Instructional Leadership
A Brief Overview

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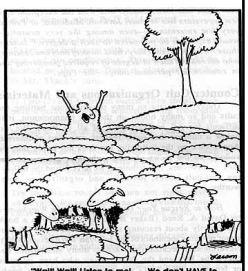


Outcomes for today

- To connect global trends and contemporary research.
- To gain awareness of the connection between pedagogical frameworks and instructional leadership models.
- Develop an awareness of knowledge, skills and behaviours that enhance teacher practice through **instructional leadership**.

So what will today session look like?

- A brief overview of research
- Challenging or consolidating your views of a principal and leaders within a school
- Examine a model for instructional leadership

Lets look at some research?

Research tells us:

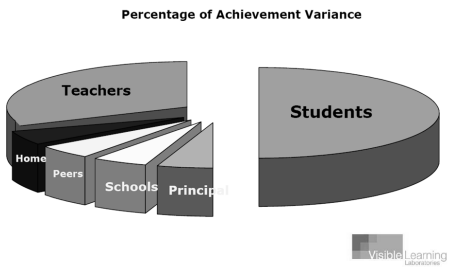
- The teacher is probably the single most important factor affecting student achievement that can be readily changed.

What does this mean?

How does this equate to me as a teacher, HoD, DP or Principal?

Hattie 2009
Visible Learning

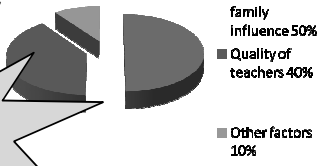
John Hattie



Geoff Masters ACER chief exec:

"its more to do with teaching and how do we continue to prepare and develop teachers."

"The most effective way to increase student achievement is to increase the effectiveness of classroom teaching practices."
Geoff Masters
2008



Research Findings

Hanushek, E. A. (2002) Teacher Quality
(http://edpro.stanford.edu/Hanushek/files_det.asp?FileId=97
Goodwin, B. Changing Odds - 2010)

1 SCHOOL YEAR	1 SCHOOL YEAR	1 SCHOOL YEAR
Effective teacher		

1 SCHOOL YEAR	1 SCHOOL YEAR	1 SCHOOL YEAR
In-effective		

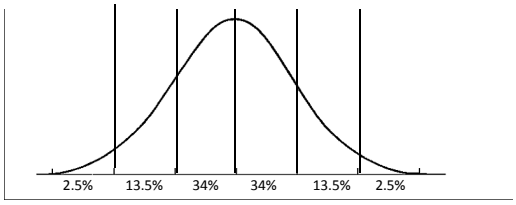
1 SCHOOL YEAR	1 SCHOOL YEAR	1 SCHOOL YEAR
In-effective	Effective teacher	

1 SCHOOL YEAR	1 SCHOOL YEAR	1 SCHOOL YEAR
In-effective	In-effective	
Effective teacher	Effective teacher	

John Hattie – Making Learning Visible (2009)

- "Teachers make a difference is misleading"
- "Not all teacher have powerful effects on students"
- "It is teachers *using particular teaching methods,* teachers with *high expectations and it is* teachers who have *created positive teacher-student relationships"*

Queensland has over 44000 teachers and principals in the Queensland Government's primary schools, secondary schools, special schools, senior colleges, TAFE colleges and other educational facilities.



Percentile grouping

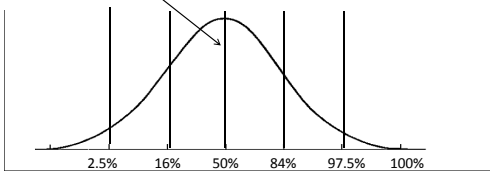
Bell Curve

Research Findings

Correlation to Student Improvement

(Marzano)

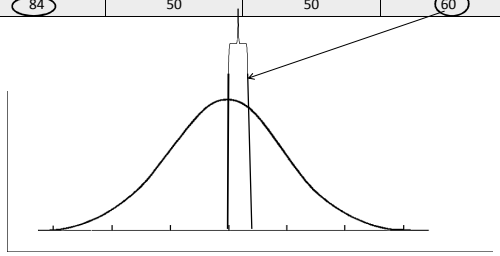
Teacher	School	District	Student
50	50	50	50



Research Findings

(Marzano)

Teacher	School	District	Student
50	50	50	50
84	50	50	60

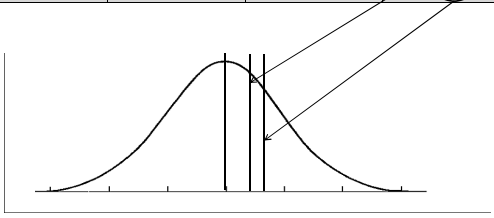


Research Findings

Correlation to Student Improvement

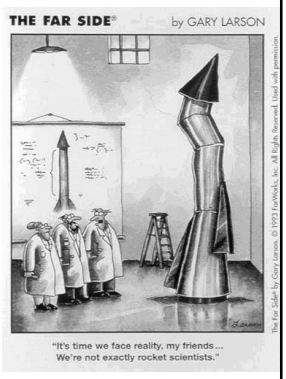
(Marzano)

Teacher	School	District	Student
50	50	50	50
84	50	50	60
98	50	50	70



"What teachers do matters"

John Hattie – Visible Learning (2009)



So what is the key take away?

