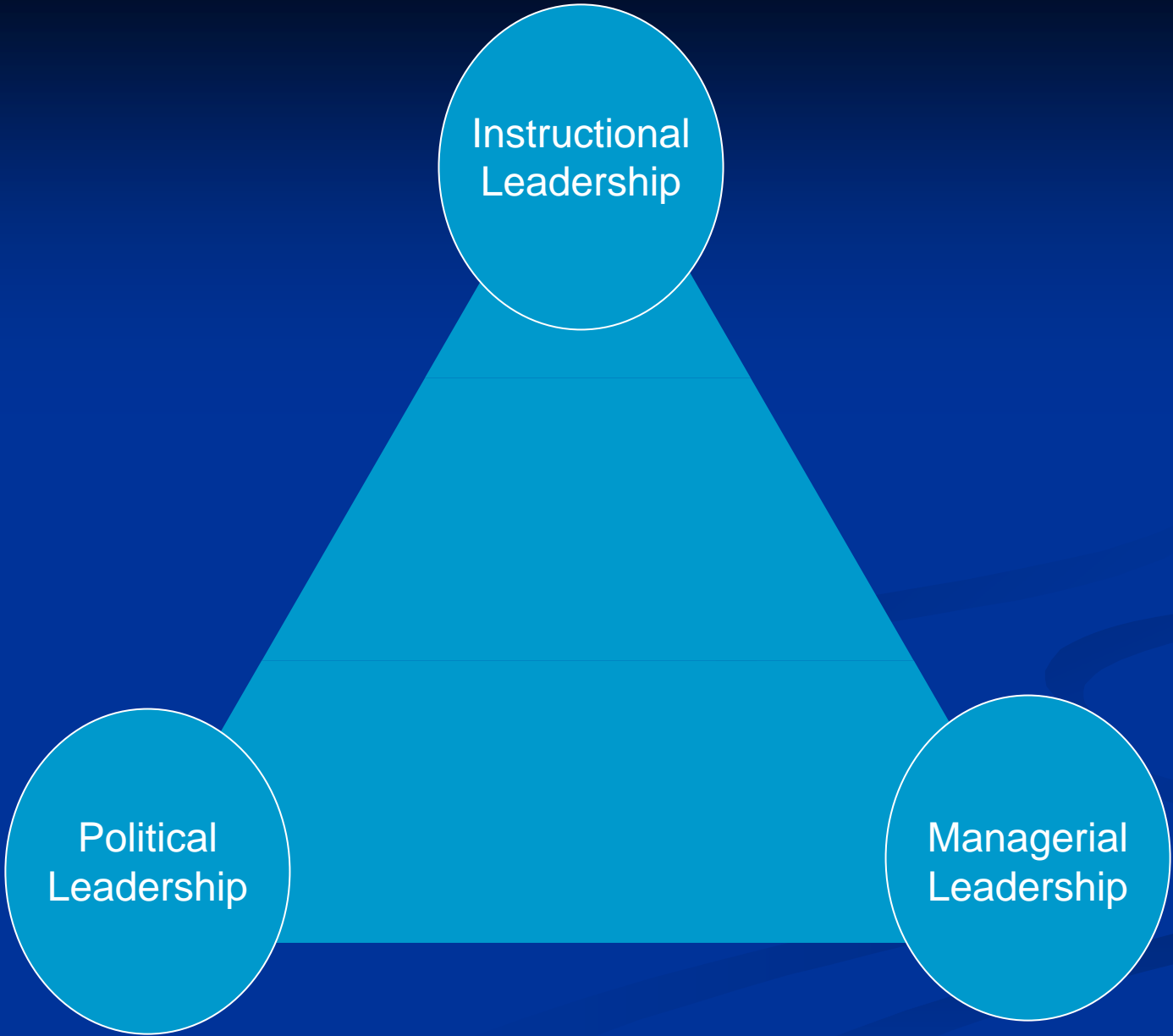


Instructional Leadership

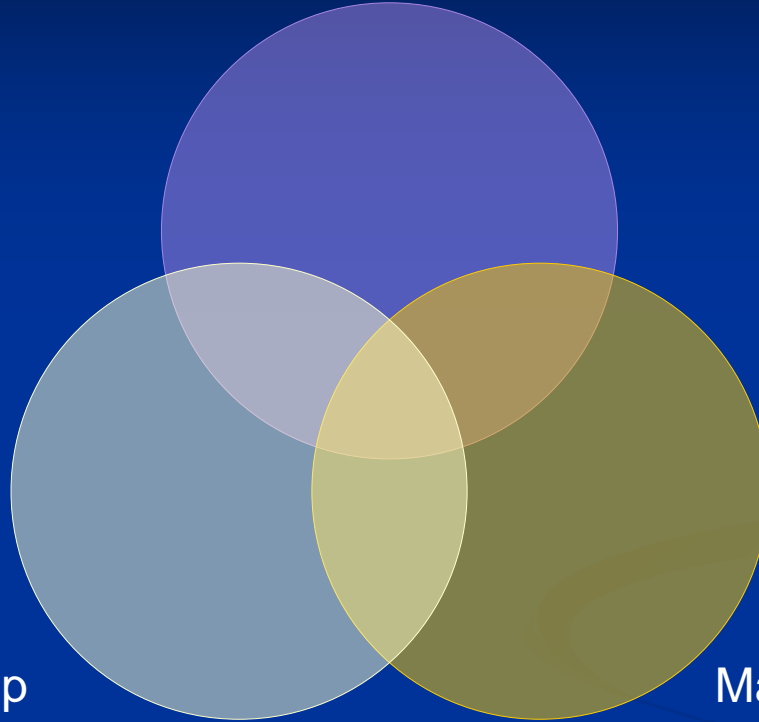
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May 13, 2009

Leon County



Instructional Leadership



Political Leadership

Managerial Leadership

What does good teaching and learning look like?

- Common board configuration (Date, Agenda, Benchmark, Objective, Homework)
- Bell to Bell Instruction
- Procedures and Routines are established.
- Lesson planning is clear and implemented.
- Multiple activities taking place throughout the lesson.
- Use of a bell ringer.
- Writing and Reading are integrated in all subject areas.
- Teachers provide multiple examples to ensure student understanding.
- Graphic organizers are used to capture and explain concepts.
- Students are THINKING, DISCUSSING, QUESTIONING.
- Higher Order Questions are used consistently and naturally.

What does good instructional look like...(cont.)

- Students raise their hands. Wait time is given.
- Benchmarks are explicitly taught and unwrapped for students.
- Data is used to differentiate instruction.
- Manipulatives are used in math and science.
- Students are discussing the text in reading and language arts classes.
- Limited use of worksheets and textbook. Assigning work v. teaching is understood.
- Work and concepts are taught at grade level.
- Projects are not frothy. Coloring is limited in primary grades.
- Movies support instruction.
- Immediate feedback is provided for student work.
- Rubrics are used to grade assignments. Model work is identified.
- Vocabulary is explicitly taught with word walls in all content areas.

Additional Points for Science and Writing

