning to complete on their own off the computer
- Classroom discussions through chat rooms
- Survey student input

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Instructional Strategies

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Reciprocal Teaching

- Reading comprehension strategy
- 4 students read and discuss a text
- Text is segmented into 3-5 short passages
- Students are assigned 1 of 4 specific roles:
  - **Summarizer** – helps the group identify key points
  - **Clarifier** – invites questions about confusing vocab
  - **Questioner** – Poses questions to confirm understanding
  - **Predictor** – Encourages speculation about information the next passage may reveal
- Zoom, Google Meet, Microsoft

Palinscar & Brown (1984) , Fisher & Frey (2018)

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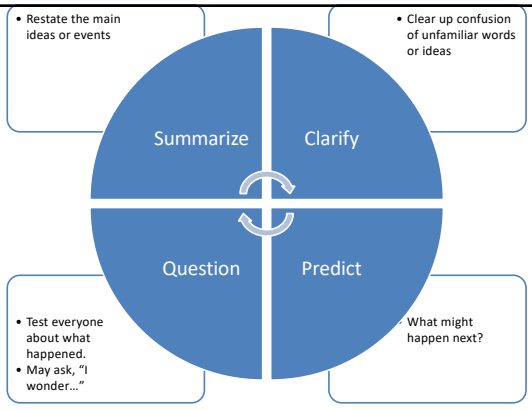

Fisher & Frey (2018). Reciprocal Teaching's Untapped Value. Educational Leadership. ASCD.

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Teacher Clarity

- **Factor 1 – Explaining through written and verbal examples**
- **Factor 2 – Personalizing using multiple strategies**
  - Explaining by telling stories
  - Having students make outlines
- **Factor 3 – Task Orientation**
  - Talking only about those things that are related to the topic of the lesson
  - Consistent practice
- **Factor 4 – Verbal Fluency**
  - Providing specific details
- **Factor 5 – Organizing Student Work**
  - Encourage students to take notes

Bush, Kennedy and Cruikshank (1977)

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Cenceptual Mapping - In your breakout room, work with your partners to discuss how these 6 words might be inter-related.

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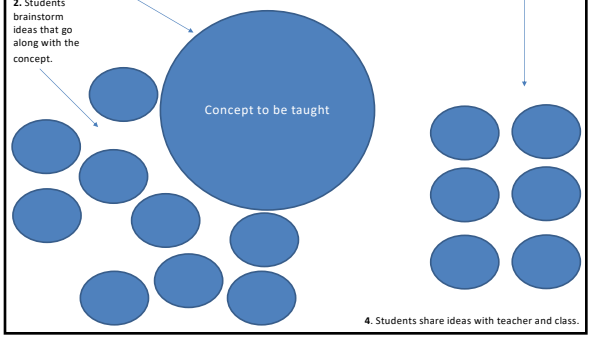
Affinity Mapping

Synchronous or Asynchronous

1. Teacher offers concept in synchronous lesson

2. Students brainstorm ideas that go along with the concept.

3. Students organize their ideas under common themes



4. Students share ideas with teacher and class.

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Flipped Learning

1. Teacher creates or finds a video focusing on content (15 minutes or less).
2. Students watch video on their own.
3. Synchronous class discussion follows
4. Individual or collaborative activity follows
5. Evidence of learning is shared

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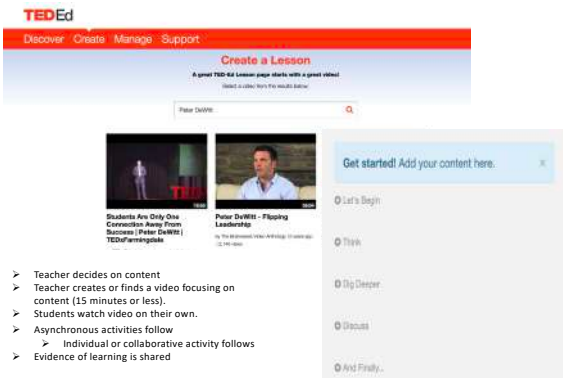
TEDEd Learning



- Teacher decides on content
- Teacher creates or finds a video focusing on content (15 minutes or less).
- Students watch video on their own.
- Asynchronous activities follow
  - Individual or collaborative activity follows
- Evidence of learning is shared

