

Elevated Achievement Group presents...

# Differentiated Delegation: How Instructional Leaders Ensure Individual Success

June 2, 2021



# Presenters

## Elevated Achievement Group

*Robert Crowe*

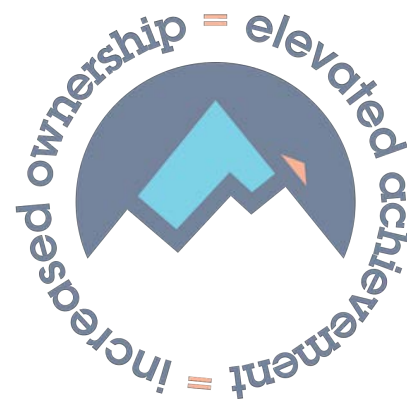
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# Today's Session

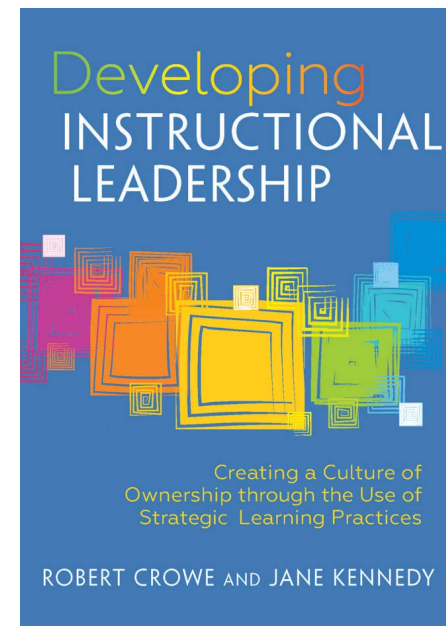
A principal utilizing the power of instructional leadership understands that with each new initiative the teacher must be treated as a learner who must receive support specific to their needs. For adult learners, even those who are highly educated in the pedagogy of teaching and learning, this still holds true. Learn a practical way to support each learner to ensure they have their support differentiated in terms of how they understand the initiative, receive the support, and are held accountable. Interact with a process of offering those practices that most effectively and efficiently support adult learning.

This live and interactive session delivers key tools and resources while answering these questions:

- Why differentiated delegation is critical to the success of school-wide initiatives?
- How to determine a differentiated approach to delegation for each and every teacher?
- What are the guidelines for offering differentiated support for your teachers?

# Why 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.”



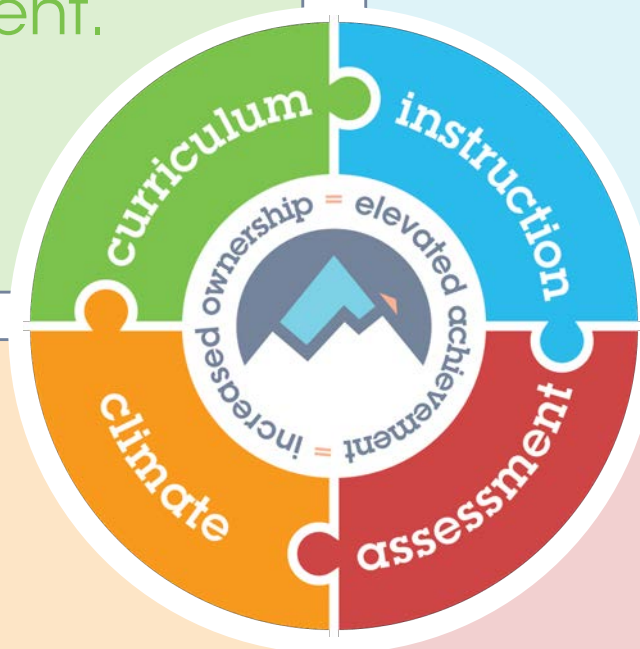
# The 4 Actions of Instructional Leadership

