

# Instructional Leadership:

The Hinge Point of Teaching and Learning  
Show Me Professional Learning Conference  
March 2018

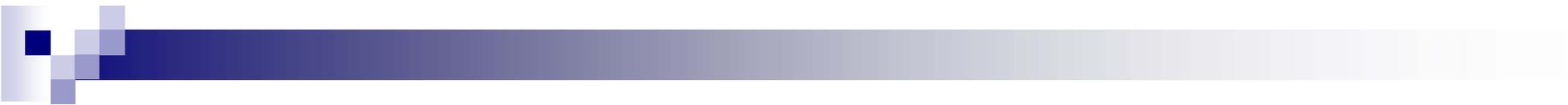
Janie Pyle/Marilyn Cannon  
Raytown Quality Schools, Raytown, MO



# Overview:

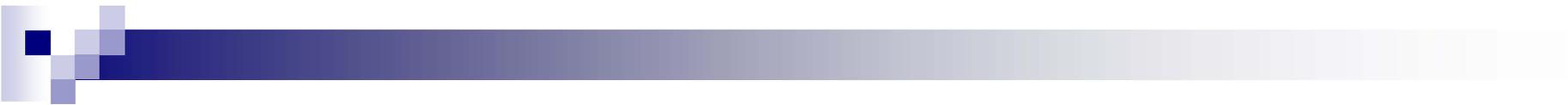
- Purpose, Vision and Goals
- Definition of Instructional Leader and Instructional Leadership
- Five Focus Components

Use of a Power point: .26



# Purpose, Vision and Goals:

- Purpose: Develop Instructional Leaders/Leadership and to make Instructional Leadership the primary responsibility of Leadership
- Vision: To create a community of administrative instructional leaders that possess common goals and language for the purpose of improving student achievement
- Goals:
  - To develop a working knowledge of the Five Focus Components of Instructional Leadership
  - To practice skills learned and to make these skills a part of the every day leadership focus and style of the administrator



# Defining “Instructional Leader”:

- Prime the Brain:

As a table group, write a definition for  
“Instructional Leader”.

Explain what Instructional Leadership  
*looks like* at a school site  
(results of action)

# Educational Leader:



- n. The first or principal player in an organization that acts as the knowledgeable catalyst to create and maintain the harmony of a group of educators; a model for influencing change in an effective way.

# Instructional Leader:



One who possesses knowledge and skills in effective instruction, and exhibits behaviors that support this instruction.  
One who actively uses these skills to affect instructional change and improvement.



# 7 Correlates of Effective Schools: L. Lezotte

- **Instructional leadership**
- Clear and Focused Mission
- Safe and Orderly Environment
- Climate of High Expectations for Success
- Frequent Monitoring of Student Progress
- Positive Home-School Relations
- Opportunity to Learn and Time on Task



# Factors that Affect Student Achievement: School Issues

- **Collective Efficacy (1.57)**
- **Guaranteed and Viable Curriculum**
- **Intentional and Purposeful Instruction**
- **Meaningful and Effective Feedback (.70)**
- **Parental and Community Involvement**
- **Safe and Orderly Environment**



# Five Focus Components:

- Possess a **general knowledge and understanding of curriculum** scope and sequence with a specific focus on internal alignment and articulation through the grades (common assessments, common instruction)
- Recognize and be able to discuss issues related to **effective instruction** and instructional strategies
- Perform effective **instructional evaluation** including walk through observation
- **Analyze various forms of data** in a general way with a focus on instructional trends and the development of a discussion base
- Ability to **give and receive effective feedback** that targets improvement that includes affirmation and direction for positive change



# Perception and Knowledge Check:

With a partner, share on a scale from one to four

(One being no knowledge  
to four being extensive knowledge)

For each Focus Component



# Focus One: General Knowledge of Curriculum (.50)

## ■ Scope and Sequence

- Identify the general beginning and ending point for CA, Math and Science for each grade/course level

## ■ Internal Alignment

- Define internal alignment in relation to instruction
- Know the purpose and components of common instruction and assessment

## ■ Articulation

- Demonstrate an understanding of how content skills and knowledge progress throughout the grades



# REMEMBER:

## ■ **Fidelity:**

- Everyone *uses* the same materials for Tier One Instruction (Standardized curriculum for equal access)