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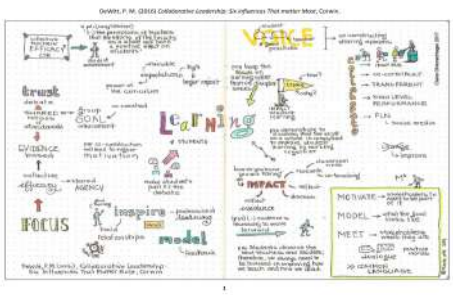
Sketchnoting



1. Teacher focuses on content
2. Students create sketchnote to denote learning
3. Synchronous – Gallery Walk?

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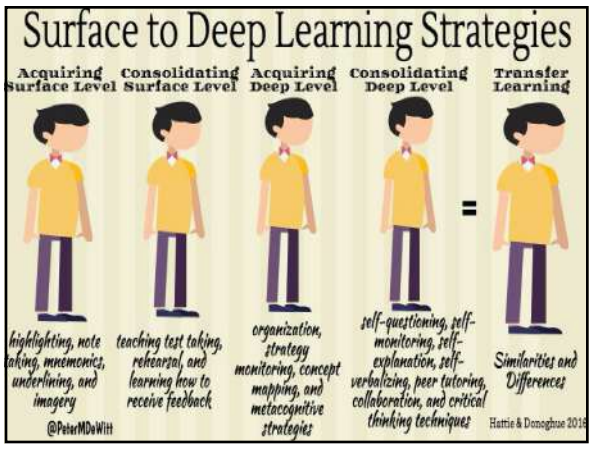

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Surface Level	Effect Size	Deep Level	Effect Size	Transfer	Effect Size
Highlighting	.44	Concept Mapping	.64	Identifying Similarities and Differences	1.32
Notetaking	.51	Meta-cognitive Strategies	.69	Organizing Conceptual Knowledge	.85
Mnemonics	.80	Self-Questioning	.59	Formal Discussions	.82
Imagery	.51	Inquiry-Based Teaching	.50	Synthesizing Information Across Texts	.63
Direct Instruction	.59	Scaffolding	.58	Peer Tutoring	.55

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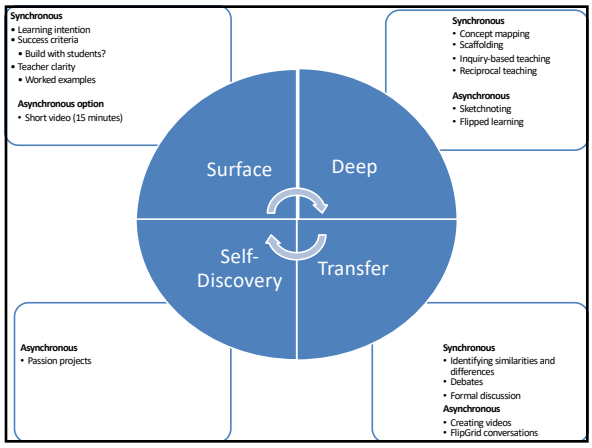

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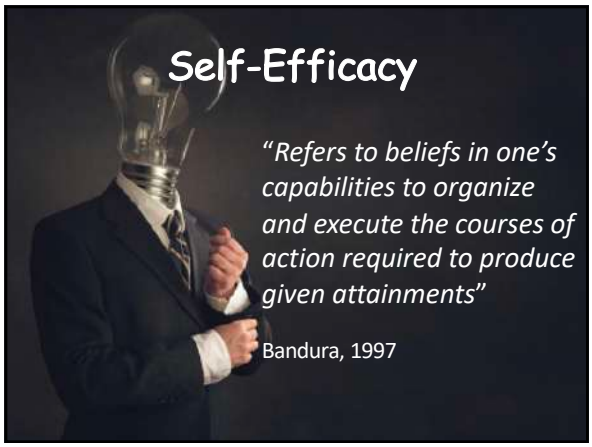
Self-Efficacy
"Refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments"
Bandura, 1997

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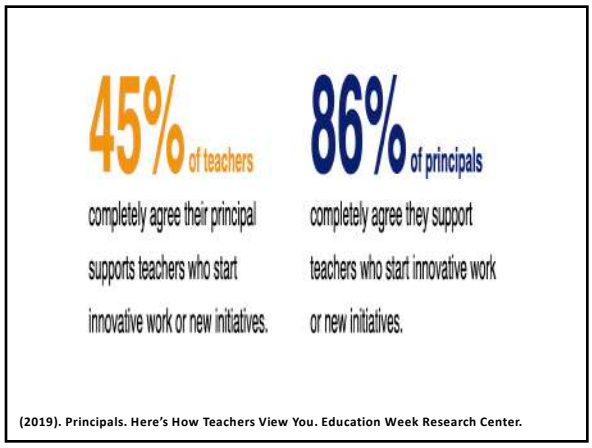
45% of teachers
completely agree their principal supports teachers who start innovative work or new initiatives.
86% of principals
completely agree they support teachers who start innovative work or new initiatives.
(2019). Principals. Here's How Teachers View You. Education Week Research Center.