**Determine** the goals of an initiative focused on student achievement.

**Support** the implementation of the initiative.

**Build** school-wide collaboration for the initiative.

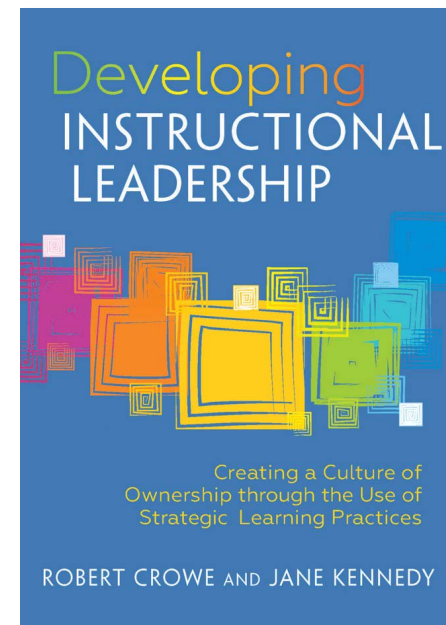
**Monitor** the implementation of the initiative.



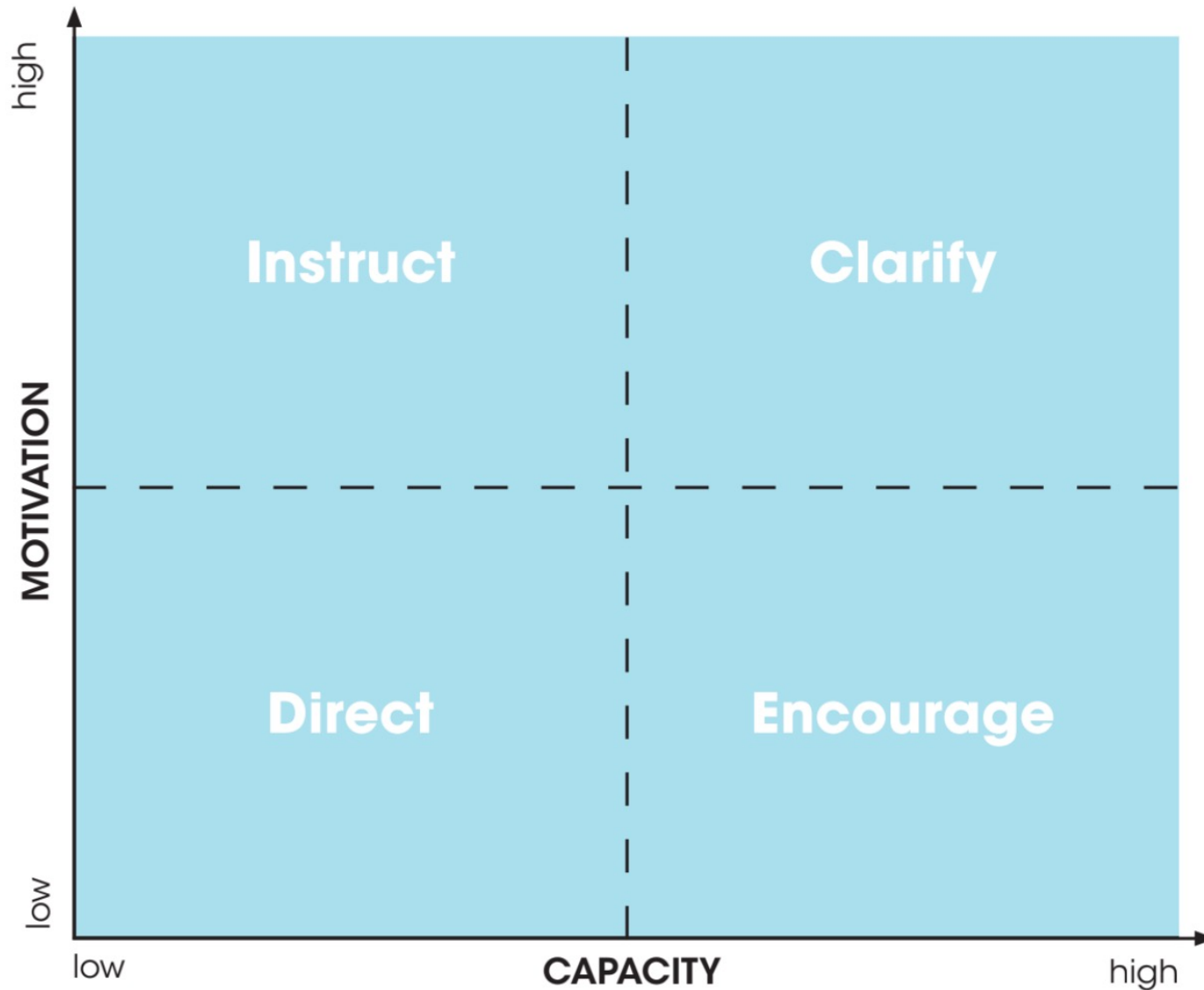
# Why Differentiated Delegation?