## ■ **Internal Alignment:**

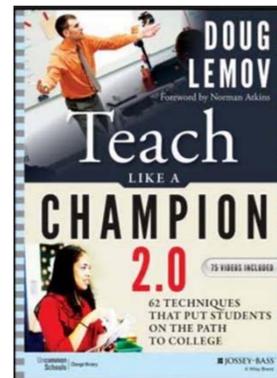
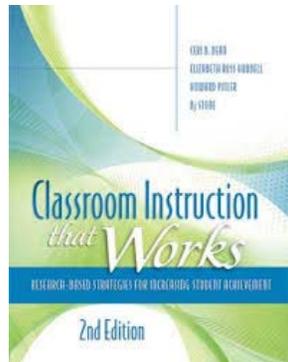
- Everyone *agrees* about what students need to know and be able to do (Like expectations at common times with a common end in mind)

## ■ **Articulation:**

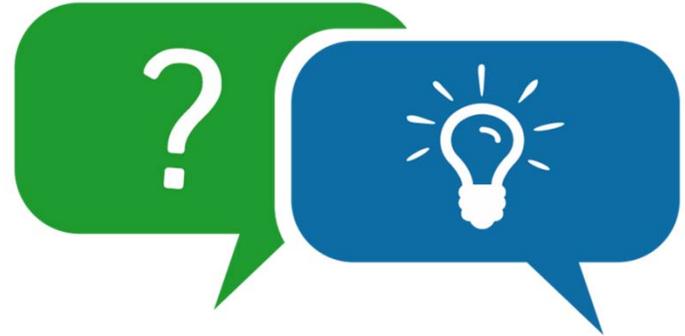
- Everyone *knows* what is needed for students to progress successfully to the next grade or course

# Focus Two: Recognize/Discuss Effective Instruction and Strategies

- Identify Marzano's Nine (.60)
- <https://escmarzano.wikispaces.com/>
  - Identifying similarities and differences; Summarizing and note taking; Reinforcing effort and providing recognition; Homework and practice; Nonlinguistic representations; Cooperative learning; Setting objectives and providing feedback; Generate and test hypotheses.



- Identify Lemov's Champion Teaching Techniques
  - *Super Seven* (Classroom Management and Engagement/Cohesion) (.53)
  - *Fabulous Five* (Lesson Planning and Effective Instruction) (.60)



- **Develop a platform of essential questions that will act as a springboard for discussion about effective instruction (.48)**
  - Sample questions handout



## Focus Three: Instructional Evaluation (Formative .90)

- Learn and practice *effective walkthrough* observation of staff
- Use *summative evaluation* for affirmation and change in procedure and practice
- Use the *Data Review Team* (DRT) process to affirm strong instruction and what is needed to change ineffective instruction



# Focus Four: Data Analysis

- Read and analyze

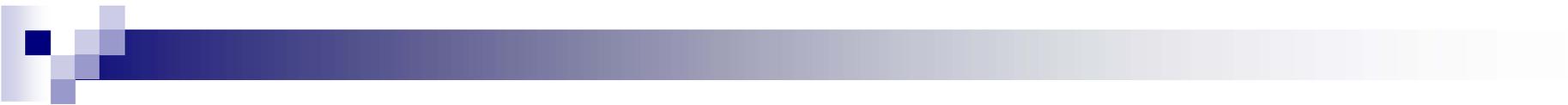
- District achievement reports that can be compared to state achievement
- Grade level reports for comparative and program purposes
- Course level Reports for possible curricular adjustments
- Any data that can be used to focus on instructional affirmation or change (walkthrough observations)

- Use this information to internally align instruction and evaluate curriculum and program fidelity



# More Data Analysis:

- Identify trends from various data sources to draw conclusions about:
  - A holistic and realistic view of the school community
  - Information, direction and focus for your school
- Translate data to your staff and school community in a user friendly way to promote understanding/catalyst for discussion and direction



# Focus Five: Feedback

- Demonstrate acceptance and giving of constructive feedback in a safe learning environment
- Learn methods of feedback to staff that targets specific established “Look Fors” and that indicates the process will continue
- Learn simple to complex methods of questioning that will lead a discussion to teacher driven conclusions



# Advice for the Day:

YOU are the Instructional Leader.  
Set your focus on these goals:

INSTRUCTION

INSTRUCTION

**INSTRUCTION**

**Every Child, through  
Every Teacher, Every Day**