Instructional Leadership
Creating Practice from Theory

Peter DeWitt, Ed.D.
Learning Intentions

To understand:

- The definitions of instructional leadership
- 6 important components of instructional leadership
- To make this practical for your current context.

cc: UNDP in Europe and Central Asia - https://www.flickr.com/photos/46920115@N03
“The more leaders focus their influence, their learning, and their relationships with teachers on the core business of teaching and learning, the greater their likely influence on student outcomes.”

(Robinson et al., 2018, p. 23).
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

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

- Not Confident: 32%
- Somewhat Confident: 31%
- Confident: 22%
- Very Confident: 15%
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.

Instructional Leadership Framework

- Implementation
- Focus On Learning
- Student Engagement
- Instructional Strategies
- Collective Efficacy
- Evaluation

Learning

DeWitt. 2019
What is the relationship between instructional leadership and the leadership you feel you are practicing?
Implementation

Program Logic Model

Implementation Cycle
Program Logic Model

Needs
- What is our current reality?
- Where do we want to improve?
- 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
Stage 1: Discussion of New Practice to be implemented

Clearly articulated vision of the new practice

Stage 2: Actual Implementation

Reflection/Evidence/Evaluate

Stage 3: Second round of implementation

Who will it help? How is it better than what we are already doing?

Stage 4: Embedded in collaborative culture

Is this an embedded part of the collaborative culture?

Implementation Cycle for Instructional Leaders


Who will be involved?

What does successful implementation look like?

How will it be implemented? Who will do it? Pilot? Whole staff? Can teachers/staff provide feedback of how it is going?

How did round 2 go? Staff feedback?

Who are teachers involved?

How are teachers involved?
Focus On Learning

Knowledge Dimensions

Surface, Deep and Transfer

Equity of Content
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge Dimension</th>
<th>Questions</th>
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</table>
| **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 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? |
Student Engagement

On average teachers ask 200 questions per day and students ask 2 questions per student per week. Janet Clinton

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?
How often do you and your staff engage in dialogue around student engagement?
Instructional Strategies
Hattie’s Research

- Over 1,400 Meta-analysis
- 300 million students
- 251 influences on learning...
- .40 – a year’s worth of growth for a year’s input
Rank The Influences

- Jigsaw Activity
- Co-Teaching
- One-to-One Laptops
- Classroom Discussion
Rank The Influences

- Jigsaw Activity: 1.20
- Classroom Discussion: .82
- Co-Teaching: .19
- One-to-One Laptops: .16
Surface to Deep Learning Strategies

Acquiring Surface Level
- Highlighting, noting taking, mnemonics, underlining, and imagery

Consolidating Surface Level
- Teaching test taking, rehearsal, and learning how to receive feedback

Acquiring Deep Level
- Organization, strategy monitoring, concept mapping, and metacognitive strategies

Consolidating Deep Level
- Self-questioning, self-monitoring, self-explanation, self-verbalizing, peer tutoring, collaboration, and critical thinking techniques

Transfer Learning

Similarities and Differences

@PeterMDeWitt

Hattie & Donoghue 2016
Collective Efficacy

Establish diverse group of thinkers

Team building – Do we believe in each other?

Co-construct goal (i.e. Learning)

Implement strategies (Try and try again)

Collect evidence of impact

Self-Efficacy

Refers to beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments”

Bandura, 1977
Research Study

Shape A

Extremely High Self-Efficacy
High Collective Efficacy

Research Study

Research Study

Research Study

Highly disturbed individual who has a tendency to blurt out obscenities.

Collective teacher efficacy refers to the collective self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities. (Tschannen-Moran & Barr, 2004, p. 190).

Implementation Cycle for Instructional Leaders


Stage 1: Discussion of New Practice to be implemented
- Clearly articulated vision of the new practice
- Who will it help? How is it better than what we are already doing?

Stage 2: Actual Implementation
- Reflection/Evidence/Evaluate
- How are teachers involved?
- How did round 2 go? Staff feedback?

Stage 3: Second round of implementation
- Reflection/Evidence/Evaluate
- What works? What doesn’t?
- How will it be implemented? Who will do it? Pilot? Whole staff? Can teachers/staff provide feedback of how it is going?

Stage 4: Embedded in collaborative culture
- Reflection/Evidence/Evaluate
- Is this an embedded part of the collaborative culture?
- Who will be involved?

What does successful implementation look like?
Want Collaboration?

• Define why each member is a part of the team
• Define the expectations of being on the team
• Co-construct a goal together around an initiative
• Assign duties for each member of the team
• Promote and support discourse among the team

DeWitt (2017)
Evidence of Impact

Do you collect evidence to understand impact?

What does that evidence look like?

Who is involved in that process?
<table>
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<tr>
<td><strong>Faculty Meetings</strong></td>
</tr>
<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>
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<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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DeWitt (2019).
Connect – How does this fit in with prior knowledge?

Extend – How does this extend your knowledge to new thinking?

Challenge - How did it challenge your thinking?
Questions?

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