

## Handout 1 Key Terms Instructional Leadership

**Collaboration** - Working with another person or group in order to achieve, accomplish, and/or meet goals .

**Collective Leader Efficacy** - School leaders and leadership teams that have a strong belief in their capabilities and focus on growth by working together collectively to create optimum conditions in the building for the greatest overall impact on learning and achievement.

**Data-based decision making (DBDM)** involves small teams meeting regularly and using an explicit, data-driven structure to: disaggregate data, analyze student performance, set incremental student learning goals, engage in dialogue around explicit and deliberate classroom instruction, create a plan to monitor instruction and student learning, and identify effective key teaching and learning practices to implement.

**Effect size** - The amount of impact an influence has on a learner based on John Hattie's meta-analysis studies.

**Effective Teaching and Learning Practices** - Evidence-based effective methods, at the classroom level, that are content neutral and when implemented with fidelity and informed through data can produce positive, sustained results for every student.

**Essential Planning Inventory (EPI)** - An online tool used for reflection and planning to determine next steps needed for school leaders to apply the key actions to instructional focus areas.

**Hinge point** - The point representing one year's growth within a year's time (0.4) based on John Hattie's research on influences and their effect on student achievement. Practices above the hinge point are most effective, those below are least effective.

**Instructional leadership** - School leadership that focuses on educator and school impact on student learning including instructional choices, conducting classroom observations, ensuring effective professional development, communicating high academic standards, and creating environments conducive to learning.

**Mindframes** - The internal set of beliefs one has about their role as a school leader.

**Transformational leadership** - School leadership that focuses on teachers by setting a vision, common goals, buffering staff from external demands, and ensuring fair & equitable staffing. Educator and teacher impact on student outcomes is not the key focus.

## References

Corwin. (2021, Aug.). *Visible learning meta x*. Corwin Visible Learning Plus. Corwin Press, Inc. Sage Publications. <https://www.visiblelearningmetax.com/>

DeWitt, P. (2021). *Collective leader efficacy: Strengthening instructional leadership teams*. Corwin. Sage Publications.

Hattie, J. (2015). *High impact leadership*. *Educational Leadership*, 72(5). 36-40. Retrieved from [http://kendrastantoineweebly.com/uploads/5/4/2/8/54285355/high\\_impact\\_leadership\\_-\\_hattie\\_\(1\).pdf](http://kendrastantoineweebly.com/uploads/5/4/2/8/54285355/high_impact_leadership_-_hattie_(1).pdf)

MO Edu-Sail. (2022 revised). *Essential planning inventory*. Instructional Leadership Professional Learning Materials. Missouri Department of Elementary and Secondary Education. NAU Institute for Human Development. <https://www.moedu-sail.org/mtss-facilitator-materials/>

# Instructional Leadership

BECOMING AN INSTRUCTIONAL LEADER IN YOUR BUILDING



## Overview

Effective educational leaders are systems thinkers, who implement a cycle of continuous improvement and support the implementation of effective practices.

## Making a Difference

Leaders make the greatest difference by accomplishing the following.



Creating safe & collaborative environments for learning



Emphasizing, modeling, monitoring, & evaluating the impact of the building's focus work



Striving continually for improvement

(Hattie, 2015)

## Areas of Instructional Focus



Collaborative Culture & Climate

*What strategies can we use to promote collaboration to improve performance for all students?*



