

Elevated Achievement Group presents...

The 4 Actions of Instructional Leadership That Will Turn Your Dream School into a Reality

February 4, 2021



Presenters

Elevated Achievement Group

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Think about your dream school...

What are the students doing?

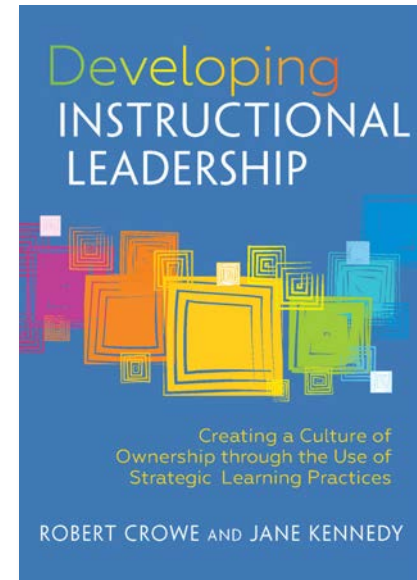
What are the teachers doing?

What are you doing?



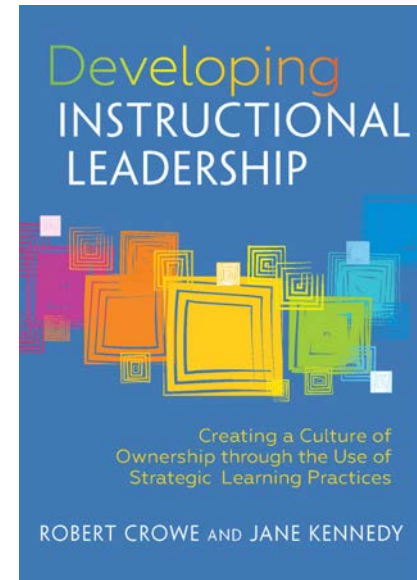
What Is Instructional Leadership?

“Of all the skills a principal needs to succeed, the most vital, in terms of increasing academic achievement, is that of instructional leadership.”



Instructional Leader or Instructional Leadership?

“The skill of instructional leadership is made up of actions that can be seen and heard, and we believe that the actions of instructional leadership can be developed.”



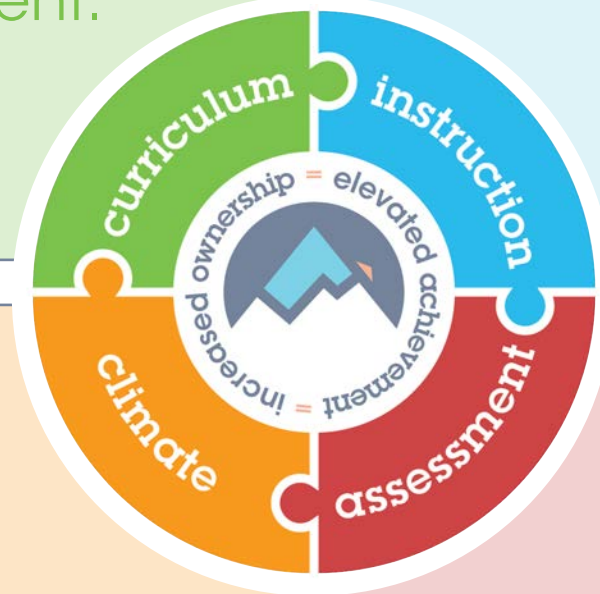
The 4 Actions of Instructional Leadership

Determine the goals of an initiative focused on student achievement.

Support the implementation of the initiative.

Build school-wide collaboration for the initiative.

Monitor the implementation of the initiative.



Instructional Leadership in Curriculum

Determine the goals of an initiative focused on student achievement.



In Curriculum, to what degree can your teachers answer the following questions:

What is the initiative?

What is the purpose of the initiative?

What are the success criteria of the initiative?

1

never

2

rarely

3

sometimes

4

mostly

5

always

Instructional Leadership in Curriculum

The Actions of Instructional Leadership in Curriculum

- Clarify the goals of the initiative.
- Integrate the goals of the initiative with other expectations.
- Provide the resources needed to implement the initiative.
- ***Share this information with the staff.***



Instructional Leadership in Instruction

Support the implementation of the initiative.



