

# **Welcome Back !**

## **Aspiring Leaders' Institute**

### **Follow-up #1**

***Increasing Student Achievement Through Instructional  
Leadership***

**Maryland State Department of Education  
Division of Academic Policy and Innovation**

# **Review of the Summer Institute**

**Summer, 2016**

# What does it take to be an effective leader?

- ❖ **Leaderless Group Activity – sharing of articles**
- ❖ **Leadership is Learned – brainstorming lessons you have learned from administrators with whom you have worked**
- ❖ **Professional Standards for Educational Leaders introduction**

# Delving into the Standards

- ❖ **Groups assigned a Standard and became familiar with the Elements in Practice**
- ❖ **If the Standard is present in your school, what does it look like?**
- ❖ **If the Standard is weak or not present, what could it look like?**
- ❖ **Chart and rotate**

# Self - Assessment

- ❖ **Completed Attachment B from the *Professional Standards for Educational Leaders***
- ❖ **Were to have your principal /supervisor complete Attachment C**

# Professional Growth Activity

- ❖ Building Leadership Capacity
- ❖ Mutually identified need / area from *Professional Standards* , based on discussion with principal
- ❖ Leadership Activity Summary Sheet
- ❖ Leadership Activity Principal Feedback

# Garden Activity

- ❖ **The Garden is a Metaphor for School Culture**
- ❖ **How might this activity be used with leadership teams, school improvement teams, parent groups, etc.**

# The Principal as Culture Shaper

- ❖ **Culture is going to happen...the question is: Are you going to take an active role in shaping it?**
- ❖ **Schools are just bricks and mortar. Leadership by the administration and teachers make it so much more.**

# On Common Ground

❖ **Jonathan Saphier**

❖ **Masters of Motivation**

❖ **Effort-Based Ability**

❖ **Jigsaw activity**

# Assessing Your School Culture

- ❖ **“Student Learning Grows in Professional Learning Communities”**
- ❖ **12 Norms of a Healthy School Culture**
- ❖ **Survey with coding dots**
- ❖ **Possible use of the 12 Norms tool**

# Ideal School Walk

- ❖ Visualization technique
- ❖ “Visited” various areas of your ideal school
- ❖ Charted responses and
- ❖ Discussed how you might, in your current role, influence the journey toward the ideal in your schools

# Leadership Activity Review

- **Work in groups.**
- **Use your Framework and Leadership Activity.**
- **Designate a timekeeper for your group.**
- **Allow up to 5 minutes for each person to report on their activity and to state one key thing they learned in the course of completing the process.**
- **Allow up to 3 minutes for questions after each person presents.**
- **Designate one person in your group to share the results of their activity. (2 minutes per report will be allotted for the share-out.)**

# Purposeful Observation of Instruction to Increase Student Achievement

Maryland State Department of Education  
Division of Academic Policy  
and Innovation

Sandra Josloff

# Professional Standards for Educational Leaders

*Standard #4 Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.*

## ELEMENTS IN PRACTICE

*An effective educational leader is able to:*

- **4.1 Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.**
- **4.2 Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.**
- **4.3 Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.**

# ELEMENTS IN PRACTICE

*An effective educational leader is able to:*

- 4.4 Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated.
- 4.5 Promote the effective use of technology in the service of teaching and learning.
- 4.6 Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- 4.7 Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

# Objectives

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Participants will:

1. Analyze classroom instruction with a focus on student learning behaviors;
2. Evaluate the effectiveness of instruction based on evidence of student learning; and
3. Communicate through specific feedback the cause and effect relationship between teacher behaviors and student learning.

