

VIRTUAL

INSTRUCTIONAL
LEADERSHIP
CHALLENGE



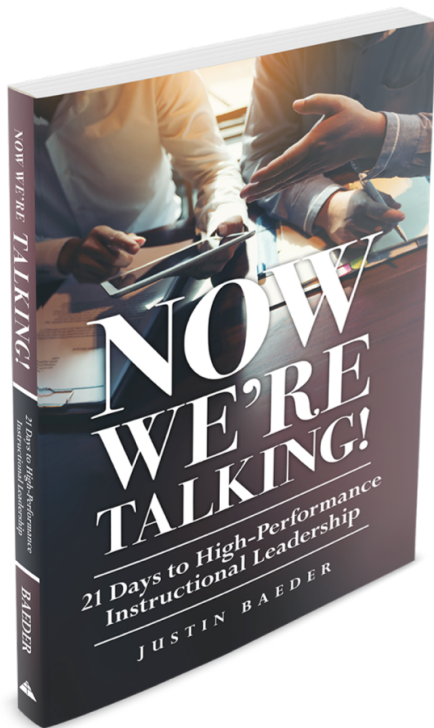
A large tablet is shown at an angle, displaying a video conference with four participants in a grid layout. The participants are two men and two women, all smiling. The tablet is on a desk, and a glass of water is visible in the bottom right corner. The background is a blurred office setting with a plant.

Module 1

How Instructional Leaders Drive Improvement

VIRTUAL INSTRUCTIONAL LEADERSHIP CHALLENGE

Welcome & Overview



Welcome & Overview



History of the Challenge

2013: Live Challenge 1.0

2014: 21-Day Challenge 2.0

Recent:

- *Now We're Talking! 21 Days to High-Performance Instructional Leadership*
- High-Performance Instructional Leadership Certification Program
- NEW Instructional Leadership Challenge
- Virtual Instructional Leadership Challenge

Welcome & Overview



Core Beliefs

Instructional leaders
belong in classrooms.

Welcome & Overview



Core Beliefs

Visiting classrooms builds
relationships.

Welcome & Overview



Core Beliefs

Seeing teaching & learning
provides the firsthand
evidence leaders need to
make decisions.

Welcome & Overview



Core Beliefs

Teachers change their practice as a result of feedback *conversations*, not mere suggestions.

Welcome & Overview

Core Beliefs

We need a shared vocabulary for feedback conversations—an instructional framework.

Welcome & Overview

Core Beliefs

Improvement can't wait.

Welcome & Overview



What's Different Virtually

- No direct observation
- No face-to-face teaching
- Different forms of interaction between teacher, student, and content
- New divisions of labor among teachers
- Different forms of evidence of practice
- New challenges for experienced teachers
- Different improvement priorities

Welcome & Overview



Immediate Priorities

- Strengthen relationships
- Gather information
- Solve big problems

Welcome & Overview

Overview of the Challenge

Module 1: How Instructional Leaders Drive Improvement

Module 2: Evidence-Driven™ Instructional Leadership

Module 3: Leading Learning through Professional
Conversation

Module 4: Developing Instructional Frameworks

Module 5: Creating Bandwidth for Instructional
Leadership

Module 6: Aligning Teacher Practice Organization-Wide

Bonus: Evidence-Driven Artifact Protocols

Welcome & Overview



Journal

An open notebook with a light blue cover and yellow pages is shown. A silver pen lies on the right page. To the right of the notebook is a white cup filled with orange liquid, likely coffee. The background is a light blue wooden surface.

- What have been my best sources of information for instructional leadership this year?
- How have I strengthened professional relationships with staff?

Welcome & Overview

VIRTUAL INSTRUCTIONAL LEADERSHIP CHALLENGE

What Is Instructional Leadership?

Instructional Leadership— A Definition

Instructional leadership is
*the practice of making and
implementing operational
and improvement
decisions in the service of
student learning.*

What Is Instructional Leadership?

A False Dichotomy?

In practice, the division of the principalship into “instructional leadership” and “mere management” is a false dichotomy.

What Is Instructional Leadership?



What Is Instructional Leadership?

Management is the Foundation

- You can be a manager without being an instructional leader, but...
- You can't be an instructional leader without being an effective manager
- Teachers can only improve their instruction with effective managerial support

What Is Instructional Leadership?

Who & What Are We Managing?

- Teachers are professionals
- Teaching is professional work
- Teachers must exercise professional judgment with a high degree of autonomy under conditions of uncertainty
- Improving teaching is mainly about improving professional judgment

What Is Instructional Leadership?



Journal

- How do I make a difference as a manager? What are some of the key ways I provide support for teaching and learning?
- How do I make a difference as an instructional leader? What are some of the key ways I provide leadership?

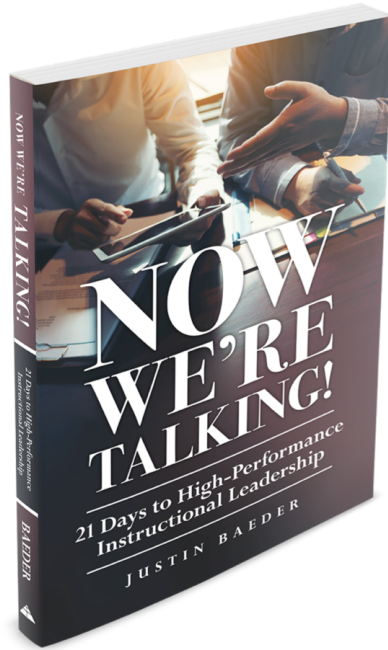
What Is Instructional Leadership?