In Instruction, to what degree can your teachers answer the following questions:

What support will you receive?

When will you receive support?

How will you work together to implement the initiative?

1

never

2

rarely

3

sometimes

4

mostly

5

always

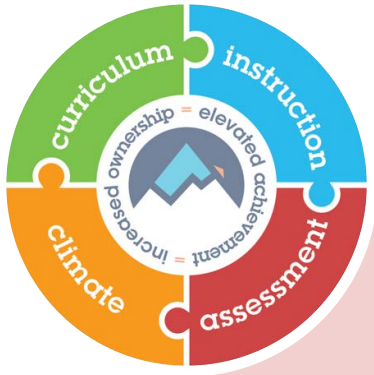
Instructional Leadership in Instruction

The Actions of Instructional Leadership in Instruction

- Clarify how the initiative will be supported and implemented.
- Establish a plan for professional learning opportunities.
- Schedule professional learning opportunities directly related to the initiative.
- ***Share this information with the staff.***



Instructional Leadership in Assessment



Monitor the implementation of the initiative.

In Assessment, to what degree can your teachers answer the following questions:

How will you know that you have implemented the initiative at a high level?

How will you receive feedback regarding the progress of the implementation of the initiative?

What supports will you receive if you are struggling?

1

never

2

rarely

3

sometimes

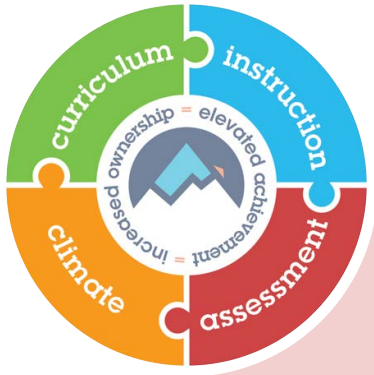
4

mostly

5

always

Instructional Leadership in Assessment



The Actions of Instructional Leadership in Assessment

- Confirm the success criteria of the initiative.
- Establish a method for monitoring the implementation of the initiative.
- Establish a method for continued support of implementation.
- ***Share this information with the staff.***

Instructional Leadership in Climate



Build school-wide collaboration for the initiative.

In Climate, to what degree can your teachers answer the following questions:

What is your role in the implementation of the initiative?

How will the teachers support each other in the implementation of the initiative?

How will the teachers be supported to take risks in the implementation of the initiative?

