4 DIMENSIONS OF INSTRUCTIONAL LEADERSHIP

CENTER FOR EDUCATIONAL LEADERSHIP
UNIVERSITY OF WASHINGTON
FACT

Among school-related factors, school leadership is second only to teaching in its potential influence on student learning.
WORK OF THE INSTRUCTIONAL LEADER

Ensure that every student receive the highest quality instruction each day.
DOING SO REQUIRES...

• Instructional leaders to lead for the improvement of the quality of teaching

• Instructional leaders to lead for the improvement of student learning
FIVE CORE BELIEFS DRIVE THE WORK IN SCHOOL LEADERSHIP AT THE CEL

- **Instructional Leadership** is learning focused – learning of students and teachers.

- **Instructional Leadership** must reside with a team of leaders. Principal is the leader of leaders.

- Must have a culture of public practice and reflective practice for effective instructional leadership and improvement of instructional practice.

- **Instructional Leadership** addresses the diversity in the school community.

- **Instructional Leadership** focuses on effective management of people and resources.
VISION, MISSION, AND CULTURE BUILDING

• School leaders, committed to collective leadership, create a reflective, equity-driven, achievement-based culture of learning focused upon academic success for every student.
VISION

- Embrace a vision of academic success
- Clear goals focused on student learning

- Culture of learning – high expectations for every student and every adult.

- Results-focused learning environment responsive to individual student needs
IMPROVEMENT OF INSTRUCTIONAL PRACTICE

• Based upon a shared vision of effective teaching and learning, school leaders establish a focus on learning, nurture a culture of continuous improvement, innovation and public practice and monitor evaluate and develop teacher performance to improve instruction.
VISION

• Use of data, evidence and inquiry to analyze student learning – assess both student and teacher

• Use research-based instructional framework to observe teachers, plan PD, and engage in inquiry.

• Use of data and evidence of student learning to provide feedback to teachers
• School leaders allocate resources strategically so that instructional practice and student learning continue to improve.
VISION

- Resources include: financial, time, facilities, technology, and partnerships
- Articulate clear processes and procedures for instructional support
- Use data for equitable decisions and allocation of resources
• School leaders engage in strategic personnel management and develop working environments in which teachers have full access to supports that help improve instruction.
VISION

• Strategically recruit, hire/retain, induct, support, and develop the most qualified staff

• Employ critical processes such as planning, implementing, advocating, supporting, communicating, and monitoring to all leadership responsibilities

• Create supportive working environments – time and space for collaboration, PLCs, PD opportunities
WHAT MAKES IT HAPPEN?

• Center for Educational Leadership says....

• It cannot happen without a framework/structure in place from the Central Office:
  
  • **Shared Vision**/definition of Principals as Instructional Leaders
  • A **system of support** for developing principals as Instructional Leaders
  • **Making it possible** for principals to be Instructional Leaders.

Do you have this in your district?