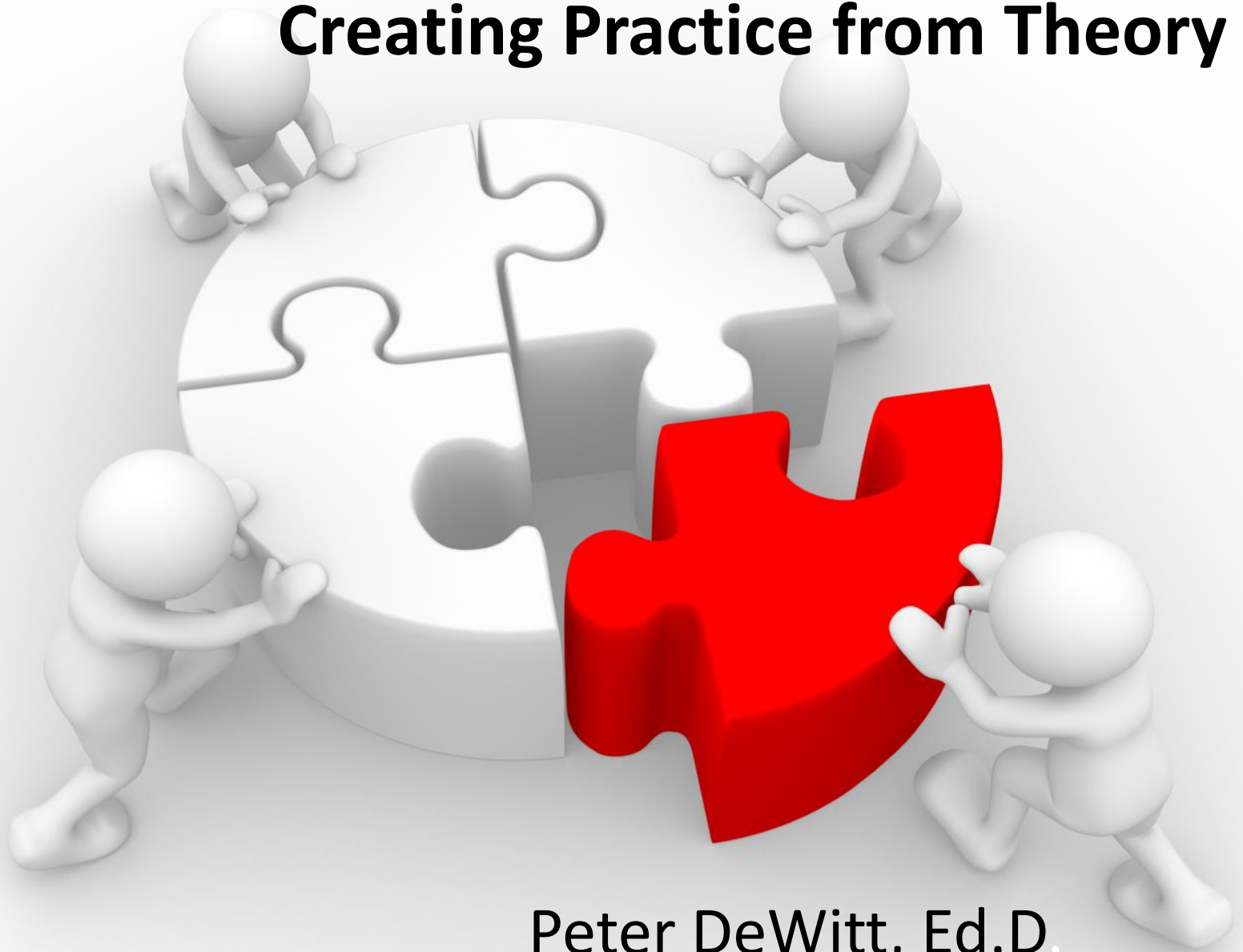# Instructional Leadership