Improving teacher effectiveness is a key agenda globally.

NOT teacher evaluation!

Aim of Education

"Helping teachers get better in what they do" through instructional leadership.

Not showing teachers what they are not doing well!! Not a supervision model!!!

What now?

- We know the "Why" in relationship to focusing on improving teacher effectiveness.
- Is there a proven strategic plan for this that is backed by research?

Yes

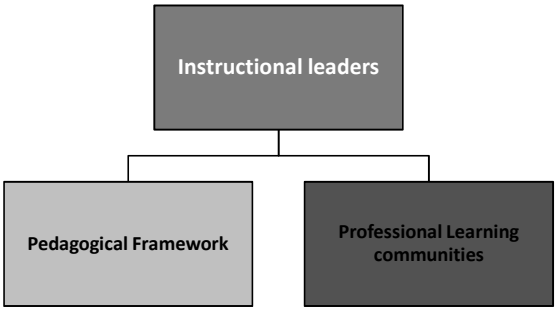
Through instructional leadership models

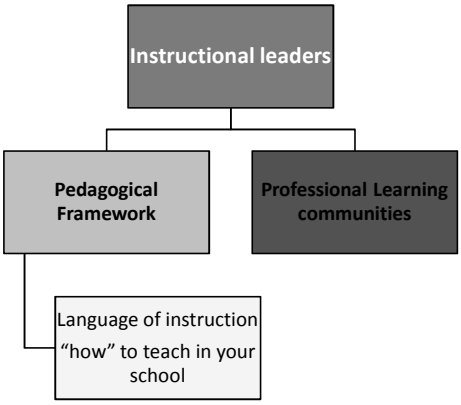
What is instructional leadership?

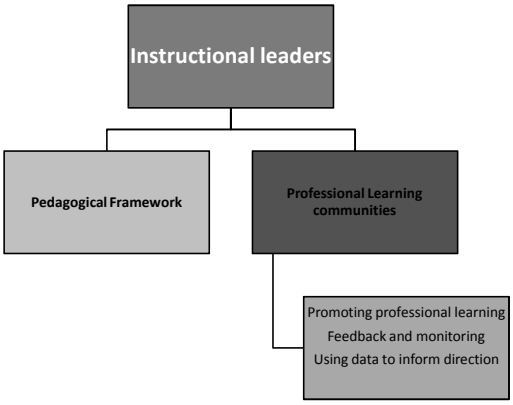
Definition

- Instructional leadership encompasses "**those actions that a leader takes, or delegates to others, to promote growth in student learning**"

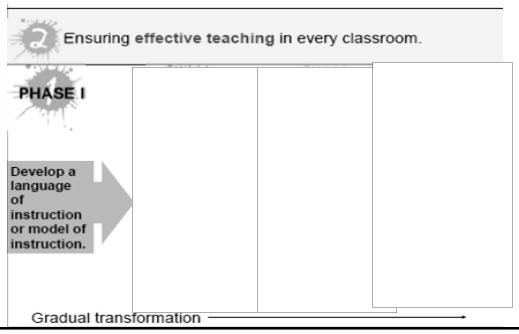
(Debevoise, 1984, pp. 14-20)







Instructional Leadership frameworks tend to look like this.



Joint Communique and DET Collegial Engagement (April 2011)

The Department of Education and Training (DET) and the Queensland Teachers' Union (QTU) are committed to supporting and promoting a professional, collaborative approach to school improvement to achieve the best possible outcomes for Queensland state school students.

The implementation of school improvement strategies will involve the coaching and mentoring of teachers, including professional development to ensure effective practices are being used in classrooms.

DET and the QTU acknowledge educational leaders use a range of techniques to engage with students and teachers in the classroom. One method of promoting and developing effective pedagogy is the use of classroom observation and feedback at a school level. Principals, deputy principals and heads of program are instructional leaders and should be involved in classrooms as part of their accountability for school performance as outlined in their position descriptions.

The process is not intended for the purpose of assessing teacher performance. The involvement of school leaders is intended to ensure that they maintain a positive presence in the school's teaching and learning, they are informed about classroom practice and pedagogy and they are actively involved in teachers' development.

As such, the scheme of classroom observation is entirely separate to the procedures for managing unsatisfactory performance.

"Great teachers are made one student at a time".

Todd Whitaker
What Great Teachers Do Differently (2004)

"Great Teachers are made, not born"

Robert Marzano
Art and Science of Teaching (2007)

Remember all instructional leadership models are the same, they just have different tools and language.

Lets unpack an Instructional Leadership model

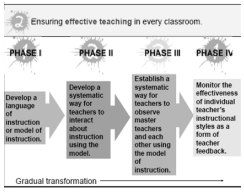
Art and Science of Teaching

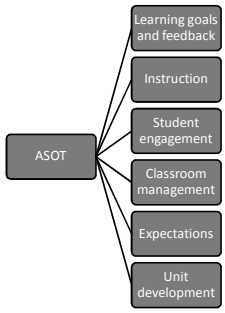
What is the Art and Science of Teaching?