# Foundations for Student Learning

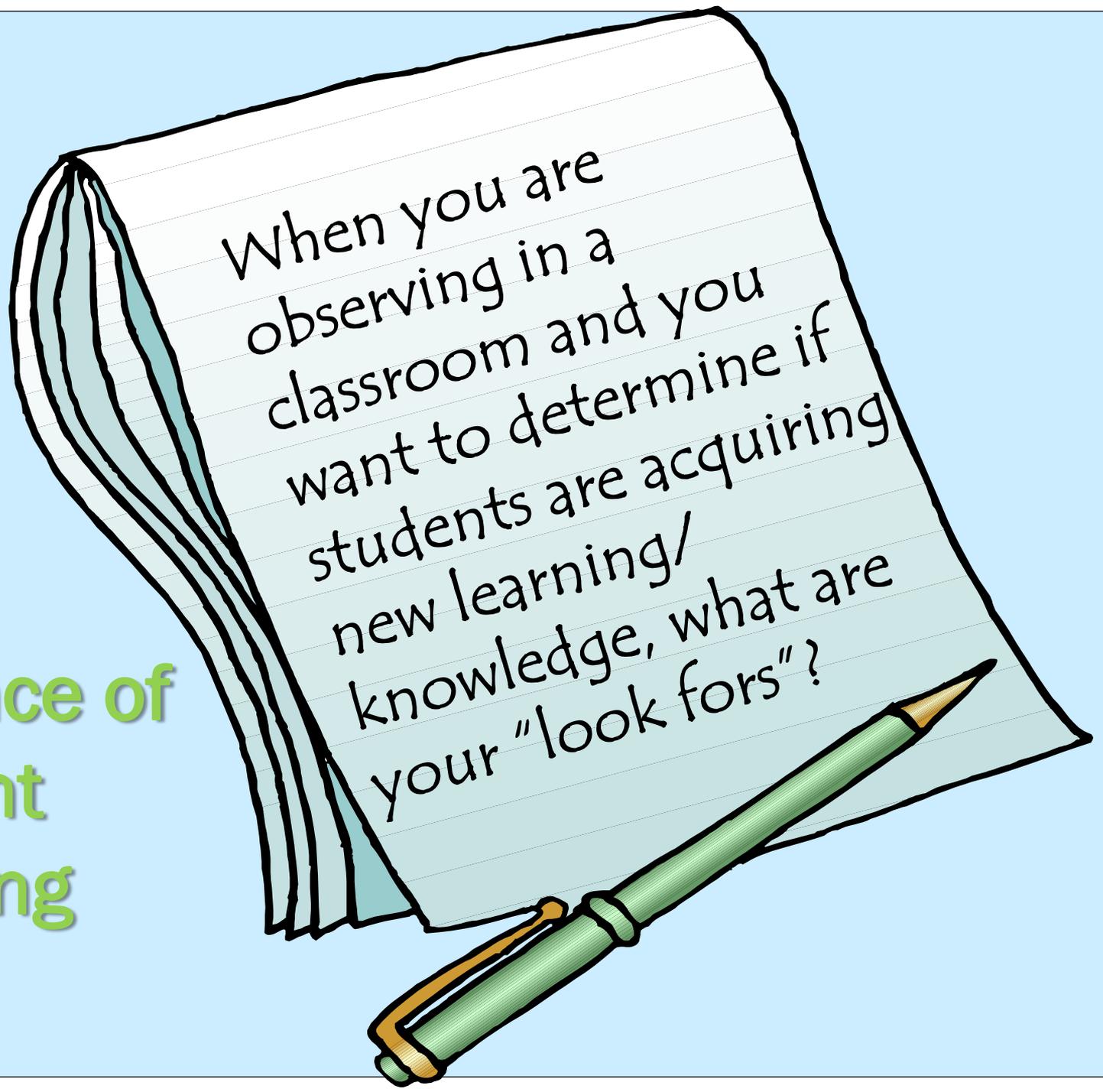
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- Read the salmon resource sheet silently.
- Place a “P” next to 3 - 4 priorities in your school for this year.
- Place a star next to 1 or 2 priorities that you look for in your classroom observation process.