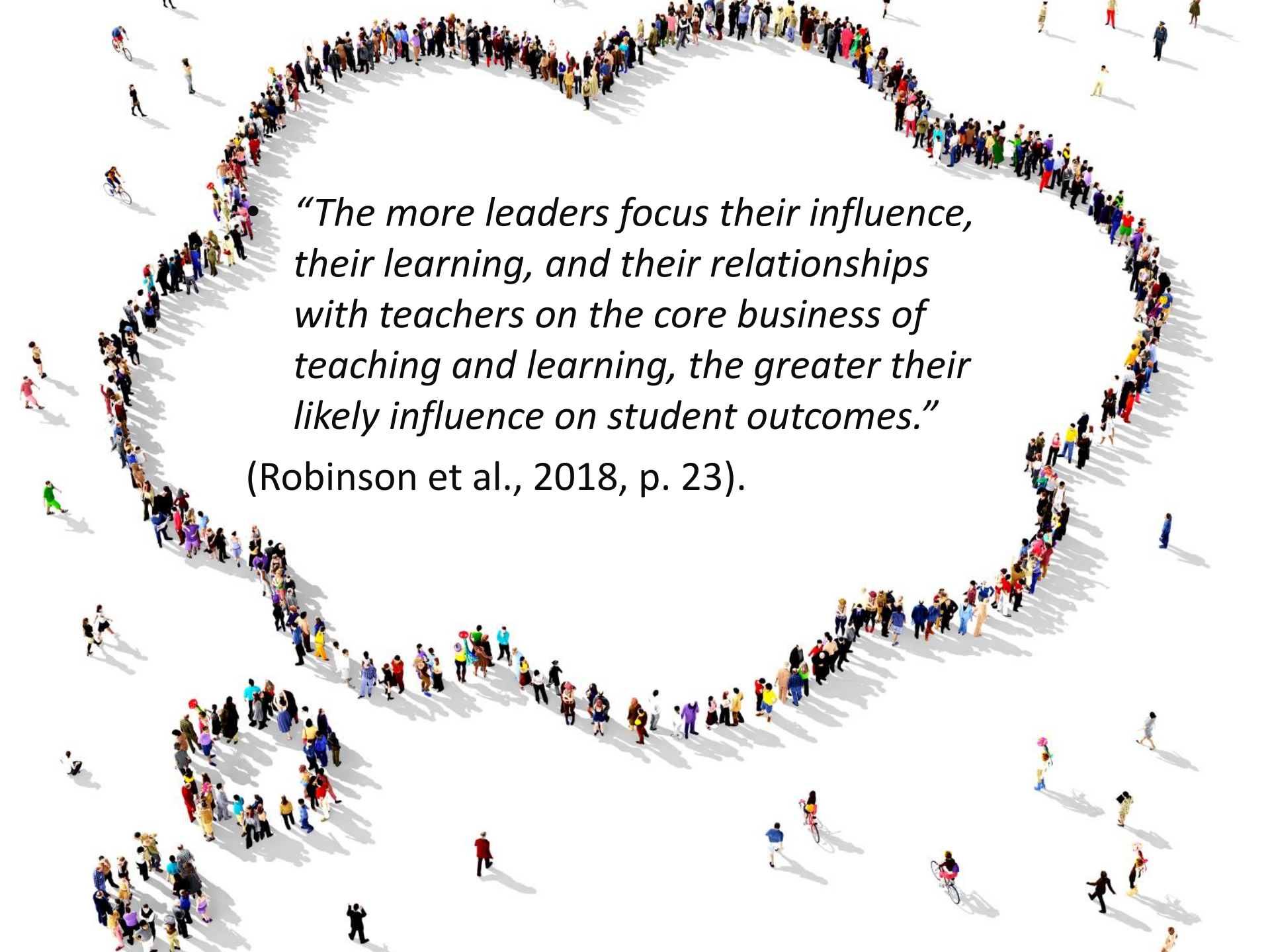## Creating Practice from Theory