- A Comprehensive Framework for Effective Instruction.
  - Aim to **improve student learning** by promoting teacher effectiveness and professional growth.
  - This is a comprehensive **instructional leadership model.**
  - Based on 6 focus categories that impact learning
  - These focus areas equate to a macro-level of observation and feedback that guides teaching (10 questions with actions steps)
    - Questions have been derived from contemporary research
    - Designed to sit around a rigourous language (can be adapted and modified to other frameworks)

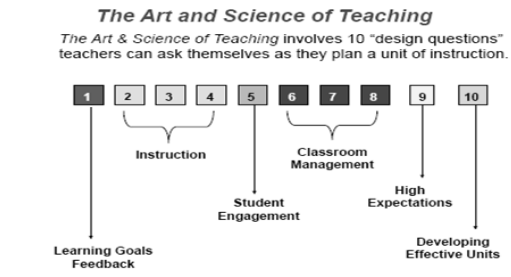
Improving teaching

- What do you think the 6 focus categories would be?





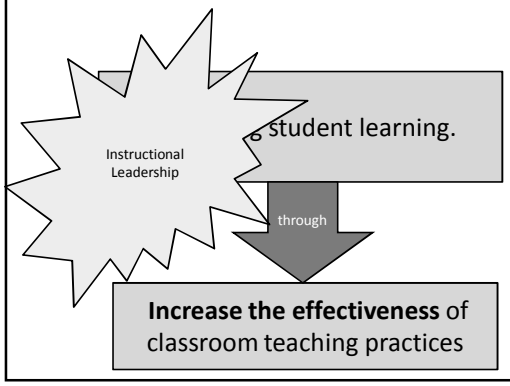
These questions are about developing a growth mind set and can be adapted to any pedagogical framework



Key Messages

- Highly effective teachers do more things the **same** than they do differently.
  - Individual strategies may differ, but intent stays the same.
  - Common language allows us to focus on the "how" of teaching.

Key message



In different words the message from Education Systems and why?

There is an expectation for schools in the region, in the state, nationally and globally to use research to inform practices as a way to improve teacher effectiveness.

Reminder of the definition

- Instructional leadership encompasses "**those actions that a leader takes, or delegates to others, to promote growth in student learning**" (Debevoise, 1984, pp. 14-20)
  - Inspire, motivate and encourage a growth mindset amongst colleagues
  - Question colleagues to think about their practice
  - Provide specific meaningful feedback around instruction and classroom management processes

What is another key take away?

What teachers do matters immensely.

So does leadership!!

Reflection moment

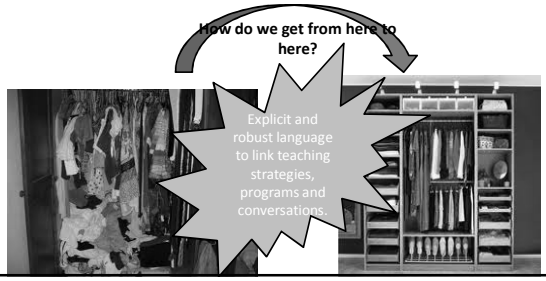
- What is your understanding of instructional leadership?
- How is instructional leadership and pedagogical frameworks linked?

Pedagogical Frameworks

Effective frameworks identify the key components that impact on learning outcomes for all students (teaching strategies, programs and conversations that focus on improving learning).

Are we all on the same page?

- Lets establish an agreement of a pedagogical framework.



What are some pedagogical frameworks and are their language robust and rigourous enough?

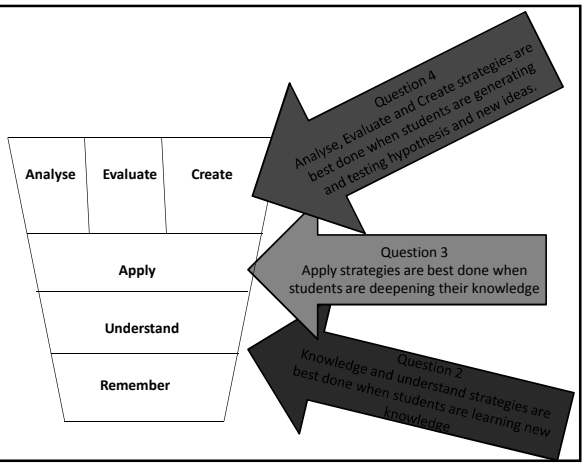
- Productive Pedagogies
- Dimensions of learning
- Art and Science of Teaching
- Blooms
- Hybrid models
- Etc…

Can you use any of these?

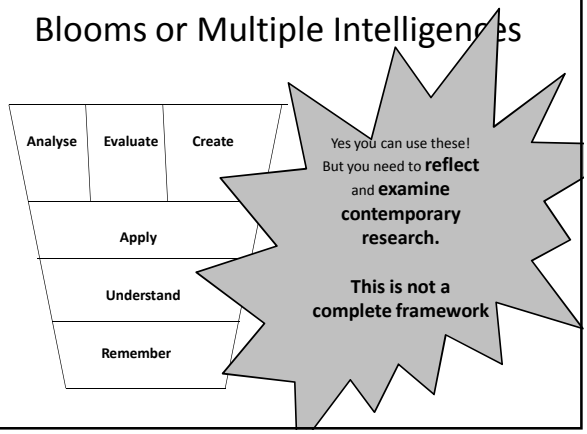
Yes….some you can use straight away and some need some tweaking.

Can we develop a robust and rigourous common language based on Blooms?

Yes, but it will take some resources, documenting, discussions and commitments.