1

never

2

rarely

3

sometimes

4

mostly

5

always

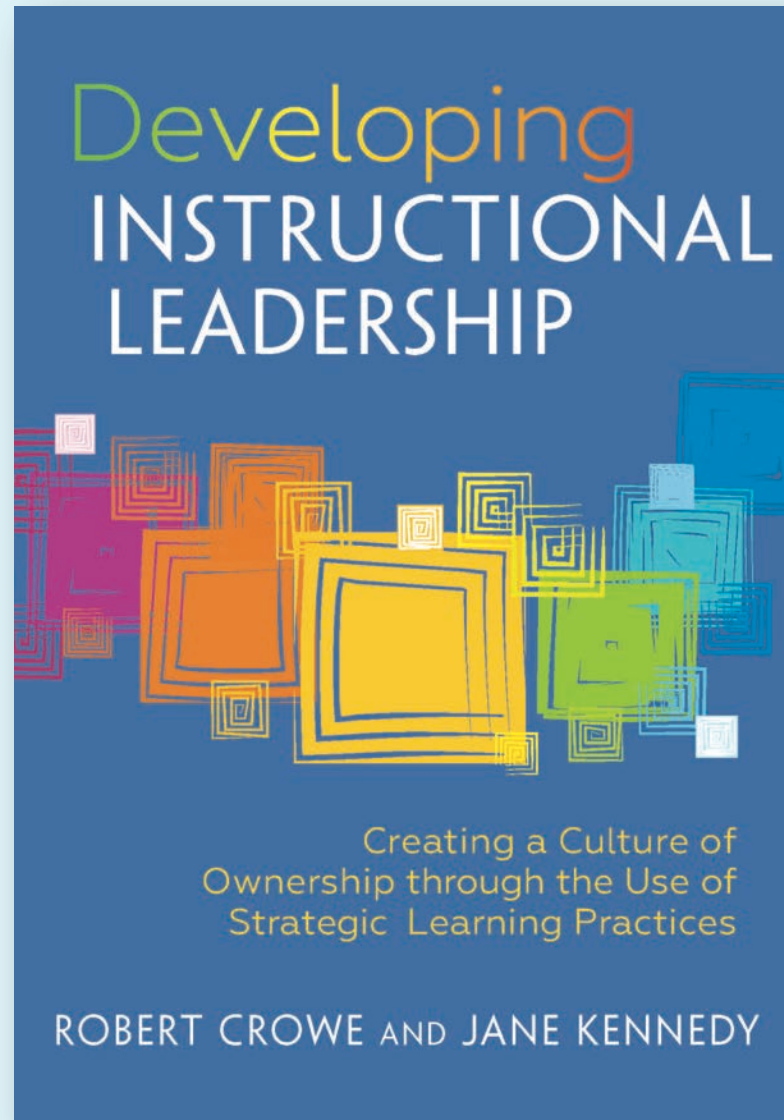
Instructional Leadership in Climate



The Actions of Instructional Leadership in Climate

- Identify the role of each stakeholder in the implementation of the initiative.
- Foster cooperation among and between stakeholders.
- Establish a plan for collaboration.
- ***Share this information with the staff.***

A Toolkit for You



Tools for Planning

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DEVELOPING INSTRUCTIONAL LEADERSHIP

Questions to Guide Implementing the Actions of Instructional Leadership in Curriculum

All support and learning is driven by a clearly defined initiative with measurable and achievable outcomes.

Use these planning questions to focus your support

Clarify the goals of the initiative

- ☐ What are the goals of the initiative?
- ☐ What is the purpose of the initiative?
- ☐ What, specifically, will the teacher be expected to implement?
- ☐ What, specifically, are the success criteria for the initiative?
- ☐ How will the success of the initiative benefit the students?
- ☐ How will the success of the initiative benefit the teachers?

Integrate the goals of the initiative with other initiatives

- ☐ How does the initiative align with other initiatives?

Provide the resources needed for implementation

- ☐ What resources will the initiative need?

Share this information with others

- ☐ How will this information be shared?

Table 1.9: Questions to Guide Instructional Leadership in Curriculum

Instruction

55

Questions to Guide Implementing the Actions of Instructional Leadership in Instruction

All support and learning is driven by highly engaging, effective, and efficient instruction.

Use these planning questions to focus your support

Clarify the goals of the initiative

- ☐ What are the goals of the initiative?
- ☐ What is the purpose of the initiative?
- ☐ What, specifically, will the teacher be expected to implement?
- ☐ What, specifically, are the success criteria for the initiative?
- ☐ How will the success of the initiative benefit the students?
- ☐ How will the success of the initiative benefit the teachers?

Integrate the goals of the initiative with other initiatives

- ☐ How does the initiative align with other initiatives?

Provide the resources needed for implementation

- ☐ What resources will the initiative need?

Share this information with others

- ☐ How will this information be shared?

Table 1.9: Questions to Guide Instructional Leadership in Instruction

Tools for Reflecting

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DEVELOPING INSTRUCTIONAL LEADERSHIP

Reflect on the Implementation of the Actions of Instructional Leadership in Climate

All support and learning is driven by a positive climate.

How well and how often did you identify the role of each stakeholder in the implementation of the initiative by offering the following supports?

- The role of the teachers in the implementation of the initiative was clearly explained and defined.
- The role of the principal in the implementation of the initiative was clearly explained and defined.
- The role of the coach in the implementation of the initiative was clearly explained and defined.

How well and how often did you identify the role of each stakeholder in the implementation of the initiative by offering the following supports?