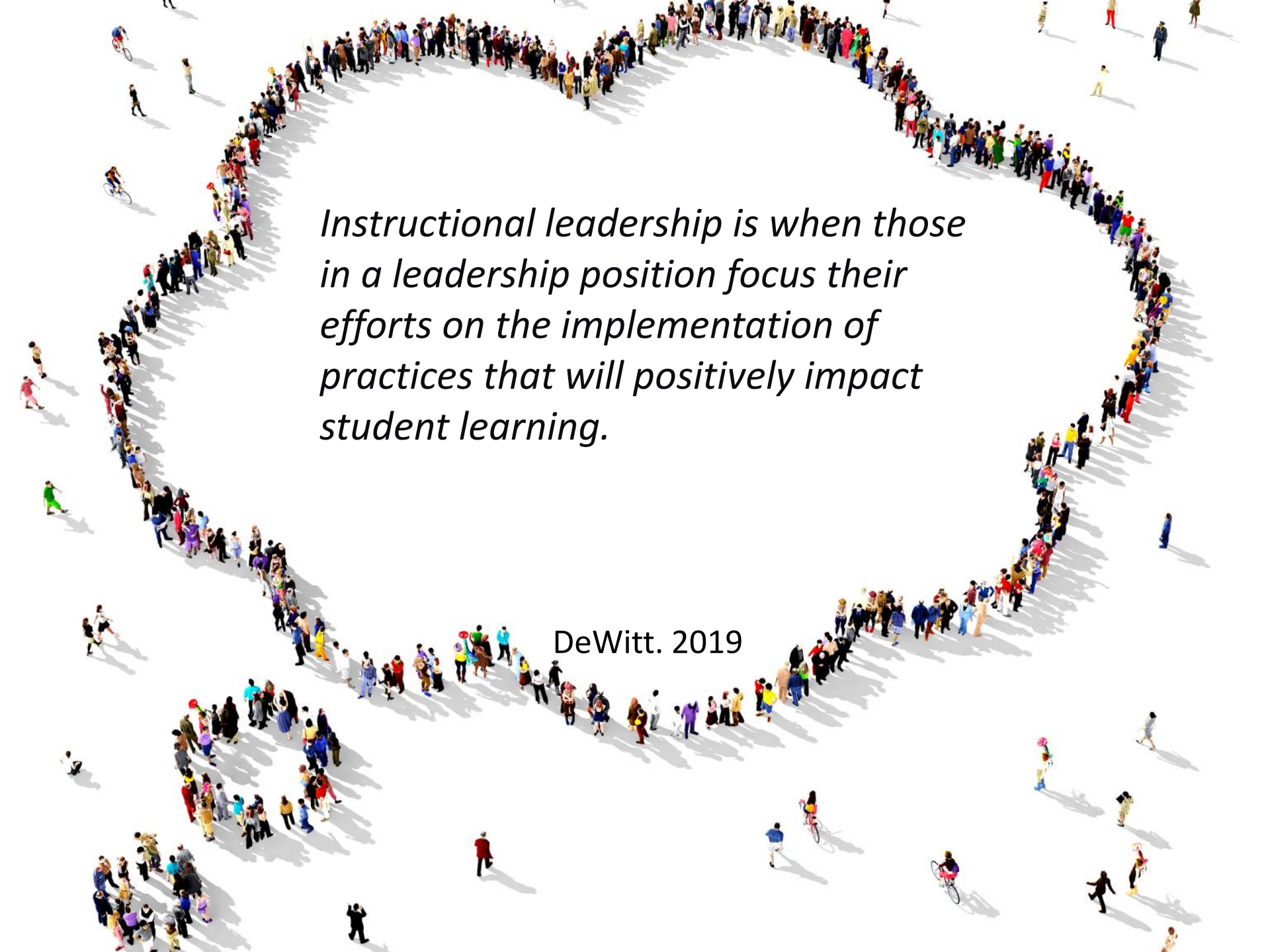Peter DeWitt, Ed.D.