Effective Teaching & Learning Practices

*Which teaching & learning practices have a high impact on student learning?*



Assessments

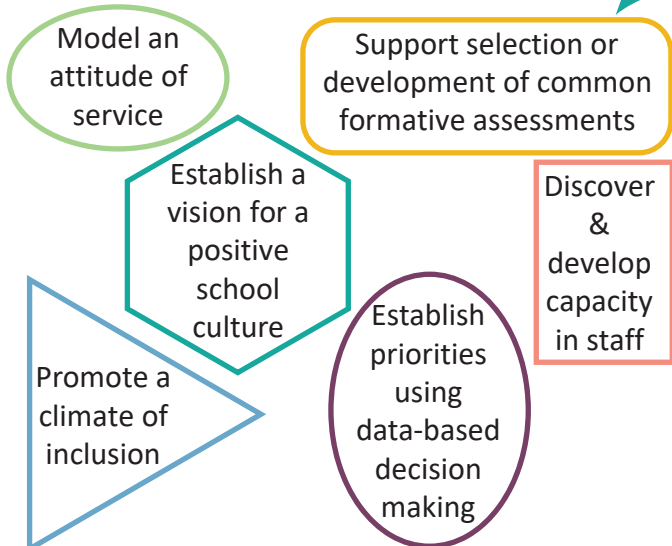
*How is student learning monitored?*



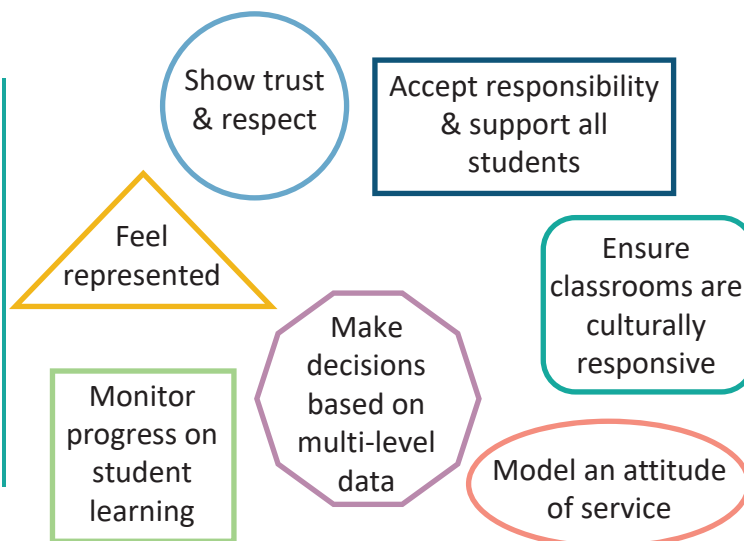
Data-Based Decision Making

*How are students performing? What are the current gaps in student learning?*

## Leaders



## As a Result, Educators



## Becoming an Instructional Leader in Your Building Practice Profile

Implementation with fidelity requires clearly described implementation criteria. The Practice Profile framework has recently been developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). According to NIRN, the Practice Profile emerged from the conceptualization of the change process outline in the work of Hall and Hord's (2006) Innovation Configuration Mapping (NIRN, 2011).

The Practice Profile template includes four pieces and is anchored by the essential functions. First, as a header is the foundation of implementation that philosophically grounds implementation. Then moving from left to right across the template are the essential functions of the practice, implementation performance levels, and lastly, evidence which provides data or documentation for determining implementation levels.

### *How to Use the Practice Profile*

The essential functions align with the teaching/learning objectives for each learning package. Four levels of implementation are described for each teaching/learning objective: exemplary, proficient, close to proficient, and far from proficient. The professional development provider should review the practice profile with the educator-learners, referring to the data and artifacts listed as suggested evidence. It is an important tool for self-monitoring their own implementation, because it serves as a reminder of the implementation criteria and is also aligned with the fidelity checklists and the electronic practice profile self-assessment tool. These sources provide data regarding further training or coaching.



**Becoming an Instructional Leader in Your Building  
Practice Profile**

**Foundations present in the implementation of each essential function: *Commitment to the success of all students and to improving the quality of instruction.***

Essential Function	Exemplary Implementation	Proficient	Close to Proficient (Skill is emerging, but not yet to proficiency. Coaching is recommended.)	Far from Proficient (Follow-up professional development and coaching are critical.)
1 A collaborative culture and climate is visible through the students, teachers, and administrators.	<p>The school leadership provides a supportive environment that includes all of the proficient criteria, plus meets 3/4 of the following:</p> <ul style="list-style-type: none"> <li>• discovering and developing the capacity in staff</li> <li>• creating a new paradigm/vision for school culture</li> <li>• promoting inclusion for all</li> <li>• modeling an attitude of serving</li> </ul>	<p>The school leadership provides a supportive environment that includes 4/5 criteria.</p> <ul style="list-style-type: none"> <li>• Safe environment for all as evidenced by feelings of trust, respect, and communication.</li> <li>• Teachers help each other, including on-going training.</li> <li>• Teachers support all students in every classroom.</li> <li>• The school is culturally responsive in a way that is multidimensional, empowering and transformative.</li> <li>• A building leadership team is established and of high quality as evidenced through member roles, team function and norms, and records of meetings.</li> </ul>	<p>The school leadership has a school environment that includes at least 3/5 proficient criteria.</p>	<p>The school leadership has a school environment with fewer than 3 of the proficient criteria.</p>
2 Leadership supports and ensures that teaching and learning practices engage all students in meaningful learning.	<p>Select and implement evidence-based effective methods that:</p> <ul style="list-style-type: none"> <li>• are not content related,</li> <li>• are tied to teacher standards,</li> <li>• are implemented with fidelity, and</li> <li>• inform decisions of progress through regularly scheduled formative assessments selected by <i>appropriate teams</i>.</li> </ul>	<p>Select and implement evidence-based effective methods that:</p> <ul style="list-style-type: none"> <li>• are not content related,</li> <li>• are tied to teacher standards,</li> <li>• are implemented with fidelity, and</li> <li>• inform decisions of progress through assessment methods selected by the <i>instructor</i>.</li> </ul>	<p>Select and implement evidence-based effective methods that:</p> <ul style="list-style-type: none"> <li>• are not content related,</li> <li>• state are implemented with fidelity, and</li> <li>• inform decisions of progress through assessment methods selected by the <i>instructor</i>.</li> </ul>	<p>Select and implement evidence-based effective methods that:</p> <ul style="list-style-type: none"> <li>• may or may not be content related,</li> <li>• are implemented with fidelity, and</li> <li>• inform decisions of progress through assessment methods selected by the <i>instructor</i>.</li> </ul>