- How the information was shared in the implementation of the initiative.

How well did you collaborate with the following stakeholders?

- The purpose of the initiative was clearly explained and defined.
- The role of the teachers in the implementation of the initiative was clearly explained and defined.
- When the information was shared in the implementation of the initiative.

How well and how often did you identify the role of each stakeholder in the implementation of the initiative by offering the following supports?

- The information was explained, defined, and shared in as many distinct ways as possible.

Table 4.9: Narrative Reflection on the Implementation of the Actions of Instructional Leadership in Climate

Climate

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Reflect on the Implementation of the Actions of Instructional Leadership in Climate

All support and learning is driven by a positive climate.

How well and how often did you identify the role of each stakeholder in the implementation of the initiative by offering the following supports?

- The role of the teachers in the implementation of the initiative was clearly explained and defined.
- The role of the principal in the implementation of the initiative was clearly explained and defined.
- The role of the coach in the implementation of the initiative was clearly explained and defined.

Tools for Communication

- *How will the information for instruction be shared in as many distinct ways as possible?*

PRINCIPAL LANG: “I never began a meeting or conversation with a teacher without quickly reviewing the basics of the initiative. I used every opportunity to remind everyone of what we agreed we were implementing and why. This allowed teachers to hear it again and again and in a variety of situations. Because teachers are getting support in a variety of ways—initial professional development, working in small groups, or one-to-one—allowed me, the admin team, or the instructional coaches to repeat the context for the initiative, the outcome of the initiative, or the expectations of the initiative, as many times as possible.”

“How embarrassing. Well, by grappling with this issue, we learned that just saying something once does not mean everyone understood or even heard it. We learned that, just like with students, the teachers needed to articulate it, in their own words, and more than once. So, I now do the same thing. As I share information, I have the teachers first talk to each other to put it in their

PRINCIPAL LANG: “When it comes to building a professional learning climate, I realized that I needed to model everything I expected of my staff. If I expected them to share ideas, take risks, and listen to each other, I had to do the same. And I told them I was doing this. Nothing was hidden. They let me know that my transparency with communication led them to trust me and the process more.”

Tools for Feedback

Questions to Drive Feedback: Lesson Level

The purpose of these questions is to support the teacher to reflect on their own decision-making at the lesson level. This thinking can be elicited by asking, "How did you decide that?" after each question.

Begin by asking broader questions:

- What were the students learning?

Begin by asking broader questions:

- What were the students learning?
- What did the students do to show that they had learned it?
- Was the lesson successful for you? Were you pleased with the results?

Learning Outcome: *What did the students learn?*

- What skill were the students learning?
- What did the students do to show that they learned this skill?
- How did the students know the learning outcome of the lesson?
- How did you decide the answers to these questions?
- How did you share this information with your students?

Learning Process: *How did the students learn it?*

- What strategy did you select to teach the skill?
- How did you share this information with your students?
- Was the strategy effective? What is your evidence?
- Were you pleased with the instructional decisions you made?

- How did you decide the answers to these questions?
- How did you share this information with your students?

Table 7.1: Questions to Drive Feedback at the Lesson Level

Tools for Differentiation

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DEVELOPING INSTRUCTIONAL LEADERSHIP

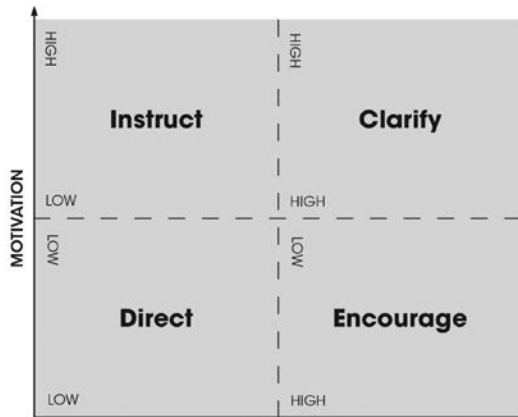


Figure C:
Adapted

General

When
low moti
ciple DI

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

When the teacher approaches the implementation of the initiative with high motivation and low capacity, instructional leadership suggests the principal **INSTRUCT** in order to support motivation and build capacity.