Learning Intentions

To understand:

- The definitions of instructional leadership

- 6 important components of instructional leadership

- To make this practical for your current context.

- *"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 8%

Somewhat 25%

Confident 43%
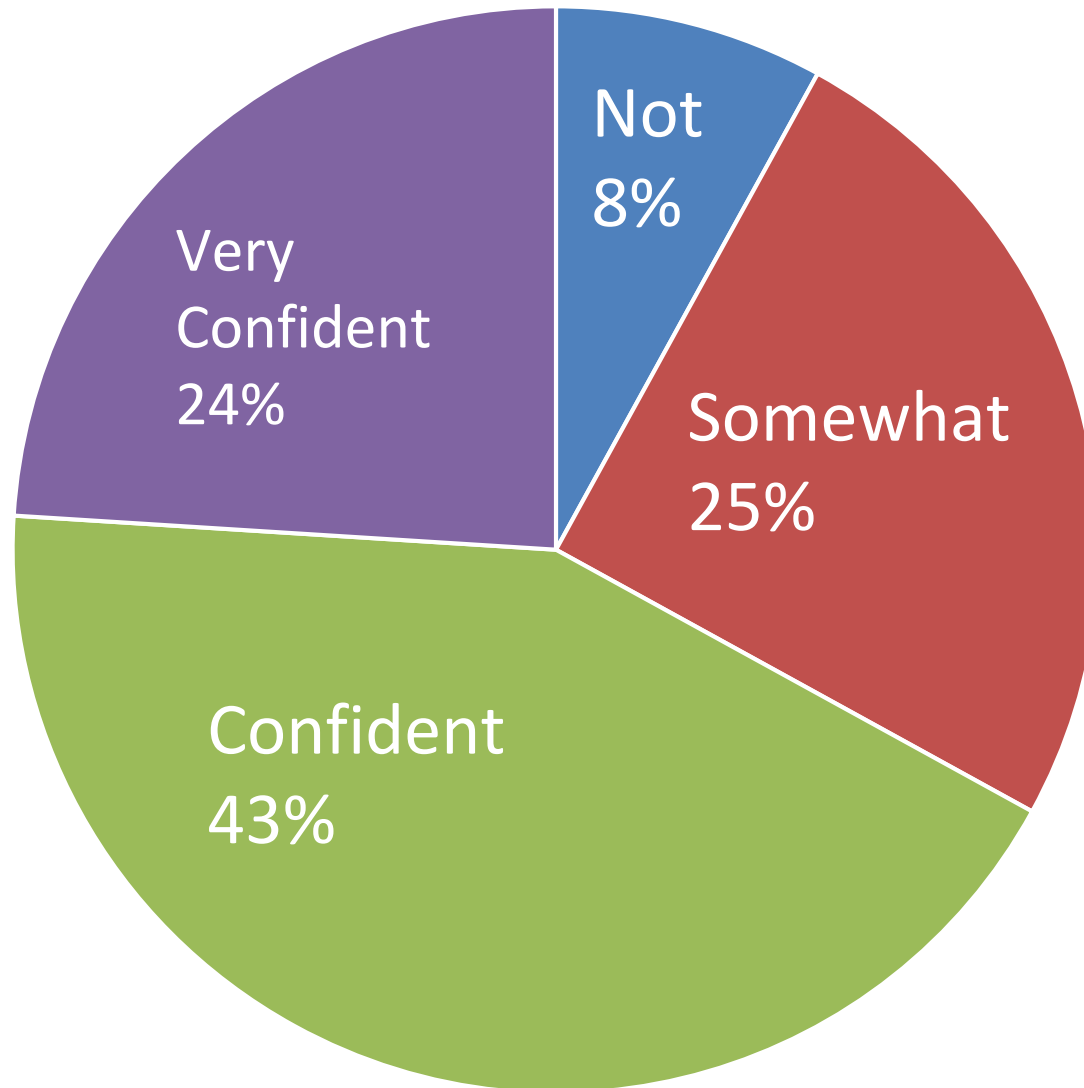
Very Confident 24%

Not Confident ■ Somewhat ■ Confident ■ Very Confident

I'm confident my principal is an instructional leader?