“ A principal utilizing instructional leadership knows that all learning is supported by a differentiated approach to delegation based on each individual’s motivation and capacity.

“To that end, a principal utilizing instructional leadership understands that with each new initiative, the teacher must be treated as a learner who must receive support specific to their needs.”



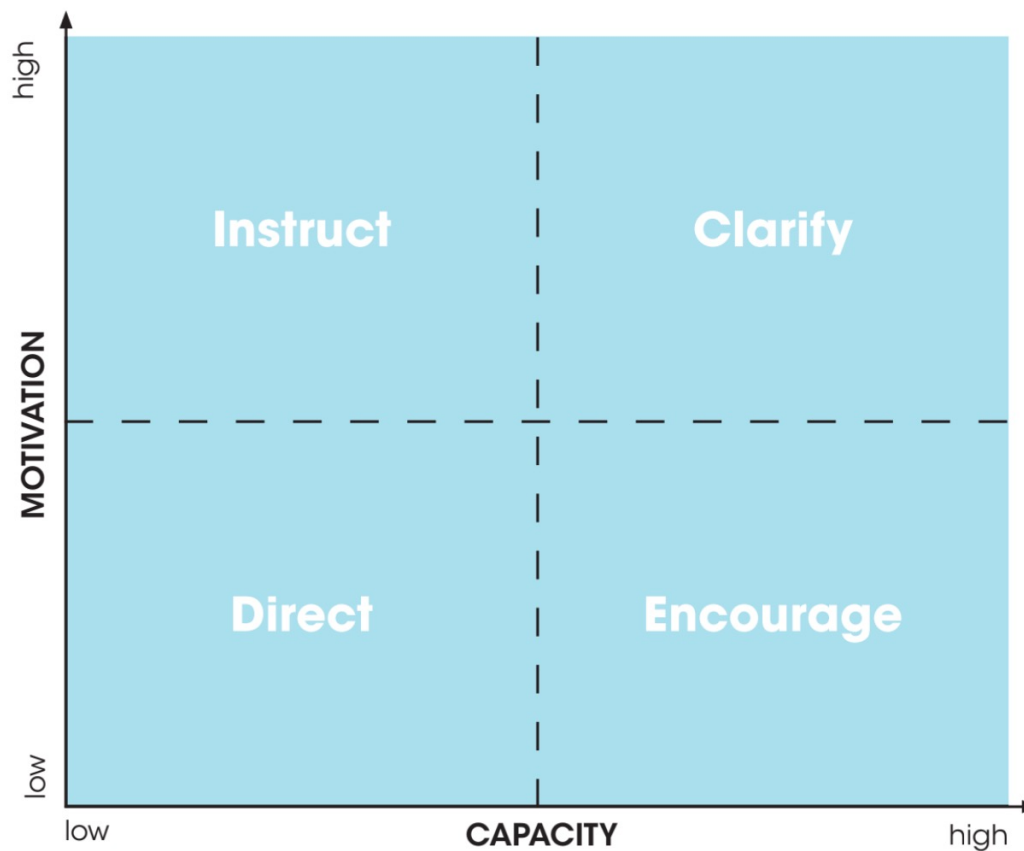
# A Schema that Supports Differentiation





Think about your teachers and an initiative you recently introduced or are planning to introduce...

Where do most of your teachers fall?





# The Value of Differentiated Delegation

“It is unlikely that teachers who are not intrinsically motivated to engage in hard, uncertain work will learn to do so in large, anonymous organizations that do not intensify personal commitments and responsibilities.”

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Elmore, 1992

# General Guidelines for Directing

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

1. Explain the context of the initiative.
2. Clearly describe the outcome of the initiative.
3. Clearly describe the process of how to achieve the goal of the initiative — step by step.
4. Set dates for frequent progress checks with the teacher.
5. Provide extra help if needed — but only if needed.
6. Have the teacher reflect on their implementation of the initiative.
7. Ask the teacher what they would like to continue working on with regard to the initiative.