- Notebook for writing and vocabulary (includes reading, math, and science).
- Notebook and schedule for labs. Create a lab schedule.
- Writing process must include (frequent prompts, graded by teachers AND students, constant use of rubric by teachers AND students). Store student work. Students should edit each other's papers.

Define Expectations

- VISION
- What are your “non-negotiables”?
- Theory of Action..If..then statement vs. Theory of Practice
- Define what “good teaching and learning is”
- Remember: The core of school reform occurs in the classroom...between teachers and students.
- Protect instructional time (PA announcements, students being pulled from the classroom, field trips, establish testing schedule early)
- Would you send your child to your school?
- Adults nearly always set the expectations for children.
- Strongest teachers WANT accountability to support their efforts school-wide.
- Diversity is important.

No Excuses

- Know the difference between being aware of challenges and making excuses.
- Solutions...not complaining.
- Teachers
- Students
- Families and Communities
- Staff—Office Staff.

Assistant Principals

- Should be an extension of you.
- Delegate non-instructional issues.
- Everyone is out in the halls at the exchange of classes.
- Need to be held accountable for instruction.
- Dress for success.
- Hardest workers in the building.
- Walkthrough log (Includes: Date, Periods, Teacher Observed, Positives, Negatives, Feedback with Process—Submitted Weekly).
- Assign particular grade levels or subject areas.
- Start general then focus on specifics.
- Visit classrooms together. “Tell me what you saw.”

