

DeWitt’s Collaborative Leadership: Six Influences that Matter Most Framework

Influence	<i>Beginning</i>	<i>Emerging</i>	<i>Proficient</i>	<i>Excellent</i>
<i>Instructional Leadership</i>	<p><i>Leaves instructional strategies and student engagement up to the teacher. Teacher observations offer little to no feedback to teachers.</i></p>	<p><i>Beginning to ask questions about instructional strategies and student engagement. Does ghost walks and walkthroughs but doesn’t consistently offer feedback after completing them.</i></p> <p><i>Collective efficacy is not fostered but there are opportunities for teachers to work together in grade levels, department meetings, and PLC’s, but no accountability to discuss student learning in those sessions exist.</i></p>	<p><i>Engages in dialogue with teachers on student engagement, instructional strategies, content and collective efficacy. Observations focus on goals that the leader wants the teacher to establish, and the feedback provided to teachers in the post conversation focus on those goals, as well as other parts that can be improved. Faculty meetings, PLC’s and stakeholder meetings focus mostly on learning but there are still major elements of adult issues that take place (i.e. prep time, peer relations, etc.)</i></p>	<p><i>Leader sets a clear, practical and impactful vision for quality instruction with teachers. Co-constructs goals with teachers and staff at the beginning of the year and encourages teachers to do the same with students. Pre-observation and post observations, as well as walkthroughs, are collaborative in nature and the feedback provided is based on the learning intentions and success criteria established around the teacher’s goal. Understands that instructional leadership is divided into four categories which are instructional strategies, student engagement, collective efficacy and content knowledge, and can provide evidence of their impact in each category.</i></p>
<i>Notes</i>				

<i>Influence</i>	<i>Beginning</i>	<i>Emerging</i>	<i>Proficient</i>	<i>Excellent</i>
<i>Professional Learning and Development</i>	<i>Teachers feel a great deal of autonomy to explore their own learning. Leader does not know what teachers are exploring on their own. Faculty meetings revolve around important dates and times. No consistency between teacher learning and building goals.</i>	<i>Teachers feel autonomy for their own learning, and can share with colleagues when they find time. Most standardized professional learning and development is left up to the district to control, and it is not consistently aligned with what teachers want to learn on their own.</i>	<i>Teachers feel autonomy when it comes to their own learning, and it is typically tied to their experiences in the classroom. Teachers have a voice in the building professional learning and development, and are able to share best practices and experience vicarious learning consistently in each professional learning session.</i>	<i>Teachers and their leader drive the professional learning and development together in their building through faculty meetings, Edcamps, and other spaces. Professional learning and development focuses on student learning needs, and there is a balance between social-emotional learning and academic learning, and can provide evidence of their impact for both professional development and professional learning.</i>
<i>Notes</i>				

<i>Influence</i>	<i>Beginning</i>	<i>Emerging</i>	<i>Proficient</i>	<i>Excellent</i>
<i>Feedback</i>	<i>Leader consistently provides praise during formal observations and walkthroughs, which are inconsistent in nature because they do not have any formal plan for those in place. Has difficulty consistently providing feedback that focuses on helping teachers grow, or helping teachers understand where they are in the instructional process.</i>	<i>Leader consistently completes formal observations and walkthroughs and provides feedback the leader focuses on, but does not consistently include feedback around goals the teacher cares about.</i>	<i>Leader consistently provides feedback during formal observations and walkthroughs, which focus on goals that teachers have developed with the leader. That feedback often focuses on helping teachers grow when it comes to instructional strategies and student engagement. Leaders needs to work on providing feedback in a format that the teacher can consistently rely on.</i>	<i>Leader consistently provides feedback during formal observations and walkthroughs, which focus on goals that teachers have developed with the leader. That feedback focuses on helping teachers grow when it comes to instructional strategies and student engagement, and the leader can provide evidence of their feedback's impact in each category. Leaders uses a format that was co-constructed with teachers beforehand (i.e. verbal feedback, written feedback, etc) and the leader sees that teachers feel comfortable providing each other with feedback as well.</i>
<i>Notes</i>				