VIRTUAL INSTRUCTIONAL LEADERSHIP CHALLENGE

The High-Performance
Instructional Leadership Model

Now We're Talking! 21 Days to High-Performance Instructional Leadership



The High-Performance Instructional Leadership Model



The High-Performance Instructional Leadership Model

Make classroom visits that are:

1. Frequent
2. Brief
3. Substantive
4. Open-Ended
5. Evidence-Based
6. Criterion-Referenced
7. Conversation-Oriented

The High-Performance Instructional Leadership Model



The High-Performance Instructional Leadership Model

~~1. Frequent~~

**“HYPOTHETICAL”
WALKTHROUGHS**

2. Brief
3. Substantive
4. Open-Ended
5. Evidence-Based
6. Criterion-Referenced
7. Conversation-Oriented

The High-Performance Instructional Leadership Model

The High-Performance Instructional Leadership Model

1. Frequent

~~2. Brief~~

3. Substantive

4. Open-Ended

5. Evidence-Based

6. Criterion-Referenced

7. Conversation-Oriented

**“UNSUSTAINABLE”
WALKTHROUGHS**

The High-Performance Instructional Leadership Model

The High-Performance Instructional Leadership Model

1. Frequent
2. Brief
- ~~3. Substantive~~
4. Open-Ended
5. Evidence-Based
6. Criterion-Referenced
7. Conversation-Oriented

**“FLUFF”
WALKTHROUGHS**



The High-Performance Instructional Leadership Model

The High-Performance Instructional Leadership Model

1. Frequent
2. Brief
3. Substantive
- ~~4. Open-Ended~~
5. Evidence-Based
6. Criterion-Referenced
7. Conversation-Oriented

**“FORM-AL”
WALKTHROUGHS**

The High-Performance Instructional Leadership Model

The High-Performance Instructional Leadership Model

1. Frequent
 2. Brief
 3. Substantive
 4. Open-Ended
 - ~~5. Evidence Based~~
 6. Criterion-Referenced
 7. Conversation-Oriented
- “CHIT-CHAT”
WALKTHROUGHS***

The High-Performance Instructional Leadership Model

The High-Performance Instructional Leadership Model

1. Frequent
2. Brief
3. Substantive
4. Open-Ended
5. Evidence-Based
- ~~6. Criterion Referenced~~
7. Conversation-Oriented

**“2ND GUESSING”
WALKTHROUGHS**

The High-Performance Instructional Leadership Model

The High-Performance Instructional Leadership Model

1. Frequent
2. Brief
3. Substantive
4. Open-Ended
5. Evidence-Based
6. Criterion-Referenced
- ~~7. Conversation-Oriented~~

**“FAKE FEEDBACK GAME”
WALKTHROUGHS**

The High-Performance Instructional Leadership Model

Journal

How has my practice of classroom walkthroughs compared with the HPIL model in being Frequent, Brief, Substantive, Open-Ended, Evidence-Based, Criterion-Referenced, and Conversation-Oriented? Which elements are present, and which are missing?

The High-Performance
Instructional Leadership Model

VIRTUAL INSTRUCTIONAL LEADERSHIP CHALLENGE

“Getting Into Classrooms” When
You Can’t Get Into Classrooms

What Leaders Need

More than anything else,
instructional leaders need
two things:

1. Relationships
2. Information

“Getting Into Classrooms” When
You Can’t Get Into Classrooms

An Action Plan

- Get into classrooms when you can, as often as you can
- If you can't, put equal effort into 1:1 conversations
- Recommendation: 3/day

“Getting Into Classrooms” When You Can’t Get Into Classrooms

Scheduling 1:1 Conversations

- With no agenda, “checking in” can feel very awkward for staff who may not really feel like talking
- Depending on people to “feel like talking” may result in NEVER talking
- Use the same “cycles” approach you use for walkthroughs

“Getting Into Classrooms” When
You Can’t Get Into Classrooms

Tips for 1:1 Conversations

- Voice only—not video
- Communicate your plan
- Ask everyone to schedule a time
- Keep track & follow through

“Getting Into Classrooms” When
You Can’t Get Into Classrooms

Plan with Notecards

Name		Room	Lunch	Prep	
Period/Subject	Date	Date	Date	Date	Date

PrincipalCenter.com/notecards-pdf

“Getting Into Classrooms” When
You Can’t Get Into Classrooms

Ramping Up: Your First 3 Cycles

1. Break the ice

- Be present and pleasant
- Get people used to your presence
- Get yourself into the habit

“Getting Into Classrooms” When You Can’t Get Into Classrooms

Ramping Up: Your First 3 Cycles

2. Notice More

- Keep at it
- Pay closer attention
- Share what you're noticing

“Getting Into Classrooms” When You Can’t Get Into Classrooms

Ramping Up: Your First 3 Cycles

3. Get More Serious

- Follow through
- Take more notes
- Ask better questions

“Getting Into Classrooms” When You Can’t Get Into Classrooms

Most Importantly...

Just get started.

“Getting Into Classrooms” When
You Can’t Get Into Classrooms



Module 1 Action Challenge

- Complete a cycle of classroom visits or 1:1 conversations
- Share your results

“Getting Into Classrooms” When
You Can’t Get Into Classrooms

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- What's my next step for getting into classrooms or having 1:1 conversations with teachers?
- What is my purpose for this cycle?
- How will I ramp up across my first three cycles?

“Getting Into Classrooms” When
You Can't Get Into Classrooms