

## **University of Washington Center for Educational Leadership: August 15 Training**

### **Foundational Ideas**

- If students are not learning, they are not being afforded powerful learning opportunities.
- Teaching is a highly complex and sophisticated endeavor.
- Practice of sophisticated endeavors only improves when it is open for analysis and critique.
- Improving practice in a culture that is “public” requires reciprocal accountability.
- Reciprocal accountability implies a particular kind of leadership to improve teaching and learning.
- Leaders cannot lead what they don’t know.

Common language for what is high quality instruction + Knowing how to lead for that= instructional effectiveness

### **The instructional core**

1. Teachers: Increase knowledge, skills, and expertise
2. Students: Change the role of the student as learner
3. Content: Increase the level of complexity of the curriculum/ content

Context is important and influences each of these factors.

### **5D Framework**

Guiding questions can be used when conducting observations, for teacher reflection, and by groups of teachers while planning.

Observing: Foundational Questions

What do you see?

What do you see that makes you say that?

What else do you see?

Important to observe what you are actually observing, not what you think you are observing.

We must be intentional and actively work to set aside our biases.

Doing this opens up conversation with teachers, because we are not debating what happened.

Include: Facts, specificity

We are challenged to practice this as we conduct classroom observations this year.

### Wonderings

Wonderings are not feedback. The purpose of wondering is to assume positive intent and not become overly committed to our initial judgments. Wonderings are a way to collect additional evidence needed to provide feedback to the teacher.

Always assume positive intent on the part of the teacher.

The wondering should generate conversation.

Every wondering needs to be associated with something you actually saw, not something you wish you saw.

### Wondering stems

How do you/ did you make decisions about . . . ?

What is your vision for . . . ?

How do you typically . . . ? How was that like or not like what you did today?

What did you learn from/about your students today when you . . .when they . . . ?

Talk me though . . .

### Can vs. "On the verge of"

Important to think about what teachers can almost do, rather than something that is very far off.

This will help you focus on what each teacher is working on. Allows teachers to bring forth their own expertise. This is more comfortable and allows you to provide positive feedback.

Can= there is strong evidence that the practice is in place (with intention) and effective

Verge of= there is evidence of the practice in place (with intention) but it may not be as effective as it needs to be.

Verge of is in the feedback realm. If we give feedback on strategies beyond the verge of realm, teachers won't be able to do it.

Calibration- think about what would you look for or listen for in the ideal.

**Data to collect:**

- Descriptive, not judgmental. Just the facts!
- Specific: Describe, count, script
- Based on the instructional core: What the teacher is saying and doing, what the students are saying and doing.

**Teachable Point of View**- a cohesive set of ideas and concepts that a person is able to articulate clearly to others

Leaders need to teach using a teachable point of view. Creating a TPOV requires first doing the intellectual work of figuring out what our point of view is, and then the creative work of putting it into a form that makes it assessable and interesting to others

The teachable point of view is an intellectual framing of a leader's key ideas in important areas.

Think about how you can incorporate your teachable point of view into your welcome back letter to staff. How can push a bit in this letter? How can this help to develop a culture of continuous improvement?

Repeating a similar message to staff over multiple letters is a practice that will help build a message around an instructional goal. Same message, different examples and nuances.

**Ideas about how to bring this learning back to staff**

Focus just on student engagement dimension of the 5D

Break open the framework slowly- share one question or one teacher practice at a time

Prioritize time in your schedule and hold it as non-negotiable classroom observation time

Important to involve teacher leaders and vice principals in this process

**What does research about prioritizing time for instructional leadership say?**

Principals who communicate regularly about how they are thinking and working differently begin to change the expectations and role of the principal.

Principals might also post their schedules in classrooms

Office assistants need to know how important instructional leadership is and solve first line problems that arise/ protect principal's time