Influence	Beginning	Emerging	Proficient	Excellent
Collective Teacher Efficacy (CTE)	<i>Teachers mostly work in silos. However, if teachers want to work in groups that is fine as well. The leader appreciates that teachers will work cooperatively but does not necessarily need to see the evidence that it's working.</i>	<i>Teachers can either work in silos or they can work in cooperative grade level, PLC or department specific groups. It all depends on what the leader wants, and any of the work that is being done needs to follow district mandates, and teachers must provide evidence that what they are doing is working.</i>	<i>Leaders, as well as teacher leaders and coaches, have a deep understanding of teaching and learning. Teachers feel comfortable challenging the thinking of each other and learning from that level of challenge. The group works together on a co-constructed goal and are beginning to collect evidence to see if it is work, but they are not necessarily consistent in doing so.</i>	<i>Each collaborative group (i.e. PLC, grade level, department, faculty) has a strong belief in each other. They co-construct a goal which is deeply focused on a challenge they are facing (ie. School consolidation, student learning, achievement gap, etc.). Teachers feel comfortable challenging the thinking of each other and learning from that level of challenge. The group works together on a co-constructed goal and consistently try new strategies they learned from each other to meet that challenge, and collect evidence to see if it is working. Leader can provide evidence of impact when it comes to CTE.</i>
Notes				

<i>Influence</i>	<i>Beginning</i>	<i>Emerging</i>	<i>Proficient</i>	<i>Excellent</i>
<i>Assessment Capable Learners</i>	<i>Leader believes that students need to learn the curriculum for their grade level and perform well on state tests as well as district-wide growth measures. Students should have a small voice in their own learning.</i>	<i>Leader believes students need to learn the curriculum for their grade level and perform well on state tests as well as district-wide growth measures. Social-emotional learning is on the radar of the leader but is not consistently talked about.</i>	<i>Leader believes that students and teachers drive the learning together. Students are able to answer questions about what they are learning, why they are learning, how they got to that learning and where they're going to next (Hattie). Leader understands how to ask teachers the right questions about the content being taught, and looks for equity (i.e. all populations are represented in the curriculum in a positive way, etc.) in that content. Social-emotional learning has a strong place in the learning that the students experience.</i>	<i>Leader believes that students and teachers drive the learning together. Students are able to answer questions about what they are learning, why they are learning, how they got to that learning and where they're going to next (Hattie). Additionally, students have a strong voice in classrooms discussions, and are often engaging in dialogue with each other around that learning. Leader understands that teacher talk can envelope a school classroom, and works with teachers to balance that talk with student talk.</i> <i>Leader understands how to ask teachers the right questions about the content being taught, and looks for equity (i.e. all populations are represented in the curriculum in a positive way, etc.) in that content. Social-emotional learning has a strong place in the learning that the students experience.</i>
<i>Notes</i>				

<i>Influence</i>	<i>Beginning</i>	<i>Emerging</i>	<i>Proficient</i>	<i>Excellent</i>
<i>Family Engagement</i>	<i>Leader often waits for the parents to call if there is an issue. Communication is mostly focused on what parents need to know about important dates and times. Leader does not consistently communicate about student learning. Parents do not always feel welcome at school.</i>	<i>Leader is finding ways to communicate in two-sided dialogue with parents that focuses on learning. They are trying to establish methods to help bring parents in for school events, but those school events often focus on what the parents need to know, and not on what the parents necessarily want to know. Parents feel welcome at school, but do not feel like they have a voice in it.</i>	<i>Leader understands that not all students live with their parents, so refers to this as family engagement and not parent engagement. The leader focuses on two-sided dialogue with families that focuses on learning. They are trying to establish methods to help bring families in for school events, and are in the process of getting consistent feedback from families to better engage them during those events. Families believe they are valued in the school community.</i>	<i>Leader consistently refers to this as family engagement because it is more inclusive language. The leader understands that family engagement focuses on 3 areas which are (1.) informing families of important information they need to know (i.e. dates, times, etc.), (2.) dialogue that engages families in discussions about learning and other important information where families can ask questions and provide feedback (i.e. Open House, PTA/O, Parent-teacher Conferences, and (3) Learning, where families understand what their children are learning at school, and it also focuses on ways those family members can help their children at home (i.e. Student-led Conferences, Science Fairs, Math Nights, etc.). Families feel very involved in the school community. Families feel they have a voice, and see instances where their voices have helped improve the school community.</i>
<i>Notes</i>				