Blooms or Multiple Intelligences



Productive Pedagogies

Intellectual Quality	Connectedness	Supportive Classroom Environment	Working with & valuing differences
Deep Knowledge High Order Thinking Deep Understanding Substantive Conversation Knowledge as Problematic Meta-language	Connectedness to the world Problem Based Curriculum Knowledge integration Background Knowledge	Student Direction Social Support Academic engagement Self-regulation Explicit Quality Performance Criteria	Cultural Knowledges Inclusivity Narrative Group Identity Citizenship

Yes you can use this!
But you need to **expand** on it to include a robust language ……

EQ Reference to Productive Pedagogies

http://education.qld.gov.au/corporate/newbasics/html/pedagogies/pedagog.html

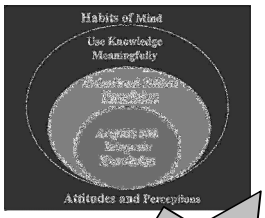
The Productive Pedagogies describe a common framework under which teachers can choose and develop strategies in relation to: what are they teaching

- the variable styles, approaches and backgrounds of their students

Teachers can use them to focus instruction and improve student outcomes. Some are more suited for teaching certain knowledges and skills than others. Therefore, when using Productive Pedagogies teachers should:

- consider and understand the backgrounds and preferred learning styles of their students
- identify the repertoires of practice and operational fields to be targeted
- evaluate their own array of teaching strategies and select and apply the appropriate ones.

Dimensions of Learning

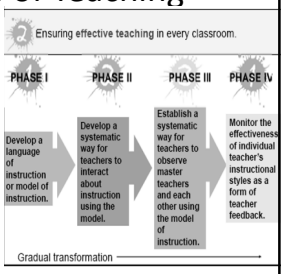


- A model that uses what researchers and theorists know about learning to define the learning process.
  - maintains a focus on learning (using research based strategies)
  - Take into consideration learning environment, relevancy of tasks, relationships of students and teachers
  - Helps align curriculum, instruction and assessment.

Yes you can use this! No tweaking required.

Art and Science of Teaching

- Originated from DoL, but is now extended to include a leadership model.
- The A&ST is both a pedagogical framework and a leadership model.
- Phase 1 encompasses a pedagogical framework
- A&ST is a process for supporting effective teaching and phase 1 is designed that you can adapt or substitute the model of instruction i.e if you don't want to use the A&ST pedagogical framework add another one!!!

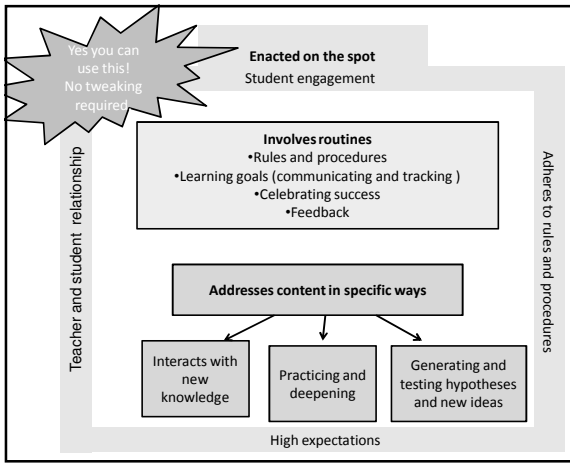


Marzano's Key Research Conclusions

- 3 components of effective classroom practice
  – Pedagogical Framework
    - Routines and procedures
    - On the spot enactment
    - Effective curriculum design

Effective pedagogical frameworks identify the key components that impact on learning outcomes for all students (teaching strategies, programs and conversations that focus on improving learning).

Each of these components have specific strategies, action steps and feedback that focus on improving learning.

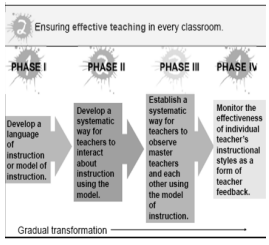


How is your understanding so far?

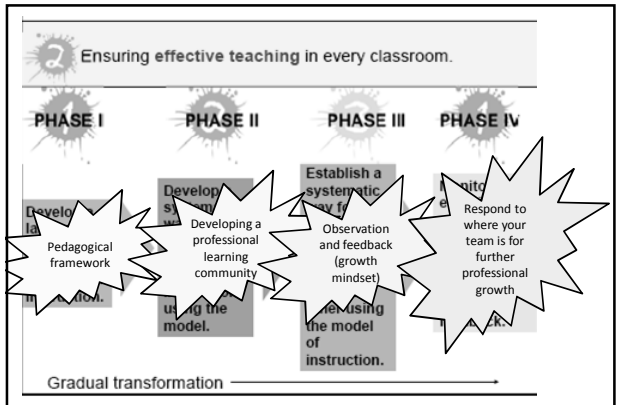
✓ Pedagogical frameworks

❖ Instructional leadership models?

- What is this?
- Is the Art and Science the only instructional leadership model?



The Art and Science of Teaching Model for Effective Instruction (Marzano 2007)



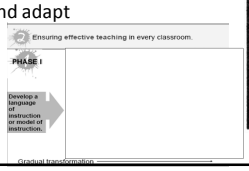
Leadership Model - The Art and Science of Teaching Model for Effective Instruction (Marzano 2007)

Reflection moment

- What are the skills, knowledge and resources that would help you become an instructional leader?
- Who should be the instructional leaders?

