



Four Dimensions of Instructional Leadership

SAI Annual Conference

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Presenters



Dr. Stephen Fink
Executive Director, Center for Educational Leadership
Affiliate Professor, Educational Leadership and Policy Studies



Max Silverman
Associate Director, Center for Educational Leadership

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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:

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PURPOSE

STUDENT ENGAGEMENT

ASSESSMENT FOR STUDENT LEARNING

CLASSROOM ENVIRONMENT AND CULTURE

CURRICULUM AND PEDAGOGY

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5 Dimensions of Teaching and Learning™ Instructional Framework version 4.0		
107	The Vision	Guiding Questions
Purpose	<p>Standards</p> <ul style="list-style-type: none"> The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader outcome or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standards. <p>Learning Target and Teaching Points</p> <ul style="list-style-type: none"> The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s). 	<ul style="list-style-type: none"> How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (in language, culture, academic background)? How do the standard and learning target relate to the ongoing work of the classroom? To the intellectual lives of students beyond the classroom? To broader work such as problem-solving, citizenship, etc.? What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? How are the standard(s) and learning target communicated and made accessible to all students? How do students communicate their understanding about what they are learning and why they are learning it? How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? How do teaching points support the learning needs of individual students in meeting the learning target(s)?
Student Engagement	<p>Instructional Work</p> <ul style="list-style-type: none"> Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). Students take ownership of their learning by choosing, leading and reflecting their thinking. <p>Engagement Strategies</p> <ul style="list-style-type: none"> Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. <p>Task</p> <ul style="list-style-type: none"> Student task actively disciplines specific habits of thinking and ways of communicating. Student work includes substantive and intellectual thinking. 	<ul style="list-style-type: none"> What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? What does student talk reveal about the nature of students' thinking? Where is the locus of control over learning in the classroom? What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, analysis, synthesis, analysis, meta-cognition)? What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)? Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? What questions, observations, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?

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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.

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.

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:



The 4 Dimensions of Instructional Leadership Framework

The format:

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

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?

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?

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.

Improvement of Instructional Practice Shared Vision of Effective Instruction			
NOVICE	EMERGING	ACCOMPLISHED	EXPERT
<ul style="list-style-type: none"> • Has a vision for classroom instruction that is based primarily upon personal experience and the district's teacher evaluation system. Principal and teacher interactions reveal that teachers are unaware of the principal's vision for instruction. • Has limited knowledge of state standards or how to use them to drive instruction. 	<ul style="list-style-type: none"> • Uses an instructional framework to collect and analyze observation data during joint classroom observations and teacher conversations reveal differences in the descriptions of what the principal and teachers see and heard as well as differences in the language they use to describe what was observed. • Uses knowledge of state standards to ensure student learning is aligned with grade-level standards in some content areas and/or for some students. 	<ul style="list-style-type: none"> • Uses an instructional framework to establish and communicate a common language and shared vision for effective instruction. Principal and teacher conversations reveal similarities in the way they describe what teachers and students should be saying and doing. • Understands state standards and ensures student learning is aligned with grade-level standards that drive instruction for all students. 	<ul style="list-style-type: none"> • Engages teachers collaboratively in the use of an instructional framework to collect and analyze observation data. Consistent conversations with teachers reveal shared understandings and common language of quality instructional practice that are embedded in learning experiences for all students. • Engages teachers in the discussion of the instructional practices shared by standards to build and sustain a shared vision and common language about quality instruction.

Management of Systems and Processes Structures of Support			
NOVICE	EMERGING	ACCOMPLISHED	EXPERT
<ul style="list-style-type: none"> • Works to apply the elements of planning (understanding what teaching, learning, and assessment responsibilities, such as school improvement planning). • Uses different processes for curriculum development and school improvement. • Utilizes staff regarding new structures, policies and processes without a rationale. • Relies primarily on summative test score data to measure and monitor the effect of staff performance on student achievement. • Uses data to assess and monitor school improvement at year-end. • Attempts to establish effective codes of conduct for student behavior with a focus on learning. 	<ul style="list-style-type: none"> • Applies the elements of planning (understanding what teaching, learning, and assessment responsibilities, such as school improvement planning). • Designs and implements processes for curriculum development, assessment (including formative, summative, interim, etc.) and school improvement. • Communicates directly with staff about the rationale for all structures and decision-making processes. • Relies on observation and assessment data for instructional improvement to measure and monitor the performance of all staff and the impact of instructional programs on student achievement. • Uses observation and student assessment data to plan for and monitor instructional improvement. • Establishes codes of conduct with a focus on maintaining a climate for learning. 	<ul style="list-style-type: none"> • Applies the elements of planning (understanding what teaching, learning, and assessment responsibilities, such as school improvement planning). • Establishes structures and decision-making processes for curriculum development, comprehensive assessment (including formative, summative, interim, etc.) school improvement and performance management. • Continuously communicates with staff the rationale for all structures and decision-making processes. • Develops and implements a performance management system that measures and monitors the performance of all staff and the impact of instructional programs on student achievement. • Develops processes and structures using both observation and student assessment data to plan for and monitor instructional improvement. • Protects teaching and learning from disruption. 	<ul style="list-style-type: none"> • Collaborates with teachers to apply the elements of planning, understanding what teaching, learning, and assessment responsibilities, such as school improvement planning. • Collaboratively establishes, monitors and evaluates the effectiveness of structures and decision-making processes for curriculum development, comprehensive assessment (including data from formative, summative, interim, etc.) school improvement and performance management. Makes continuous adjustments based on emerging teacher practice and student learning needs. • Continuously communicates and engages staff in assessing the rationale for all structures and decision-making processes. • Implements a performance management system that measures and supports growth in the performance of all staff and the impact of instructional programs on student achievement. Establishes a sustainable culture around continuous improvement and transparency in performance. • Collaboratively develops processes and structures using both observation and student assessment data to plan for and monitor instructional improvement and to provide differentiated support for staff and students. • Engages staff and students in assessing a culture of learning and protects teaching and learning from disruption.