Coaches

- Teachers “don’t know what they don’t know”—sustained, classroom PD.
- Communication and Direction. Visit classrooms together.
- In the classroom, not quasi-administrators. Should be: analyzing data, identifying and creating materials for teachers, modeling instruction, assisting with lesson plan development, modeling small group instruction, grouping students through data analysis, offering PD, and facilitating department/grade level meetings.
- Coaches must be held accountable for instructional improvement but they must also be supported and directed.
KNOW WHAT YOUR COACHES ARE DOING!
- Log-Date, All Periods, Activity, Feedback-Submit Weekly.
- Assistance, Communication, and Follow Up is key to success!

Programs and Resources

- Use programs with fidelity.
- Only use one program as a supplement in each content area.
- Monitor the use of programs through data reports.
- Unpack boxes of resources (manipulatives, calculators, lab equipment). Know what is entering your building!
- Use computers and technology in classrooms and lab. Create lab schedule.
- Track number of books checked out of the library.

Leadership Team

- COMSTAT—Data (progress monitoring data, attendance rates, suspension rates, referrals, teacher absenteeism, ESE referrals) to identify problems, strategies, and resources to solve them.
- Include all assistant principals and coaches—eventually involve the entire faculty. Ask students and parents to testify. Invite outsiders.
- Discuss instructional issues (data, strengths and weaknesses of teachers, troubled students)
- Conduct “focus walkthroughs” as a team.

Master Schedule

- Develop based on needs of students NOT adults.
- Departmentalize in elementary and limit courses and grade levels in secondary.
- Assign grade level and subject area based on data....know the difference between a “mover” and a “maintainer”.
- Block time for common planning.
- Reading classes for level 1 and 2 in secondary. Enrichment for new and fragile level 3s.
- Science needs to be taught before 5th grade....writing before 4th. Monitor implementation of schedule!
- All 11th graders must be in a science class.

Ideas for Incentives

- Stop suspending students for poor instruction.
- Create incentive program based on point system for “doing the right thing”. Add a school store.
- Use Accelerated Reader (AR)...build an incentive and competition system.
- Most field trips and activities should be earned, not given.
- Create Saturday school for science and writing. Offer incentives!!!

Common Planning Time

- Not gossip time or opportunity to check email.
- Discuss data trends.
- Share best practices.
- Implement Lesson Study Process
- Review student work...calibrate grading expectations
- Discuss SOLUTIONS to student problems.
- Invite teachers for conferences.
- Identify a lead and submit agenda with minutes.
Participate in meetings!

Grade Level and Department Chairs

- Based on data, not experience.
- Provide leadership opportunities for your younger and emerging teachers.
- Focus should be instruction—not just book collection.
- Remember, extension and implementers of your vision.

Lesson Study Process

- Discuss creation of lesson plan by grade level or subject area as a team.
- Rotate teaching the lesson and observing one another.
- Debrief after the lesson is taught.
- Continue the process.

Side Notes

- Observation/Model Classrooms
- Literacy Leadership Team
- Consider creating a Comprehensive Reading Block at the Secondary Level
- SIP Development

How Does the District Assist Schools?

- Monitor Instruction and Data.
- Provide incentives for principals and teachers.
- Support difficult decisions at the school site.
- Provide direct feedback. Be open and honest with concerns. Know when time should be provided or when personnel changes need to be made.
- Monitor implementation of programs and the use of resources (provide PD for new programs).
- Provide autonomy when data proves success.
- Allow for “out-of-the-box” thinking.
- Allow for passionate conversation about programs and strategy.
- Provide DIRECT support for improving instruction.

How Does the District Assist Schools?

- Only visit schools for a reason.
- Only people who have done the work should make recommendations...or those who are experts in their field.
- Monitor the implementation of PD initiatives.
- Be PROBLEM SOLVERS! Respond to CONCERNS ASAP.
- Role is to support students and schools or.....
- Conduct data chats with principals after assessments.
- Implement COMSTAT process to capture knowledge, feedback, and respond to needs.

Foundation of FCIM Process

- Baseline and Midyear Assessment for Reading, Mathematics, Science, and Writing
- Monthly or Bi-Weekly Assessments
- Data Chats with Students and Teachers
- Use of common planning time to analyze data
- Highlighting of Assessment Data and Grouping of Students
- Development of Instructional Focus Calendars in Reading, Math, Science, and Writing by Grade Level
- Instructional time allocated for particular benchmarks should not be equal
- IFCs aligned to benchmarks
- After assessments, students are grouped for differentiated instruction
- Above mastery or at mastery (enrichment), near mastery, and severely below mastery
- Use of Focus Lessons
- Administration monitors implementation