# General Guidelines for Encouraging

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 build 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 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.

# General Guidelines for Instructing

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

# General Guidelines for Clarifying

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

1. Clearly describe the context and outcome of the initiative.
2. Ask the teacher how they will achieve the goal of the initiative and come to an agreement.
3. Check with the teacher on progress as needed.

# Differentiated Delegation in Action

## INITIATIVE: Implement Reciprocal Teaching

1. Explain the context of the initiative.

- What is the purpose of the initiative?
- How will the success of the initiative benefit the students?
- How will the success of the initiative benefit the teacher?

2. Clearly describe the outcome of the initiative.

- What, specifically, will the teacher be expected to implement?

# Differentiated Delegation in Action

## INITIATIVE: Implement Reciprocal Teaching

### DIRECT

Clearly describe the process of how to achieve the goal of the initiative — step by step.

- What specific actions does the teacher need to take?
- When do these actions need to be taken?
- What supports will the teacher receive in order to achieve the goal of the initiative?

### ENCOURAGE

Come to an agreement with the teacher on the process of how to achieve the goal of the initiative.

- Make sure the goal is clear.
- Identify what the teacher is already doing and build on their strengths.
- Agree on specific additional actions the teacher needs to take.
- Agree on when these actions need to be taken.
- Agree on the supports the teacher will receive in order to achieve the goal of the initiative.



# Differentiated Delegation in Action

## INITIATIVE: Implement Reciprocal Teaching

### INSTRUCT

Clearly describe how the process of how to achieve the goal of the initiative — step by step.

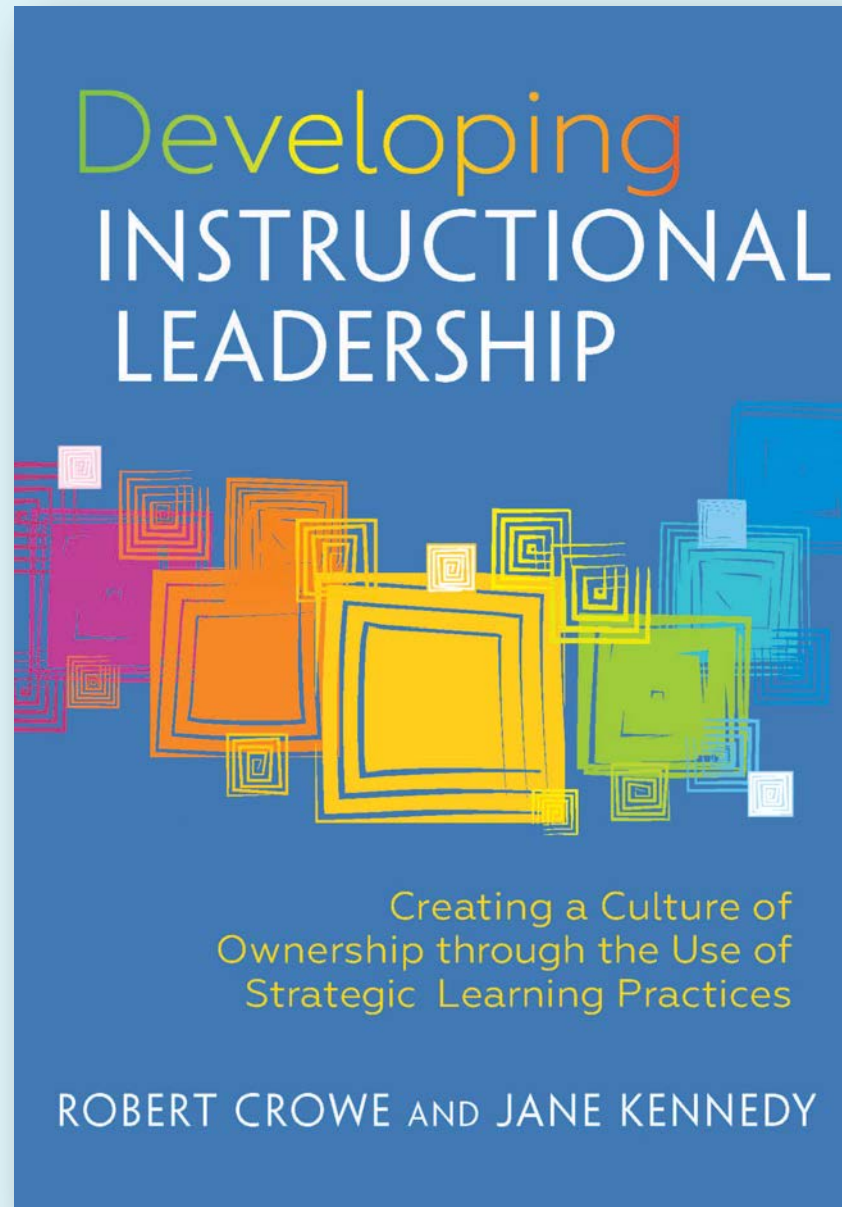
- What specific actions does the teacher need to take? When do these actions need to be taken?
- What supports will the teacher receive in order to achieve the goal of the initiative?