Key message 1 for Quality Curriculum

1. **Develop a Language of Instruction or Model of Instruction**
   - Rigorous and robust
   - Not all schools need to have the same language
   - Start with theirs and adopt and adapt



"Matthews ... we're getting another one of those strange 'aw blah es span yol' sounds."

Let's see if we can prove the importance of a common language for instructional leaders.

Research Generalisation

- People are influenced by their own perceptions about their abilities.
- They need to believe they have the ability and resources to complete tasks
  - encouraging students alone is not enough, we need to provide students with a tool kit to assist success that they can readily access.
  - Explicitly labeling thinking and processes takes the guess work out of everything.

Do you have the ability and resources to talk about the thinking process?

How would an explicit language help you?

What is the next series in each of these patterns

a. 7, 8, 16, 17, __, __

b. 1, 3, 2, 4, __, __

c. 2, 3, 10, 12, 13, 20, 21, 22 __, __

How did you go?

More importantly would **all** your teachers know how to go about teaching this particular th[illegible]ing type?

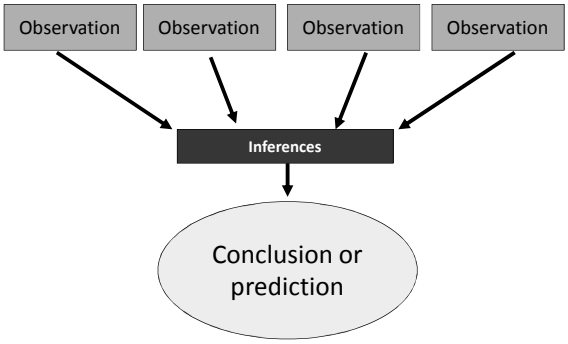
Would **all** your students know how to go about answering [illegible]is problem?

How would you give feed back about this type of thinking?

Could you describe or label this type of **thinking?**

How does it compare to other types of **thinking** that students regularly engaged in?

Inductive reasoning process



Reflection

- How many of you could say that you know explicitly what these types of thinking are and how to explicitly teach them or to give feedback to someone else on the process?
  - Deductive reasoning
  - Analysing errors
  - Decision making
  - Constructing support
  - Systems analysis
  - Problem solving
  - Investigation

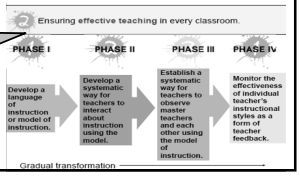
Recap key message 1:

- Instructional leaders need to have a common language that is robust and rigorous to describe the explicit processes of thinking and also encompasses the complexity of teaching:
  - Language for
    - the acquisition of knowledge
    - how students practice and deepen knowledge
    - generating and testing hypotheses and new ideas
    - thinking rich routines
    - classroom climate
    - high expectations

Reflection – what would your school use?

- Language can be based on:
  - Productive Pedagogy
  - Dimensions of Learning
  - Art and Science of Teaching
  - others

Phase 1 and 2 can be based on any pedagogical framework!!

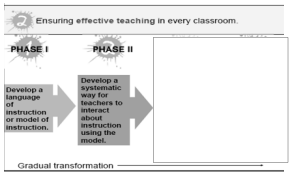


As an instructional leadership

- What are the skills, knowledge and resources that would help in this role?
- Who should be the instructional leaders?
- Share some specific questions or specific feedback an instructional leader could give this teacher?

Steps for Quality Curriculum

1. **Develop a Language of Instruction or Model of Instruction**
2. **Gather data about what is happening. Develop a systematic way for teachers to interact about instruction using the model.**



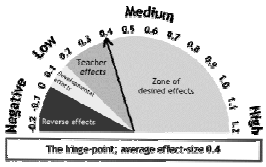

"Well, here we go again. ... Did anyone here *not* eat his or her homework on the way to school?"

Key message 2 for a quality curriculum

- Development of a school Culture Professional Learning (improvement, readiness for change)
- Environment that allows time and place for conversations
- Addresses attitudes and beliefs regularly of staff and students (surveys, discussions)

What type of professional learning would be the focus?

- Evidence based pedagogy
- Contemporary research and recommendations

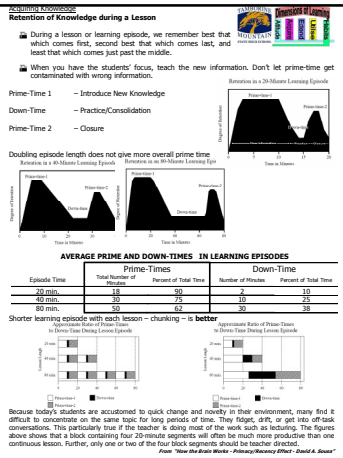


What could a sharing session look like about instruction?

Same idea

Who was here yesterday?

What have you learnt and how could you share this as part of professional learning community.


Acquiring Knowledge

Retention of Knowledge during a Lesson

- During a lesson or learning episode, we remember best that which comes first, second best that which comes last, and least that which comes just past the middle.
- When you have the students' focus, teach the new information. Don't let prime-time get contaminated with wrong information.