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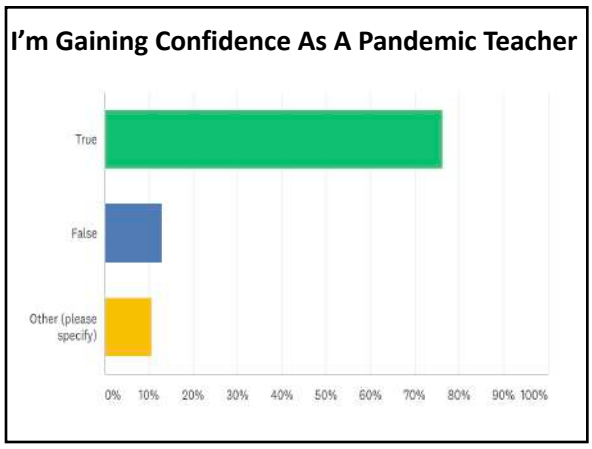
I'm Gaining Confidence As A Pandemic Teacher
True
False
Other (please specify)
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

39

40

Efficacy – Enhancing Experiences

Mastery Experiences	Researchers found that challenging activities were the biggest contributors to raising one's efficacy. In a PwC survey (2018) they found that only 10% of teachers felt confident using technology to engage in deeper learning strategies for students using technology.
Vicarious Experiences	Instructional coaches and building leaders can utilize remote instructional strategies to inspire teachers to engage students differently (i.e. flipped faculty meetings, reciprocal learning, FlipGrid etc).
Social Persuasion	Understanding that the pandemic was a traumatic event for many, and using softer more positive language when engaged in faculty meetings, remote teacher observations, PLC's and learning walks is vital to raising the level of efficacy in our colleagues.
Affective States	**Excitement vs. Anxiety** – We know that people have stated that they have had to get used to being comfortable with being uncomfortable.

Goddard, Roger, Wayne K. Hoy, and Anita Woolfolk Hoy. (2004); DeWitt (2020).

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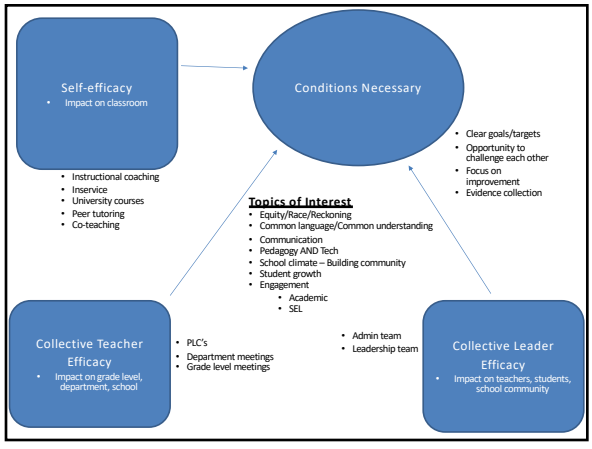

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Evidence of Implementation	
Student Engagement	We collect student data to show the percentage of students who engage in 1, 2 or all 3 periods in one day.
Virtual Walkthroughs	Leaders in our school participate in virtual classroom experiences with teachers and students to gain a better understanding of the challenges, so they can help alleviate those challenges?
Faculty Meetings	Leaders in our school have virtual faculty meetings where they spend some time focusing on the SEL of students and teachers, and some time focusing on instructional strategies

DeWitt (2020).

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Questions to Ponder

- What is working for your school/classroom right now that can continue to be used again in the fall?
- What is one way you have communicated during this time that brought in the most attention by the community (i.e. teachers, students, families, etc.)?
- As school leaders, what do you need to do during the summer to continue to connect with families?
- As school leaders, how are you supporting teachers and students socially-emotionally and academically? For example, are you engaging in their live classroom chats with students?
- As school leaders, what incentives are cable companies offering that may help put more hot spots in the community?

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