3	Leaders develop teacher capacity to use formative assessment through supportive data climates facilitating the use of formative data.	Leaders work with teacher teams to select and/or create research-based formative assessment methods that include: <ul style="list-style-type: none"> <li>• clearly defined outcomes,</li> <li>• a problem-solving model,</li> <li>• structured assessment criteria, and</li> <li>• selected and constructed responses.</li> </ul>	Leaders work with teacher's on research-based formative assessment methods that include 3/4 criteria: <ul style="list-style-type: none"> <li>• clearly defined outcomes,</li> <li>• a problem-solving model,</li> <li>• structured assessment criteria, and</li> <li>• selected and constructed responses.</li> </ul>	Leaders designate select teachers to develop research-based formative assessment methods that include 2/4 of the following: <ul style="list-style-type: none"> <li>• clearly defined outcomes,</li> <li>• a problem-solving model,</li> <li>• structured assessment criteria, and</li> <li>• selected and constructed responses.</li> </ul>	Leaders have little understanding and knowledge of formative assessment methods that include one or none of the following: <ul style="list-style-type: none"> <li>• clearly defined outcomes,</li> <li>• a problem-solving model,</li> <li>• structured assessment criteria, and</li> <li>• selected and constructed responses.</li> </ul>
4	Leaders initiate evidence-based decisions and processes that focus on outcomes.	Leadership teams establish systems to support frequent and regularly scheduled team-based decision-making that are linked to multiple levels of data and establish priorities (such as knowledge, time, evaluation, and resources) for the school year.	Leaders establish systems to support regular team-based decision-making that are linked to multiple levels of data and establish 2 or more priorities (such as knowledge, time, evaluation, and resources) for the school year.	Leaders oversee systems of decision-making that are linked to one or more levels of data and establish priorities (such as knowledge, time, evaluation, and resources) for the school year.	There is no system in place for team-based decision-making.

Evidence: Leadership Implementation Fidelity Checklist, Interviews, Observations, Lesson Plans.

- 1. I am an evaluator of my impact on teacher/student learning.  
(Janet Clinton)**
- 2. I see assessment as informing my impact and next steps.  
(Dylan William)**
- 3. I collaborate with my peers and my teachers about my conceptions of progress and my impact. (Jenni Donohoo)**
- 4. I am a change agent and believe all teachers/students can improve. (Michael Fullan)**
- 5. I strive for challenge rather than merely 'doing my best.  
(Zretta Hammond)**
- 6. I give and help students/teachers understand feedback and I interpret and act on feedback given to me. (Peter DeWitt)**
- 7. I engage as much in dialogue as in monologue.  
(Doug Fisher, Nancy Frey, D. Smith)**
- 8. I explicitly inform teachers/students what successful impact looks like from the outset. (Laura Link)**
- 9. I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.  
(Sugata Mitra)**
- 10. I focus on learning and the language of learning. (Jim Knight)**

**Reference**

Hattie, J., & Smith, R. (2020, June 18). *10 mindframes for leaders: The visible learning approach to school success*. Corwin. Sage Publishing.

### Management vs. Instructional Tasks

Take two or three minutes to think about the different tasks you perform on a daily/weekly basis. Categorize these tasks and record in the corresponding column below. Consider the types of tasks you spend the majority of your time engaged in—management or instructional. Turn to a shoulder partner to briefly discuss your reaction or just jot down your reaction to your responses below the table.

Management	Instructional

**Handout 6****Educational Practice Impact on Student Achievement**

Individually rate each factor on the list “high,” “medium,” and “low,” according to each participant’s assessment of the level of impact on student achievement.