Prime-Time 1 – Introduce New Knowledge

Down-Time – Practice/Consolidation

Prime-Time 2 – Closure

Doubling episode length does not give more overall prime time

AVERAGE PRIME AND DOWN-TIMES IN LEARNING EPISODES

Episode Time	Prime-Times		Down-Time	
	Total Number of Minutes	Percent of Total Time	Number of Minutes	Percent of Total Time
20 min.	18	90	2	10
40 min.	30	75	10	25
80 min.	50	62	30	38

Shorter learning episode with each lesson – chunking – is **better**

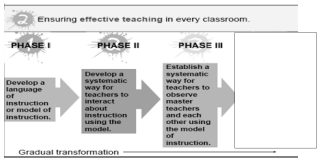
Because today's students are accustomed to quick change and novelty in their environment, many find it difficult to concentrate on the same topic for long periods of time. They fidget, drift, or get into off-task conversations. This particularly true if the teacher is doing most of the work such as lecturing. The figures above shows that a block containing four 20-minute segments will often be much more productive than one continuous lesson. Further, only one or two of the four block segments should be teacher directed.

From "How the Brain Works - Primacy/Recency Effect - David A. Sousa"

Conversation Cubes

Steps for Quality Curriculum

1. **Develop a Language of Instruction or Model of Instruction**
2. **Gather data about what is happening. Develop a systematic way for teachers to interact about instruction using the model.**
3. **Establish a systematic way for teachers to observe each other using the model of instruction.**

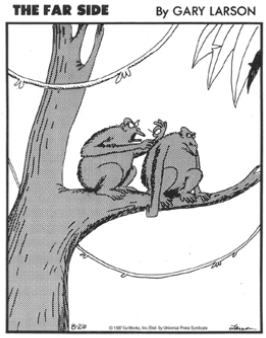


"we must be the only profession in the world that doesn't learn through observation. We have to encourage people to go into each others classrooms … It is that sharing and the trust that you have with that colleague that will enable us to develop our own skills. Ultimately it is about the quality of the teaching that happens in classrooms".

Dr David Gurr and Dr Lawrie Drysdale (2007)

Key message 3 for a quality curriculum

- Gather and utilise different data types and tools to get a "true" picture of what is happening in the classroom
  - Teacher perception
  - Teacher self observation
  - Observations from peers, coaches and supervisors



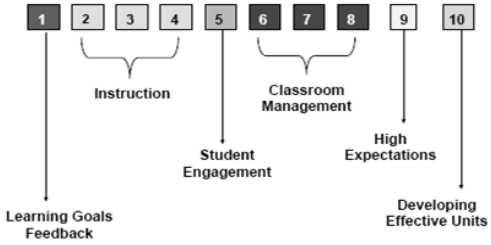
"Well, well — another blond hair. ... Conducting a little more 'research' with that Jane Goodall tramp?"

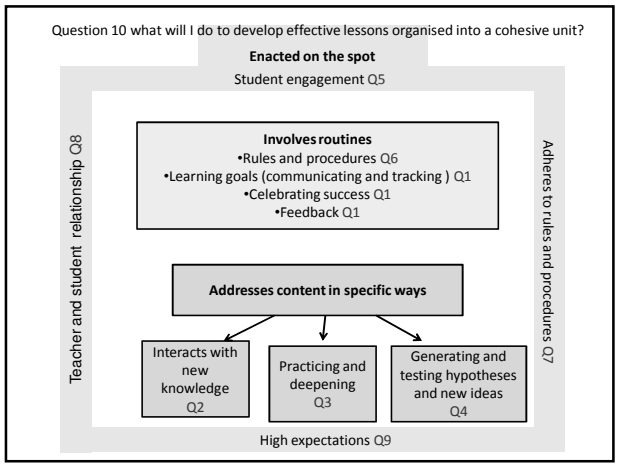
Assumptions about walk-throughs

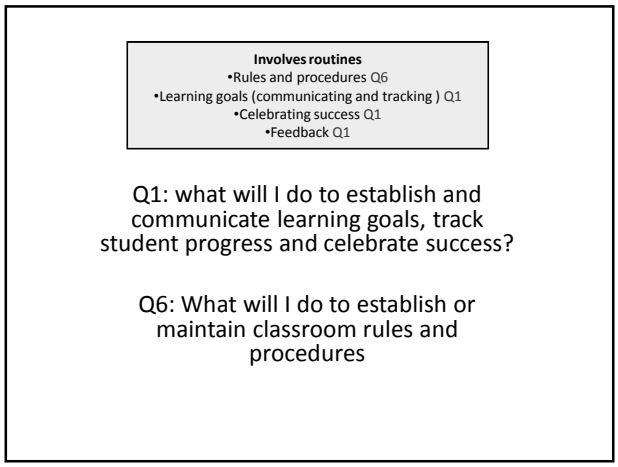
- Identification of "high-yielding" strategies has made it possible to identify effective teaching.
- Feedback on teacher practice must accurately reflect on the complexity of teaching/learning process.

