What REAL Instructional Leaders DO!
What REAL Leaders DO!
To-Do List

- Orchestrate
- Ta-Da List
- Remember the Milk
- Rough Underbelly
- ToodleDo
- TaskThis
What’s on Your To-Do List?

- Think about your last week at school…
  what **daily** items were on your list?
What’s on Your To-Do List?

- How are you spending your time?
- Identify items that are directly related to improvement of instructional practice.
- How much time is spent on instructional practice and improvement?
Top Ten Not-Do List

■ 10. Wing it.
Top Ten Not-Do List

9. Be a crazy control freak.
Top Ten Not-Do List

8. Overreact.
Top Ten Not-Do List

7. Blame others.
Top Ten Not-Do List

6. Play it safe.
Top Ten Not-Do List

5. Talk the talk, don’t walk the walk.
Top Ten Not-Do List

4. Take things personally.
Top Ten Not-Do List

3. Practice leadership by hindsight.
Top Ten **Not-Do** List

2. Practice leadership by proxy.
Top Ten Not-Do List

1. Give up.
Student-Focused Instructional Leadership
Leadership Performance

- Vision and goals
- Culture of learning
- Management
- Professional responsibility
- Student improvement
Leadership Performance

- Goal setting
- Working with colleagues
- Taking courses
- Attending workshops
- Designing new programs
- Piloting new programs or approaches
- Developing proficiency in test data analysis
- Other learning opportunities
Critical Contexts
What is Offered

- Providing Leadership Through Classroom Walk-Throughs
- Differentiated Instruction
- Specialized Professional Development
Model for Instructional Success

Classroom Walk-Throughs

Differentiated Professional Development

Differentiated Instruction
Providing Leadership Through Classroom Walk-Throughs

what? why? when? how?
Providing Leadership Through Classroom Walk-Throughs

- Improve instructional leadership
- Before, during and after
- Tools, processes and plans
- Using data to inform instruction and professional development
Differentiated Instruction: Rationale & Strategies for School Leaders

what?
why?
when?
how?
Set your **SAILS** for Success!

**S** TANDARDS
**A** SSESSMENTS
**I** NSTRUCTION & INTERVENTION
**L** EADERSHIP
**S** YSTEM-WIDE COMMITMENT

Hasbrouck & Denton (2005)
Planning for Differentiated Professional Development

what? why? when? how?
Planning for Differentiated Professional Development

- Importance of coaching with regards to professional development
- Roles of a coach
- Principal and coach relationship
- Different coaching approaches
- How to differentiate professional development
Taking It Beyond Fidelity

- **Management**: Routines, Expectations
- **Mastery**: Explicit Instruction (I do, We do, You do), Error Correction, Monitoring, Accurate Practice
- **Motivation**: Student engagement, Positive reinforcement

School Or District provides program

Effective Instructional Program Taught with Fidelity

The teacher provides the rest!

Bessellieu and Cole, 2008
Taking It Beyond Fidelity

Effective Instructional Program Taught with Fidelity

Management
Routines, Expectations

Mastery
Explicit Instruction (I do, We do, You do), Error Correction, Monitoring, Correct Practice

Motivation
Student engagement, Positive reinforcement

Leadership Team

Bessellieu and Cole, 2008
HIGH STUDENT ACHIEVEMENT!
(Picture of a box of blurry intangible words with the words “to educate,” in the middle written clearly.)
Demanding Changes in Leadership

- We are replaceable- and should be!
- Roll with the punches
- Time is not on our side
- Interventions becoming more difficult
- Instructional intensity harder to maintain
- Constant vigilance is tiring
Leadership in Change Process

- Purpose of leadership is improvement of instructional practice & performance

- Instructional improvement requires continuous learning

- Learning requires modeling

- Role/activities of leadership flow from expertise required for learning & improvement, not from institutional dictates

- Exercise of authority requires reciprocity of accountability and capacity

Elmore, 2004
Reciprocal Accountability…

“My authority to require you to do something you might not otherwise do depends on my capacity to create the opportunity for you to learn how to do it, and to educate me on the process of learning how to do it, so that I become better at enabling you to do it the next time.” (Elmore, 2004, p. 69)
Principals Who Beat the Odds Schools

- Have a **relentless focus on instruction**, coherent **curriculum**, and **teacher development** plan that supports curriculum
- Clear **vision** of what students are supposed to know and do; don’t blame the students
- **Distribute leadership** very consciously
- Don’t overdo “**test prep**”
- **Have skills & knowledge**, not necessarily charisma
- **Celebrate** every success

Chenoweth, 2007
Effective Leadership Techniques

- Explicit
- Clear signaling
- Appropriate pacing
- Wait time
- Practice opportunities
- Monitoring: Group and individual responses
- Error correction
- Positive reinforcement
Leadership Continuum

Leadership Practice
Sustaining Instructional Plan
(core, supplemental, intervention)
Monitoring Data
Classroom Walk-Through Practice
Differentiated Instruction
Coaching Practice/Relationship
Grade Level Meeting Attendance
Problem-solving Method
Test Prep
Celebrations

Targeted Intensity

Handout Activity
Celebrate!

- A yearbook, PowerPoint, or movie of students’ quotes, results and reflections.
- Recognition celebration of academic success: ceremonies, community sponsored, newspaper coverage.
- Local leaders address success.
- Suggestions?
Leadership To-do List

- It’s not points that we win or lose as we check off our to-do list…
What

So What

Now What
One thing left to do....
Resources


Songs:

- [http://www.youtube.com/watch?v=UuaJjVWNXnY](http://www.youtube.com/watch?v=UuaJjVWNXnY)
- [http://www.youtube.com/watch?v=Tox2PBP3mOg](http://www.youtube.com/watch?v=Tox2PBP3mOg)