Very Confident 15%

Not Confident 32%

Confident 22%

Somewhat Confident 31%
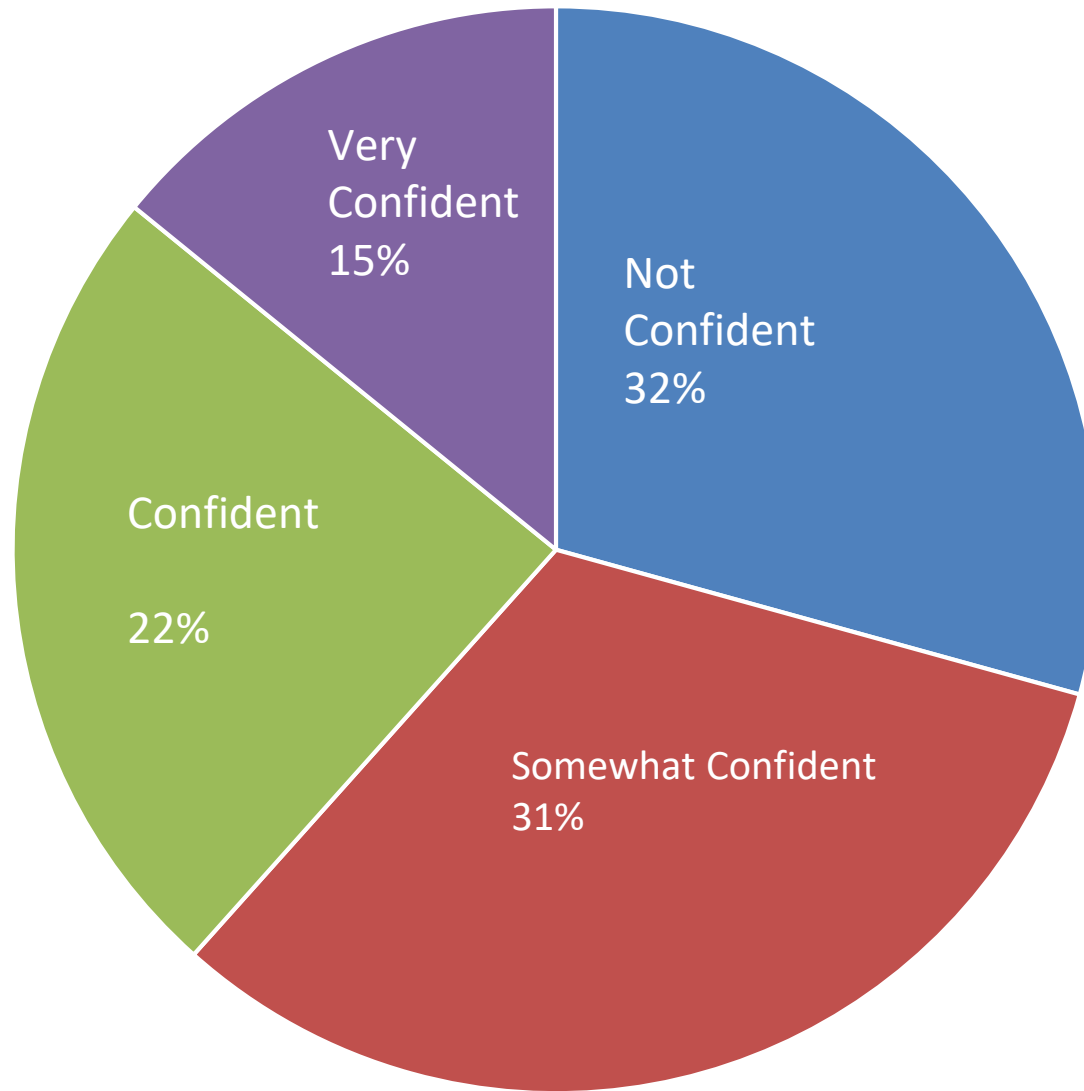
■ Not Confident ■ Somewhat ■ Confident ■ Very confident