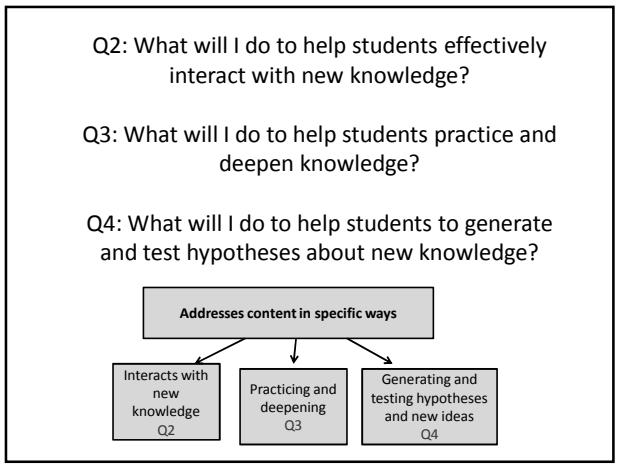
The Art and Science of Teaching

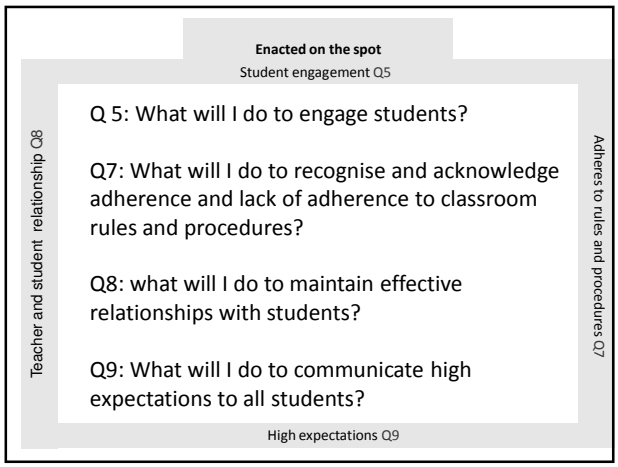
The Art & Science of Teaching involves 10 "design questions" teachers can ask themselves as they plan a unit of instruction.

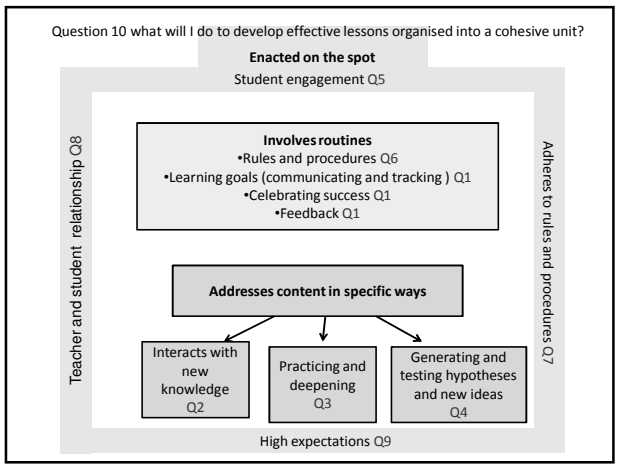


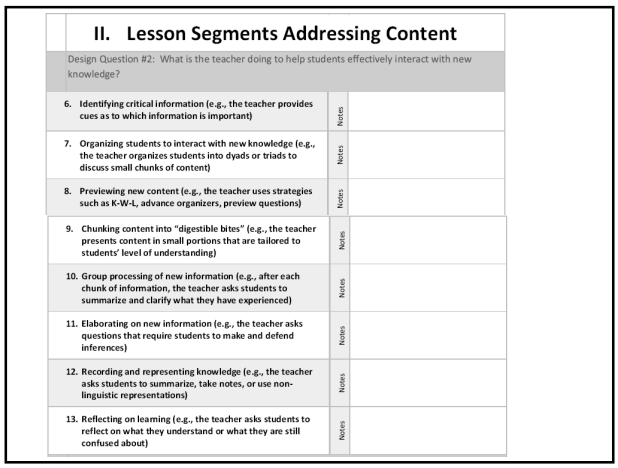












II. Lesson Segments Addressing Content

Design Question #2: What is the teacher doing to help students effectively interact with new knowledge?

6. Identifying critical information (e.g., the teacher provides cues as to which information is important)	Notes	
7. Organizing students to interact with new knowledge (e.g., the teacher organizes students into dyads or triads to discuss small chunks of content)	Notes	
8. Previewing new content (e.g., the teacher uses strategies such as K-W-L, advance organizers, preview questions)	Notes	
9. Chunking content into "digestible bites" (e.g., the teacher presents content in small portions that are tailored to students' level of understanding)	Notes	
10. Group processing of new information (e.g., after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)	Notes	
11. Elaborating on new information (e.g., the teacher asks questions that require students to make and defend inferences)	Notes	
12. Recording and representing knowledge (e.g., the teacher asks students to summarize, take notes, or use non-linguistic representations)	Notes	
13. Reflecting on learning (e.g., the teacher asks students to reflect on what they understand or what they are still confused about)	Notes	

Long Observation Protocols

Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing Clear Learning Goals and Scales (Rubrics)

Innovating	Applying	Developing	Beginning	Not Using

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence	Student Evidence
❒ Teacher has a learning goal posted so that all students can see it ❒ The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment ❒ Teacher makes reference to the learning goal throughout the lesson ❒ Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it ❒ Teacher makes reference to the scale or rubric throughout the lesson	❒ When asked, students can explain the learning goal for the lesson ❒ When asked, students can explain how their current activities relate to the learning goal ❒ When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Notes:

Design Question #2: What will I do to help students effectively interact with new knowledge?