EDUCATIONAL PRACTICE	IMPACT		
1. Tracking/Streaming by ability	HIGH	MEDIUM	LOW
2. Acceleration (example, skipping a year)	HIGH	MEDIUM	LOW
3. Comprehension reading programs	HIGH	MEDIUM	LOW
4. Concept mapping	HIGH	MEDIUM	LOW
5. Cooperative vs individualistic learning	HIGH	MEDIUM	LOW
6. Cognitive task analysis	HIGH	MEDIUM	LOW
7. Feedback	HIGH	MEDIUM	LOW
8. Gender (male vs female on achievement)	HIGH	MEDIUM	LOW
9. Home environment	HIGH	MEDIUM	LOW
10. Individualizing instruction	HIGH	MEDIUM	LOW
11. Peer tutoring	HIGH	MEDIUM	LOW
12. Matching teaching with student learning styles	HIGH	MEDIUM	LOW
13. Teacher clarity	HIGH	MEDIUM	LOW
14. Phonics instruction	HIGH	MEDIUM	LOW
15. Direct instruction	HIGH	MEDIUM	LOW
16. Teacher estimates of achievement	HIGH	MEDIUM	LOW
17. Study skills	HIGH	MEDIUM	LOW
18. Reciprocal teaching	HIGH	MEDIUM	LOW
19. Reducing class size	HIGH	MEDIUM	LOW
20. Retention (holding back a year)	HIGH	MEDIUM	LOW
21. Presence of mobile phones	HIGH	MEDIUM	LOW
22. Student self-reported grades	HIGH	MEDIUM	LOW
23. Collective teacher efficacy	HIGH	MEDIUM	LOW
24. Teacher credibility in eyes of the students	HIGH	MEDIUM	LOW
25. Response to intervention	HIGH	MEDIUM	LOW
26. Small group learning	HIGH	MEDIUM	LOW
27. Teaching test taking	HIGH	MEDIUM	LOW
28. Teacher-student relationships	HIGH	MEDIUM	LOW
29. Cooperative learning	HIGH	MEDIUM	LOW
30. Classroom discussion	HIGH	MEDIUM	LOW
31. One on one laptops	HIGH	MEDIUM	LOW
32. Within-class grouping	HIGH	MEDIUM	LOW



**Handout 7 -Answer Key Educational Practice Impact on Student Achievement**

EDUCATIONAL PRACTICE	EFFECT SIZE	IMPACT		
1. Tracking, Streaming by ability	.10			LOW
2. Acceleration (for example, skipping a year)	.62	HIGH		
3. Comprehension reading programs	.47		MEDIUM	
4. Concept mapping	.64	HIGH		
5. Cooperative vs individualistic learning	.55		MEDIUM	
6. Cognitive task analysis	1.29	HIGH		
7. Feedback	.62	HIGH		
8. Gender (male vs female achievement)	.07			LOW
9. Home environment	.52		MEDIUM	
10. Individualizing instruction	.24			LOW
11. Peer tutoring	.51		MEDIUM	
12. Matching teaching with student learning styles	.34			LOW
13. Teacher clarity	.84	HIGH		
14. Phonics instruction	.57		MEDIUM	
15. Direct instruction	.59		MEDIUM	
16. Teacher estimates of achievement	1.46	HIGH		
17. Study skills	.49		MEDIUM	
18. Reciprocal teaching	.74	HIGH		
19. Reducing class size	.18			LOW
20. Retention (holding back a year)	--.32			LOW
21. Presence of mobile phones	--.34			LOW
22. Student self-reported grades	1.33	HIGH		
23. Collective teacher efficacy	1.36	HIGH		
24. Teacher credibility in eyes of the students	1.09	HIGH		
25. Response to intervention	1.09	HIGH		

26. Small group learning	<b>.47</b>		<b>MEDIUM</b>	
27. Teaching test taking	<b>.27</b>			<b>LOW</b>
28. Teacher-student relationships	<b>.47</b>		<b>MEDIUM</b>	
29. Cooperative learning	<b>.45</b>		<b>MEDIUM</b>	
30. Classroom discussion	<b>.82</b>	<b>HIGH</b>		
31. One on one laptops	<b>.16</b>			<b>LOW</b>
32. Within-class grouping	<b>.18</b>			<b>LOW</b>

Adapted from:

Hattie, J. (2021, Aug.). Global research data base, all influences. Visible Learning MetaX. Corwin Visible Learning Plus. Corwin Press Inc. Sage Publications. <https://www.visiblelearningmetax.com/Influences>

## Handout #8

## Ensuring Resources

How will you ensure the needed resources to facilitate the instructional work in the building?

AREAS	NEEDED RESOURCES	EXISTING RESOURCES	STEPS NEEDED TO ENSURE RESOURCES ARE MADE AVAILABLE TO STAFF
People			
Time			
Materials			
Training/Professional Development			
Money			

**Handout # 9**

**Instructional Leadership**

**Next Steps: Actions = Results**

District/School: \_\_\_\_\_

Action Planning Date : \_\_\_\_\_

Building Leader \_\_\_\_\_

Building Leadership Team \_\_\_\_\_

**Instructional Leader Key Actions:**

Establish Collaborative Culture	Set Time Aside	Establish Expectations	Ensure Resources	Monitor for Implementation and Collaboration
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**Instructional Areas of Focus:**

- Collaborative Culture and Climate
- Effective Teaching and Learning Practices
- Assessment
- Data-Based Decision Making

Action Planned	Responsible Person(s)	Timeline	Resources/Support Needed	Results