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

Learning

Evaluation

Student Engagement

Collective Efficacy

Instructional Strategies

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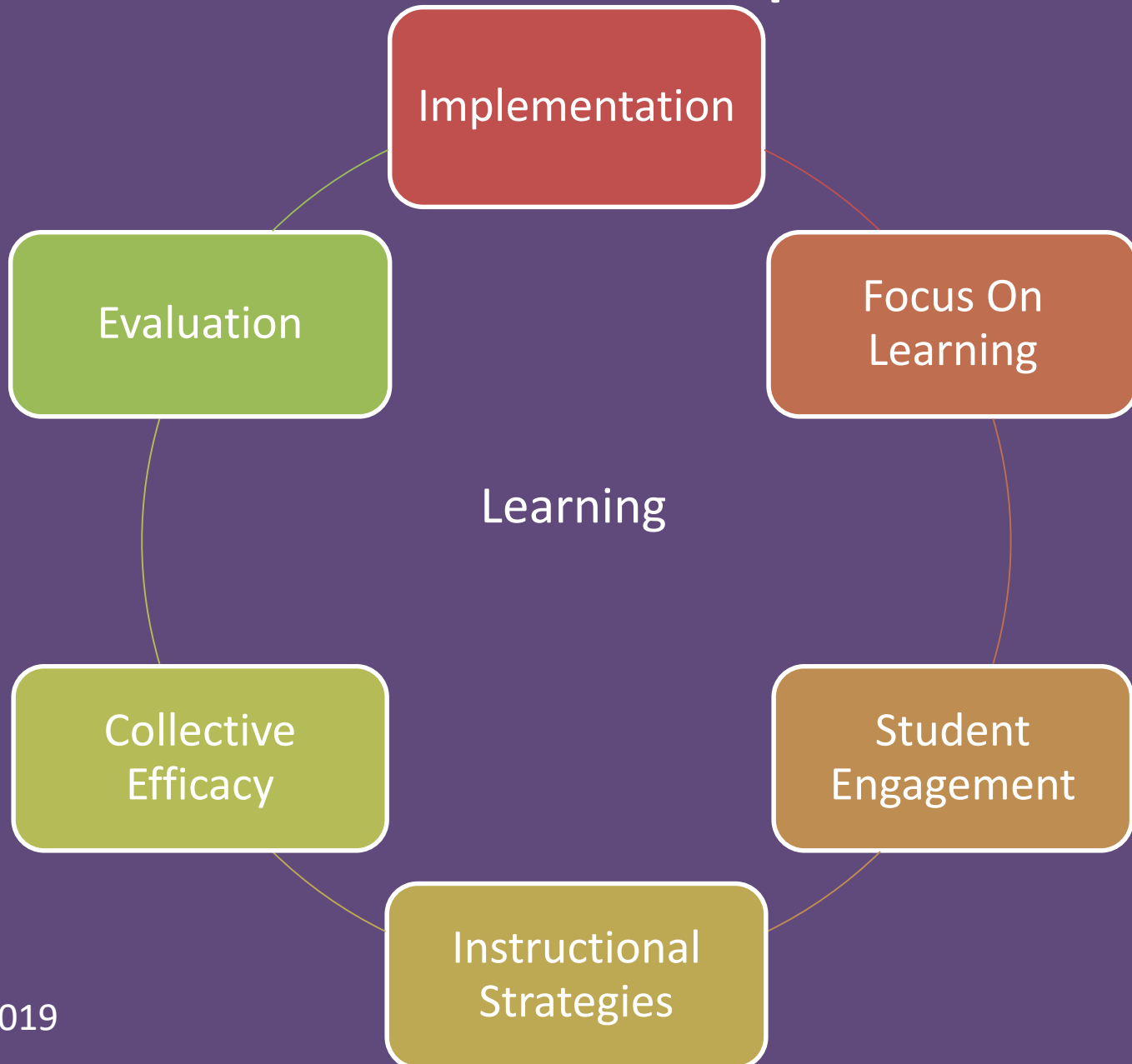
What is the relationship between instructional leadership and the leadership you feel you are practicing?

Implementation

Program Logic Model

Implementation Cycle

Program Logic Model

Needs	Inputs	Activities	Outputs	Impact
What is our current reality?	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?
Where do we want to improve?				
What does our evidence show us?				

DeWitt. 2019

Implementation Cycle for Instructional Leaders

Stage 1: Discussion of New Practice to be implemented

Reflect/Evidence/Evaluate

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

Clearly articulated vision of the new practice

Is this an embedded part of the collaborative culture?

Stage 4: Embedded in collaborative culture

How are teachers involved?

Stage 2: Actual Implementation

How did round 2 go? Staff feedback?

Adapted from Odom et al (2014), Fixsen et al (2005), DeWitt (2019).

Reflection/Evidence/Evaluate

Who will be involved?

What does successful implementation look like?

Reflection/Evidence/Evaluate

Stage 3: Second round of implementation

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?

Focus On Learning

Knowledge Dimensions

Surface, Deep and Transfer

Equity of Content

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).

Cognitive Process Dimension	
Knowledge Dimension	
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.*
    - *Less than 1% was associated with open questions.* **John Goodlad (1994. p. 230).**

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	Consolidating Surface Level	Acquiring Deep Level	Consolidating Deep Level	Transfer Learning

highlighting, note taking, mnemonics, underlining, and imagery

@PeterMDeWitt

teaching test taking, rehearsal, and learning how to receive feedback

organization, strategy monitoring, concept mapping, and metacognitive strategies

self-questioning, self-monitoring, self-explanation, self-verbalizing, peer tutoring, collaboration, and critical thinking techniques

Similarities and Differences

=

Hattie & Donoghue 2016

Collective Efficacy

Establish diverse group of thinkers

Team building – Do we believe in each other?