1. Identifying Critical Information

Innovating	Applying	Developing	Beginning	Not Using

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Teacher Evidence	Student Evidence
❒ Teacher begins the lesson by explaining why upcoming content is important ❒ Teacher tells students to get ready for some important information ❒ Teacher cues the importance of upcoming information in some indirect fashion • Tone of voice • Body position • Level of excitement	❒ When asked, students can describe the level of importance of the information addressed in class ❒ When asked, students can explain why the content is important to pay attention to ❒ Students visibly adjust their level of engagement

Notes:

2. Organizing Students to Interact with New Knowledge

Innovating	Applying	Developing	Beginning	Not Using

The teacher organizes students into small groups to facilitate the processing of new information.

Teacher Evidence	Student Evidence
❒ Teacher has established routines for student grouping and student interaction in groups ❒ Teacher organizes students into ad hoc groups for the lesson • Dads • Triads • Small groups up to about 5	❒ Students move to groups in an orderly fashion ❒ Students appear to understand expectations about appropriate behavior in groups • Respect opinions of others • Add their perspective to discussions • Ask and answer questions

Notes:

3. Previewing New Content

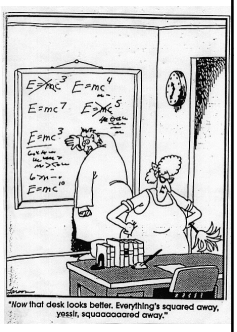
Innovating	Applying	Developing	Beginning	Not Using

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Teacher Evidence	Student Evidence
❒ Teacher uses preview question before reading ❒ Teacher uses K-W-L strategy or variation of it ❒ Teacher asks or reminds students what they already know about the topic ❒ Teacher provides an advanced organizer • Outline	❒ When asked, student can explain linkages with prior knowledge ❒ When asked, students make predictions about upcoming content ❒ When asked, students can provide a purpose for what they are about to learn

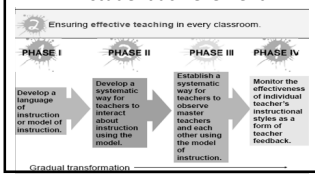
Steps for Quality Curriculum

1. **Develop a Language of Instruction or Model of Instruction**
2. **Gather data about what is happening. Develop a systematic way for teachers to interact about instruction using the model.**
3. **Establish a systematic way for teachers to observe each other using the model of instruction.**
4. **Monitor the effectiveness of individual teacher's instructional styles as a form of teacher feedback and professional dialogue.**



Key message 4 for a quality curriculum

- Monitoring
  - Teachers use data to set personal goals for improve instructional expertise, student engagement and/or student achievement.
- Good to Excellence



Summing up!

Instructional Leaders

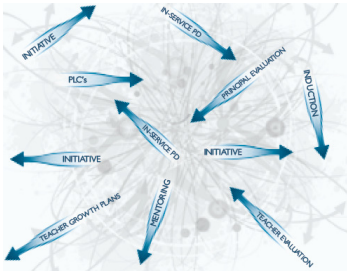
- Not only know what works in terms of strategies. They also know:
  - How to explicitly teach a strategy and how to give feedback on the stages of learning
  - Can advise when a strategy is best used (Art and Science)
  - Can explain to others why in relation to data and research certain strategies or processes help improve learning

Instructional Leaders promote deliberate practice within their staff!

Focus to improve teacher effectiveness.

Random acts of improvement

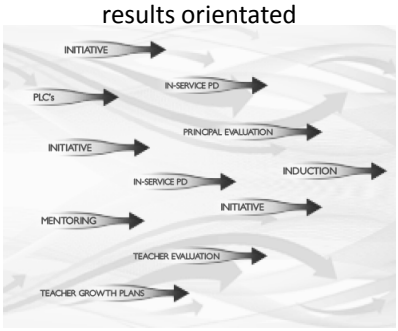
Misalignment -no common language or model of implementation



Creating an Aligned System – whitepaper 2010
Peggy Schooling, Michael Toth & Robert Marzano

Aligned acts of improvement

model focusing on common approach and results orientated



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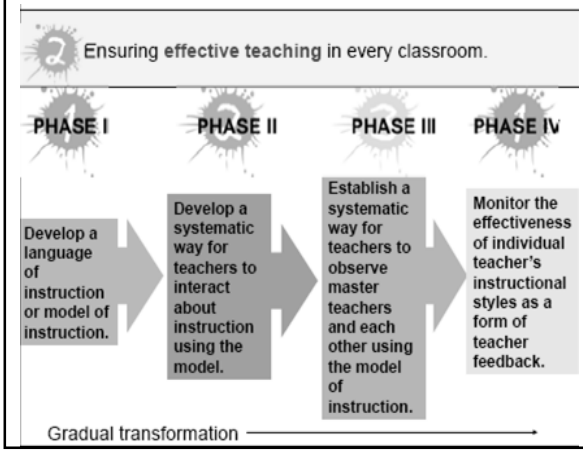

This is about developing professional learning communities:

- ✖ Not a program
- ✖ Not a meeting
- ✖ Not a book club
- ✓ "An on-going process in which educators work collaboratively in reoccurring cycles of collective enquiry and action research to achieve better results for the students they serve"

DeFour, DeFour, Eaker, and Many (2010)