4 Dimensions of Instructional Leadership™
INSTRUCTIONAL LEADERSHIP FRAMEWORK 1.0

Among school-related factors, school leadership is second only to teaching in its potential influence on student learning. Instructional leadership is a critical aspect of school leadership. The work of instructional leaders is to ensure that each student receives the highest quality instruction each day. Doing so requires that instructional leaders lead for the improvement of the quality of teaching and for the improvement of student learning. This framework is not the sum total of the work of instructional leaders. Rather, it is a description of the most salient aspects of instructional leadership. Five core beliefs undergird the concepts of this framework and therefore drive our work in school leadership here at the Center for Educational Leadership.

1. Instructional leadership is learning-focused, learning for both students and adults, and learning which is measured by improvement in instruction and in the quality of student learning.

2. Instructional leadership must reside with a team of leaders of which the principal serves as the “leader of leaders.”

3. A culture of public practice and reflective practice is essential for effective instructional leadership and the improvement of instructional practice.

4. Instructional leadership addresses the cultural, linguistic, socioeconomic and learning diversity in the school community.

5. Instructional leadership focuses upon the effective management of resources and of people — recruiting, hiring, developing, evaluating — particularly in changing environments.

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| Vision, Mission and Culture Building | • Through collaboration and shared leadership, staff, students and the school community embrace a vision of academic success for every student and work toward clear goals focused on student learning.  
• School leaders foster a culture of learning, cultural responsiveness and high expectations for every student and every adult.  
• School leaders create and maintain a results-focused learning environment of continuous improvement that is responsive to individual students’ needs and the diversity among the students. | 1. What do the school’s environment and day-to-day interactions among students, staff and families say about what is valued in the school community?  
2. How does the school leadership communicate and drive the school’s instructional agenda?  
3. How does the school leadership organize the learning environment to respond to cultural and linguistic diversity and the varying learning and social needs of students?  
4. How do the school leadership and community use evidence of student success and learning needs to drive collaboration?  
5. How does the school leadership encourage leadership within others? |

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| **Improvement of Instructional Practice** | - School leaders use data, evidence and inquiry to analyze student learning as well as to assess both teacher and leadership practice.  
- School leaders use a research-based instructional framework to:  
  » Observe teacher practice.  
  » Engage in cycles of inquiry.  
  » Plan individual and collective professional development and coaching needs.  
- School leaders use data and evidence of student learning and teacher practice to inform feedback to teachers. | 1. What evidence is there that leadership efforts are resulting in the improvement of teaching practice and student learning?  
2. How is leadership distributed to ensure collaboration and collective leadership and that the tasks of instructional leadership are accomplished?  
3. What data does the school leadership collect to learn about trends in instructional practice as well as student performance and problems of learning?  
4. What is the evidence that among staff there is a shared vision of effective teaching and learning and that the improvement of instructional practice is guided by that vision?  
5. What role does a research-based instructional framework play in the observation, analysis, feedback and inquiry about instructional practice?  
6. How does the school leadership use monitoring of instruction and evaluation in the improvement of instruction? |
| **Allocation of Resources**            | - School leaders use financial resources, time, facilities, technology and partnerships innovatively and equitably to accomplish the goal of powerful teaching and learning for all students.  
- The principal and leadership team have articulated clear processes and procedures for instructional support.  
- School leaders use data to make equitable decisions about the allocation of resources. | 1. How is the distribution of resources (i.e., time, money, technology, space, materials and expertise) related to improved teaching and learning in this school? What evidence do you have?  
2. How do school leaders use instructional coaches, mentors and other teacher leaders to help improve instructional practice?  
3. How are decisions made about staff allocation and student interventions to ensure that the varying needs of students are met?  
4. How do school leaders use staff time and collaborative structures to drive the instructional program? |
| **Management of People and Processes** | - School leaders strategically recruit, hire/retain, induct, support and develop the most qualified staff as well as engage in succession planning.  
- Instructional leaders employ critical processes such as planning, implementing, advocating, supporting, communicating and monitoring to all leadership responsibilities including curriculum, instruction and school improvement planning.  
- Instructional leaders create supportive working environments, which include professional development opportunities, time and space for collaboration, and access to professional learning communities. | 1. What evidence exists that the school leadership implements strategic efforts to recruit, hire/retain, induct, support and develop the best staff?  
2. What data and processes does the school leadership use in planning for instructional and school improvement planning?  
3. What evidence exists of the staff’s access to professional growth opportunities? |