1. Clearly describe the context and outcome of the initiative.
2. Clearly describe the process of how to achieve the goal of the initiative—step by step.
3. Set dates for progress checks with the teacher.
4. Allow time for implementation of the initiative and provide extra help if needed.

Differentiated Delegation

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When the teacher approaches the implementation of the initiative with low motivation and high capacity, instructional leadership suggests the principal **ENCOURAGE** in order to build motivation and support capacity.

1. Explain the context of the initiative.
2. Clearly describe the outcome of the initiative
3. Come to an agreement with the teacher on the process of how to achieve the goal of the initiative.
4. Set dates for frequent progress checks with the teacher.
5. Ask the teacher what they would like to continue working on with regard to the initiative.

When the teacher approaches the implementation of the initiative with high motivation and low capacity, instructional leadership suggests the principal **INSTRUCT** in order to support motivation and build capacity.

1. Clearly describe the context and outcome of the initiative.
2. Clearly describe the process of how to achieve the goal of the

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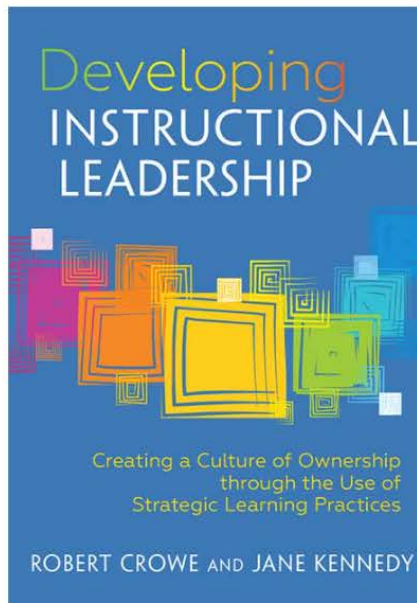


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Developing Instructional Leadership: Creating a Culture of Ownership Through the Use of Strategic Learning Practices

Jane Kennedy, Robert Crowe

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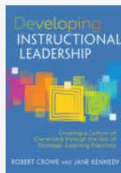
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Webinar: The 4 Actions of Instructional Leadership That Will Turn Your Dream School into a Reality