Co-construct goal (i.e. Learning)

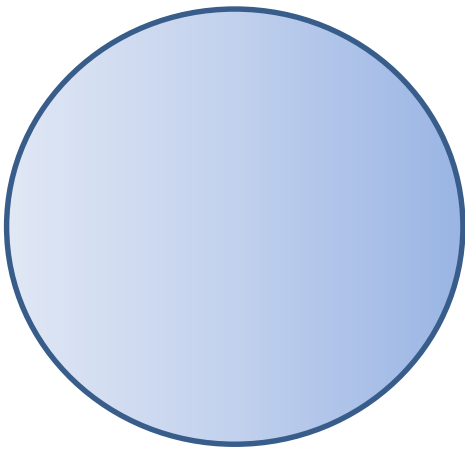Implement strategies (Try and try again)

Collect evidence of impact
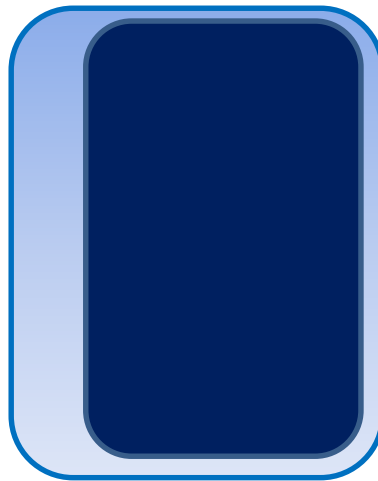
DeWitt (2018).

Self-Efficacy

Refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments"
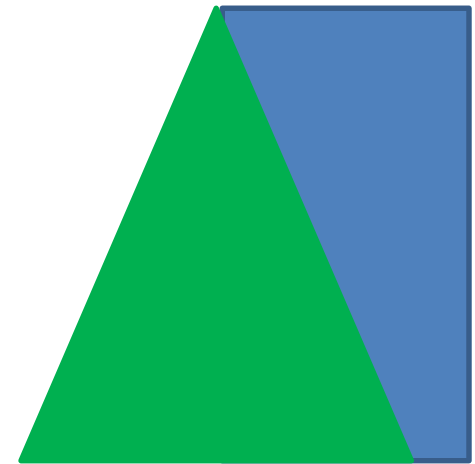
Bandura, 1977

Research Study

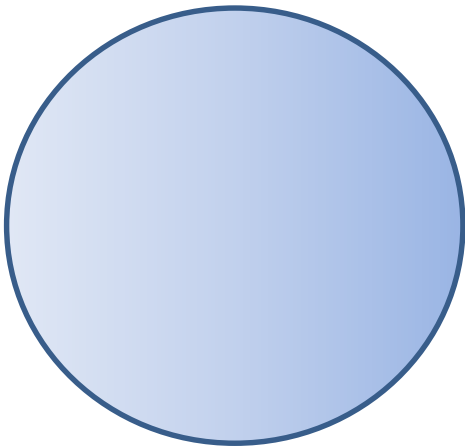Shape A   Shape B   Shape C

Reference: Amerstock, I., Janosz, M., & Bowman, R. (2012). Teachers' efficacy beliefs: predictors and
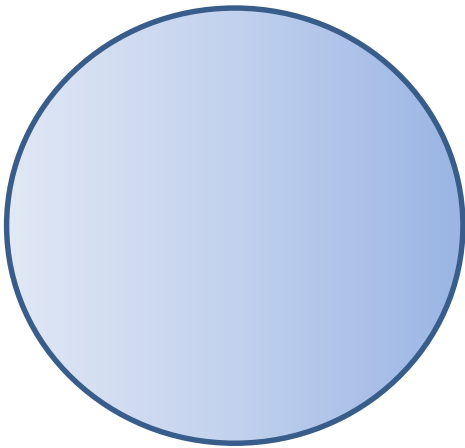   influences. *The Journal of Educational Research*, 105, p. 319-328.

Research Study

Shape A

Reference: Amerstock, I., Janosz, M., & Bowman, R. (2012). Teachers' efficacy beliefs: predictors and
   influences. *The Journal of Educational Research*, 105, p. 319-328.
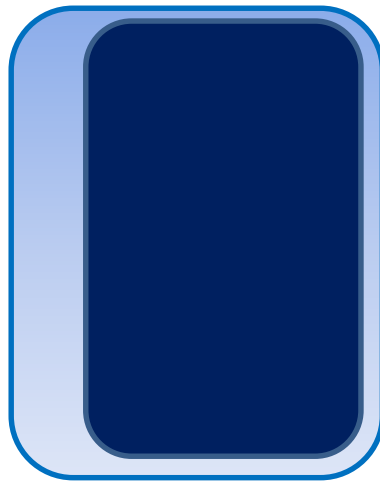
Research Study

Shape A

Extremely High Self-Efficacy
High Collective Efficacy

Reference: Amerstock, I., Janosz, M., & Bowman, R. (2012). Teachers' efficacy beliefs: predictors and
    influences. *The Journal of Educational Research*, 105, p. 319-328.