### CLARIFY

Check with the teacher on progress as needed.

- Ask the teacher when progress on the initiative should be reviewed.
- Ask the teacher how they would like to receive feedback.

# A Toolkit for You



# Tools for Differentiation

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DEVELOPING INSTRUCTIONAL LEADERSHIP

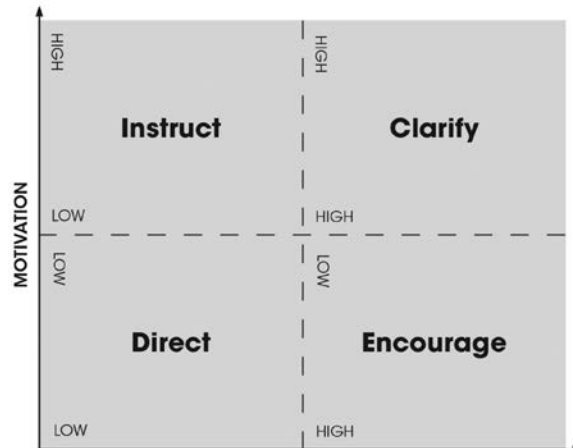


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When the teacher approaches the implementation of the initiative with high motivation and low capacity, instructional leadership suggests the principal **INSTRUCT** in order to support motivation and build capacity.

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.
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# Tools for Planning

## 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 initiative achieve?
- ☐ What, specifically, are the expected outcomes?
- ☐ How will the success of the initiative be measured?
- ☐ How will the success of the initiative be evaluated?

#### Integrate the goals of the initiative

- ☐ How does the initiative align with the school's mission and vision?

#### Provide the resources needed

- ☐ What resources will the initiative need?

#### Share this information with

- ☐ How will this information be shared?

Table 1.9: Questions to Guide Instructional Leadership in Curriculum

## 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 initiative achieve?
- ☐ What, specifically, are the expected outcomes?
- ☐ How will the success of the initiative be measured?
- ☐ How will the success of the initiative be evaluated?

#### Integrate the goals of the initiative

- ☐ How does the initiative align with the school's mission and vision?

#### Provide the resources needed

- ☐ What resources will the initiative need?

#### Share this information with

- ☐ How will this information be shared?

#### Use these planning questions to focus your support

- ☐ What are the goals of the initiative?
- ☐ What is the purpose of the initiative?
- ☐ What, specifically, will the initiative achieve?
- ☐ What, specifically, are the expected outcomes?
- ☐ How will the success of the initiative be measured?
- ☐ How will the success of the initiative be evaluated?

Table 1.10: 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 teachers in the implementation of the initiative were clearly explained and defined.

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

- 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 teachers in the implementation of the initiative were 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?

- 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

Communication

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- ***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

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DEVELOPING INSTRUCTIONAL LEADERSHIP

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



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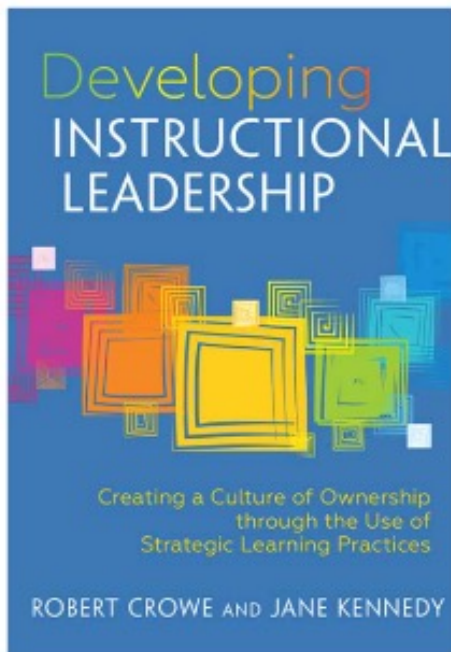