February 4

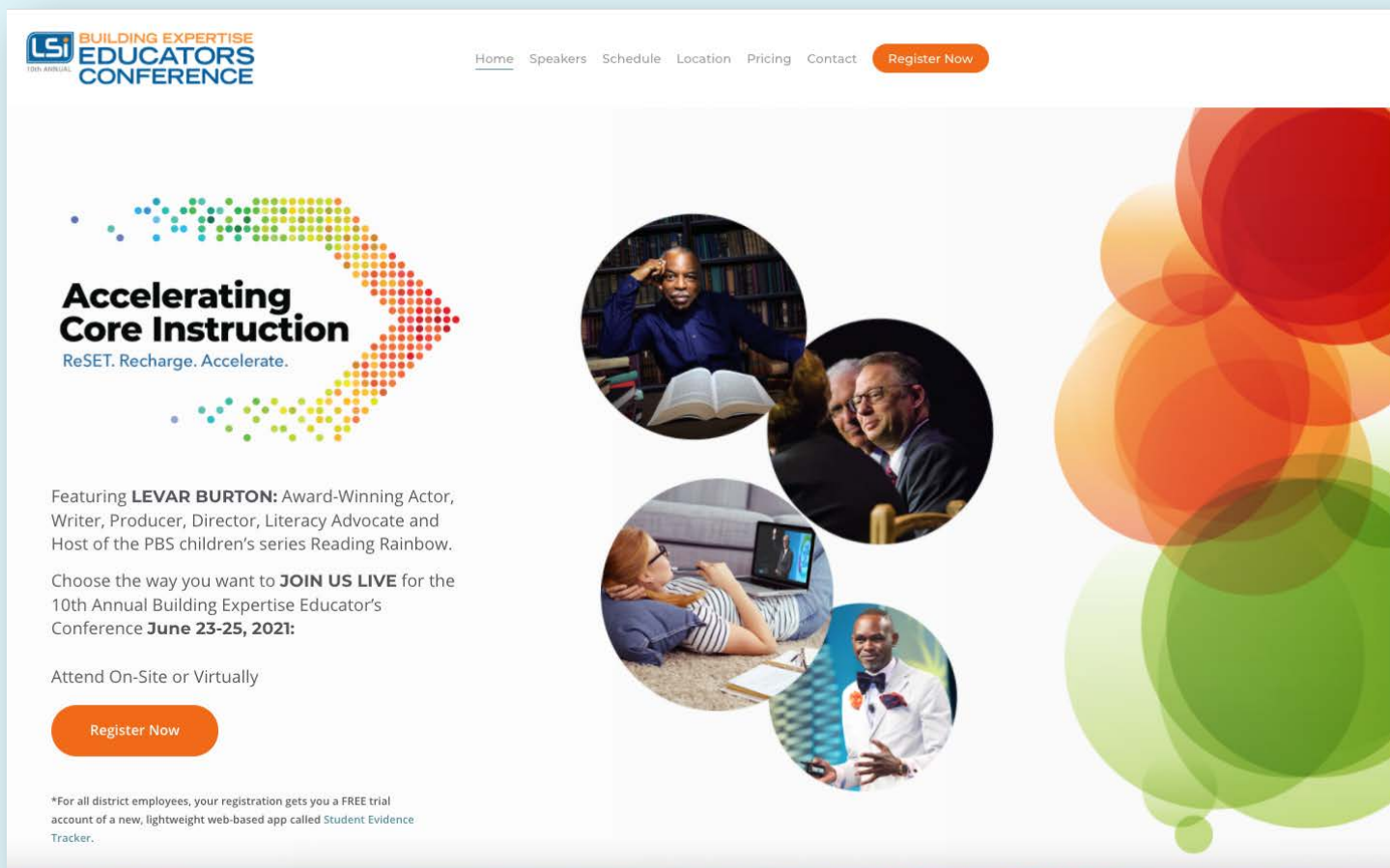
Elevated Achievement Group in collaboration with Learning Sciences International presents *THE 4 ACTIONS OF INSTRUCTIONAL LEADERSHIP THAT WILL TURN YOUR DREAM SCHOOL INTO A REALITY*. Of all the hats a principal wears the most vital is that of instructional leader. An instructional leader elevates achievement by equipping teachers with skills to empower students. An instructional leader respects each teacher as a learner and honors their individual learning process. Learn practical feedback and reflection strategies that support professional growth. Interact with research-based actions and practices in curriculum, instruction, assessment, and climate that foster teacher growth and increase student achievement. Develop the actions of instructional leadership. This LIVE and interactive session delivers key tools and resources while answering these questions:

- Why is instructional leadership vital?
- What are the actions of instructional leadership that support adults and, in turn, students?
- How do you implement the actions of instructional leadership that build a community of ownership and achievement?

Join us on February 4th at 11:00am PST. | [Click here to register.](#) | [Download Presentation](#)

Join us at this year's Building Expertise Educators Conference

Bob and Jane will be presenters.
June 23–25, 2021: www.buildingexpertise.com



The screenshot shows the homepage of the Building Expertise Educators Conference website. The header includes the LSI logo and the text 'BUILDING EXPERTISE EDUCATORS CONFERENCE'. Navigation links for Home, Speakers, Schedule, Location, Pricing, and Contact are present, along with a 'Register Now' button. The main content area features a large graphic with the text 'Accelerating Core Instruction' and 'ReSET. Recharge. Accelerate.' Below this, it lists featured speakers, including LeVar Burton, and provides information about attending on-site or virtually. A 'Register Now' button is prominently displayed. The right side of the page is decorated with a large, colorful graphic of overlapping circles in shades of red, orange, and green. Four circular inset images show various scenes: a man reading, two men in discussion, a person on a laptop, and a man in a suit speaking.

LSI BUILDING EXPERTISE EDUCATORS CONFERENCE

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