Research Study

Shape B

Reference: Amerstock, I., Janosz, M., & Bowman, R. (2012). Teachers' efficacy beliefs: predictors and
    influences. *The Journal of Educational Research*, 105, p. 319-328.

Research Study

Self-efficacious
Expectations

Shape B

Reference: Amerstock, I., Janosz, M., & Bowman, R. (2012). Teachers' efficacy beliefs: predictors and
    influences. *The Journal of Educational Research*, 105, p. 319-328.

Research Study

Shape C

Reference: Amerstock, I., Janosz, M., & Bowman, R. (2012). Teachers' efficacy beliefs: predictors and
    influences. *The Journal of Educational Research*, 105, p. 319-328.
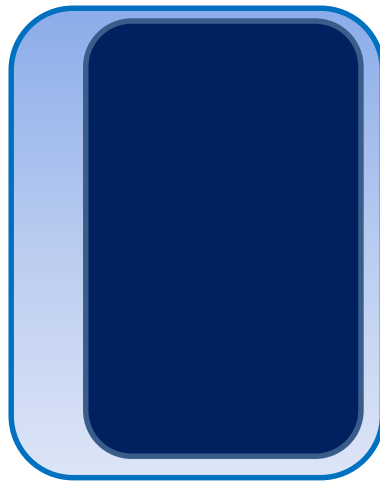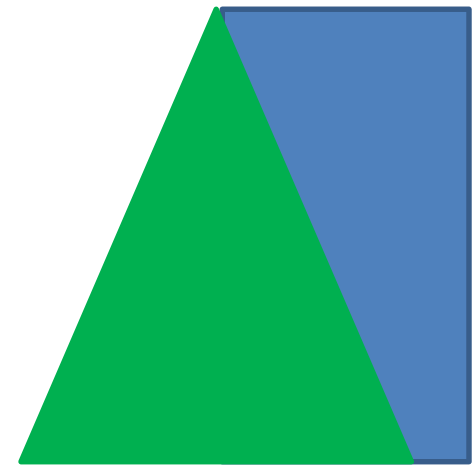
Research Study

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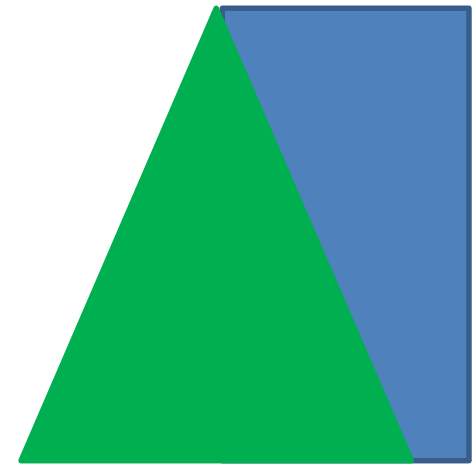tendency to blurt out obscenities.

Shape C

Reference: Amerstock, I., Janosz, M., & Bowman, R. (2012). Teachers' efficacy beliefs: predictors and
influences. *The Journal of Educational Research*, 105, p. 319-328.

" 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).

Tschannen-Moran, M., & Barr, M. (2004). Fostering student learning: The relationship of collective teacher efficacy and student achievement. *Leadership and Policy in Schools, 3*(3), 189-209.

Implementation Cycle for Instructional Leaders

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Adapted from Odom et al (2014), Fixsen et al (2005), DeWitt (2019).

How did round 2 go? Staff feedback?

Reflection/Evidence/ Evaluate

Reflection/Evidence /Evaluate

Who will be involved?

What does successful implementation look like?

Stage 3: Second round of implementation

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?

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?

Evidence of Implementation

Faculty Meetings	In your walkthroughs, do you see teachers putting into practice the strategies they learned from one another in the faculty/staff meeting?
Walkthroughs	What feedback do you provide to teachers? Do they put it into practice? Do you take their feedback and use it in your practice?
Observations	Do your observations focus on praise? Or do your observations build on previous discussions with staff and take into account their goals?

DeWitt (2019).

Questions?

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