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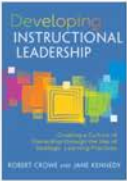
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**Webinar: Differentiated Delegation – How Instructional Leaders Ensure Individual Success**

June 2

Elevated Achievement Group in collaboration with Learning Sciences International presents *DIFFERENTIATED DELEGATION—How Instructional Leaders Ensure Individual Success*. A principal utilizing the power of instructional leadership understands that with each new initiative the teacher must be treated as a learner who must receive support specific to their needs. For adult learners, even those who are highly educated in the pedagogy of teaching and learning, this still holds true. Learn a practical way to support each learner to ensure they have their support differentiated in terms of how they understand the initiative, receive the support, and are held accountable. Interact with a process of offering those practices that most effectively and efficiently support adult learning. This LIVE and interactive webinar delivers key tools and resources while answering these questions:

- Why differentiated delegation is critical to the success of school-wide initiatives?
- How to determine a differentiated approach to delegation for each and every teacher?
- What are the guidelines for offering differentiated support for your teachers?

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**LSI BUILDING EXPERTISE EDUCATORS CONFERENCE**

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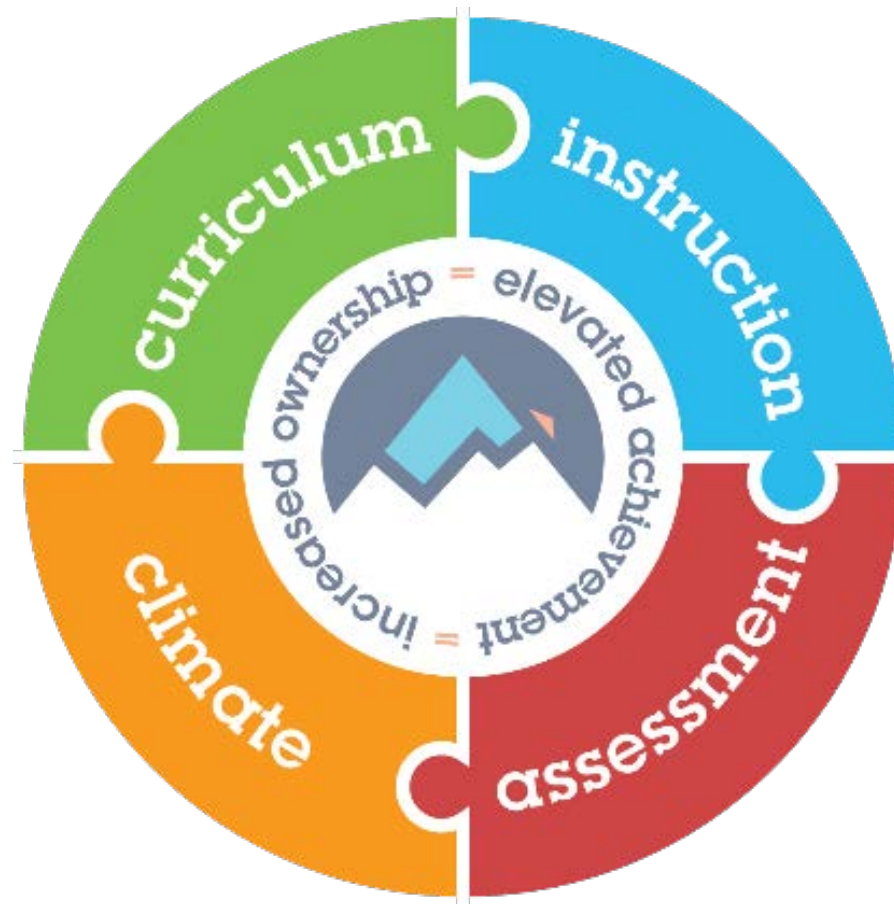
Featuring **LEVAR BURTON**: Award-Winning Actor, Writer, Producer, Director, Literacy Advocate and Host of the PBS children's series Reading Rainbow.

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