Four Dimensions of
Instructional Leadership

SAI Annual Conference

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Our Mission

The Center for Educational Leadership (CEL) is a nonprofit service arm of the University of Washington College of Education dedicated to eliminating the achievement gap that continues to divide our nation's children along the lines of race, class, language and disability.

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Equity Is a Key Principle of Our Work

Equal Outcomes

Fairness

Access and Support

Respect for Differences

Achievement of
Every Student

Equity

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Foundational Ideas

1. If students are not learning they are not being afforded powerful learning opportunities.
2. Teaching is a highly complex and sophisticated endeavor.
3. Practice of sophisticated endeavors only improves when it is open for public scrutiny.
4. Improving practice in a culture of public scrutiny requires reciprocal accountability.
5. Reciprocal accountability implies a particular kind of leadership to improve teaching and learning.
6. Leaders cannot lead what they don't know.

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Two-Part Equation

Common language for
high-quality instruction

Knowing how to lead
for that

Instructional
Anatomy

Instructional
Leadership

Instructional
Effectiveness

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The Human Capital Development Challenge

1. **Developing understanding and expertise in *instructional anatomy***

2. Developing understanding and expertise in *instructional leadership*

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Instructional Anatomy

Our 5D™ instructional framework lays out a vision for high-quality teaching and aligns the work of instructional improvement across the school system. The framework organizes and defines the ideal characteristics of classroom instruction into five dimensions:

PURPOSE

STUDENT ENGAGEMENT

ASSESSMENT FOR STUDENT LEARNING

CLASSROOM ENVIRONMENT AND CULTURE

CURRICULUM AND PEDAGOGY

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The Human Capital Development Challenge

1. Developing understanding and expertise in *instructional anatomy*

2. **Developing understanding and expertise in *instructional leadership***

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Turn and Talk

Does your school district have a shared vision and common language about instructional leadership?

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Shifts in Thinking About Instructional Leadership

From:

- A generic concept.
- Principal, the sole instructional leader.
- Improving practice, an occasional PD activity.
- Some use of data.
- Primary focus on instruction.

To:

- A well-defined set of practices.
- Principal, the 'leader of leaders.'
- Improving practice, a daily concern.
- Improving practice highly dependent upon evidence.
- Creating conditions and supports for quality instruction.

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4D Framework Background

- Gates Foundation Knowledge Project: How are school districts supporting principals as instructional leaders – what are the most promising practices?

- Effective teaching is the key; Leadership matters!

- Examined (site visits, interviews, artifact review) 7 districts and 4 CMO's.

- No consensus agreement on the high impact instructional leadership practices necessary to improve teaching practice.

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Instructional Leadership

Our 4D™ instructional leadership framework identifies a vision for principals and other school leaders who want to improve instructional practice. The framework is organized into four dimensions:

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- VISION, MISSION AND LEARNING-FOCUSED CULTURE
- IMPROVEMENT OF INSTRUCTIONAL PRACTICE
- ALLOCATION OF RESOURCES
- MANAGEMENT OF SYSTEMS AND PROCESSES

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The 4 Dimensions of Instructional Leadership Framework

The format:

- Dimension
- Sub-dimension
- The Vision
- Guiding Questions

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The 4 Dimensions: Roundtable Discussion #1

Read the dimension on your own. As a group, choose one dimension to discuss:

- What specific actions does this dimension require of instructional leaders?
- What knowledge and skills are required in order to lead in this dimension?
- What evidence suggests best practice of this dimension?

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The 4 Dimensions: Roundtable Discussion #2

Read the dimension on your own. As a group, choose one dimension to discuss:

- What specific actions does this dimension require of instructional leaders?
- What knowledge and skills are required in order to lead in this dimension?
- What evidence suggests best practice of this dimension?

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Applying the 4D Within My Context

Self-assess your current situation:

- Use the 4D framework to reflect on your own leadership.
- Identify one leadership action you will take tomorrow to positively impact teaching and learning in your school/district.
- Discuss with a partner and consider your own next steps.

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Improvement of Instructional Practice
Shared Vision of Effective Instruction

Management of Systems and Processes
Structures of Support

Evaluation and Closing

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