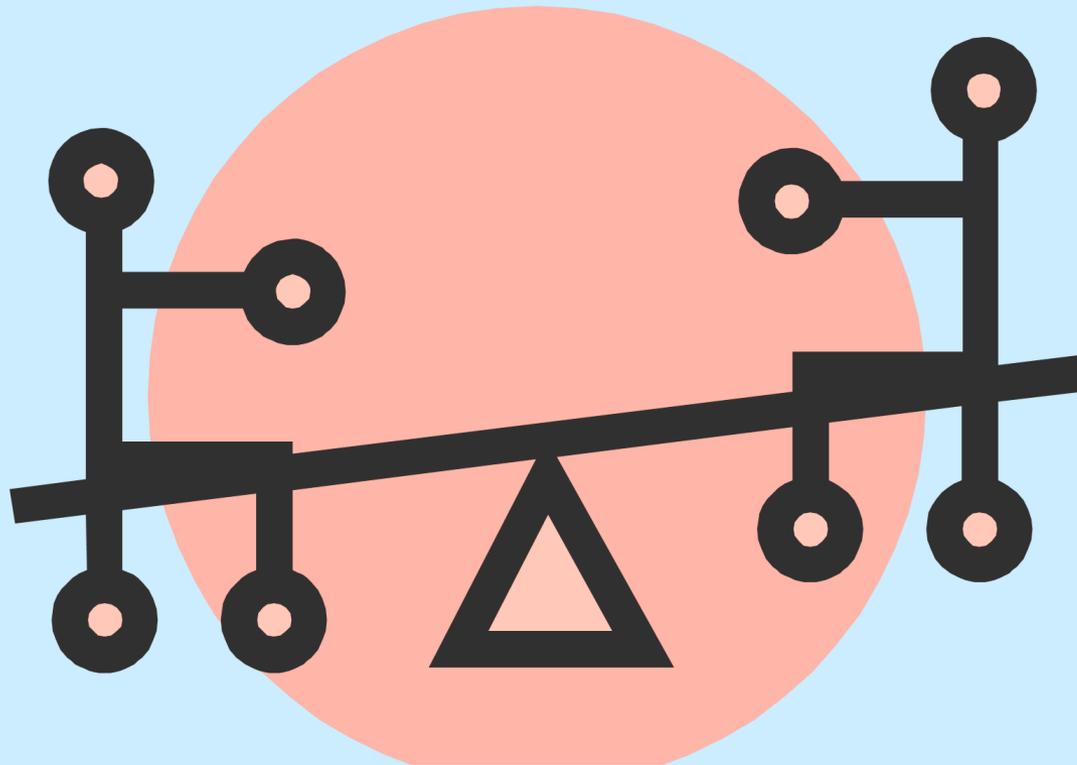
# Foundations for Student Learning

- Discuss your priorities and what you are doing, or will do, to accomplish them

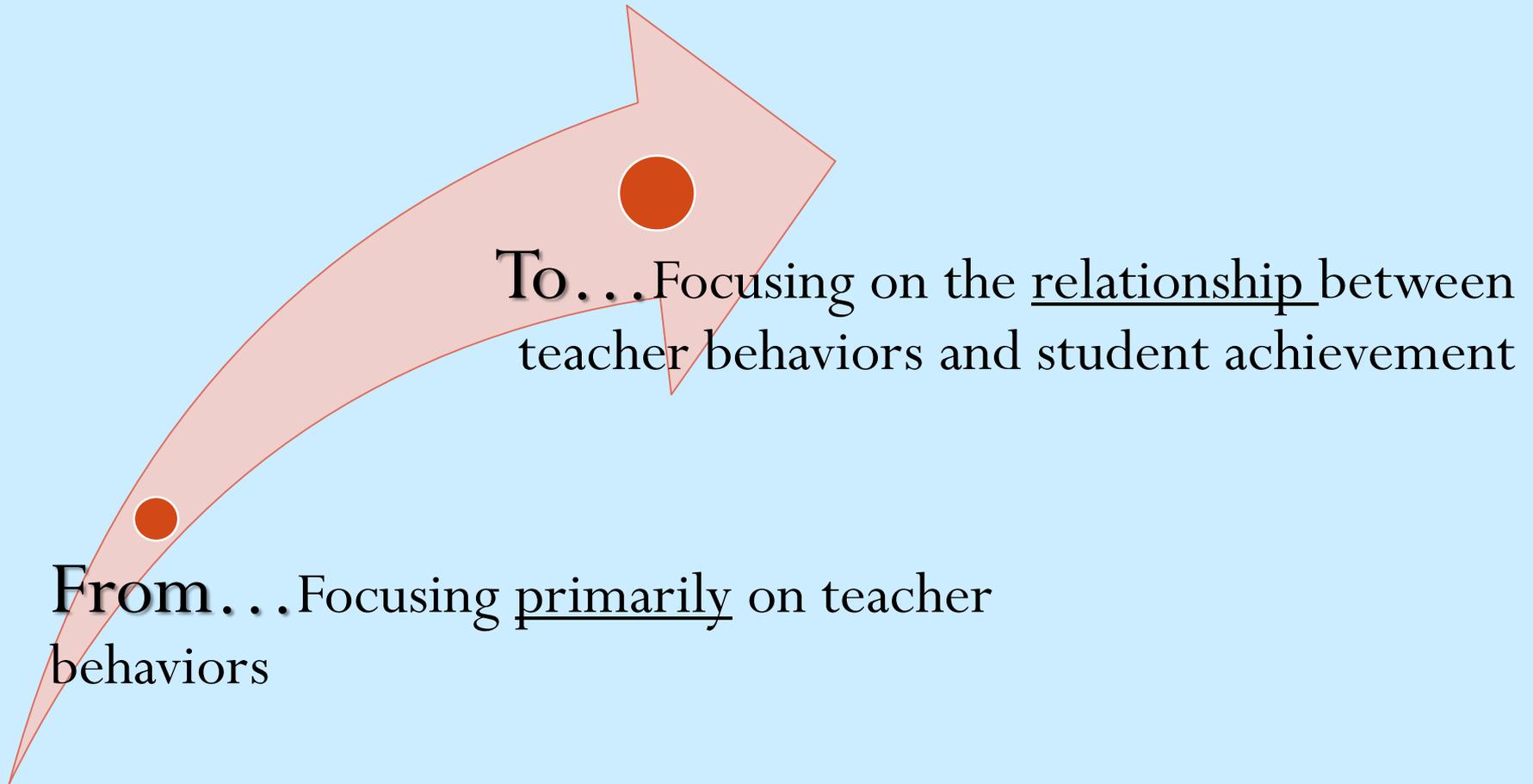
# Evidence of Student Learning



# Focus Questions for Principals During the Observation



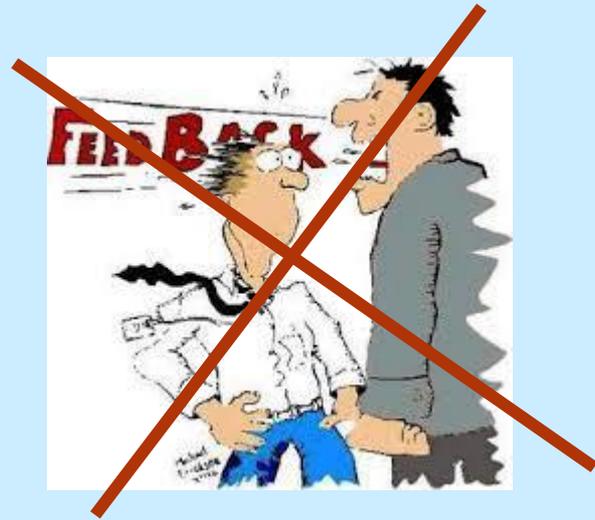
# Shifting the Observation Process



The observation process is  
an opportunity for individual,  
differentiated professional  
development.



Read the article, “Five Strategies  
Principals Can Use to Give  
Effective Feedback to Teachers.”

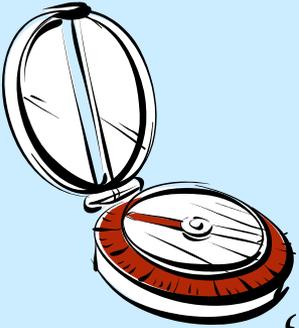




Collaborative Conversation Strategy

● **Vague Feedback:**  
Your pacing of the lesson was too fast.

● **Specific Feedback:** The text was complex and engaging for the students yet your explicit instruction at the beginning of the lesson was very fast, students did not have adequate time to ask pertinent questions. Three students continued to raise their hands for clarification, but you did not see them. This directly impacted their ability to complete the next activity successfully.



# Clear Guidance

“I would like you to work on slowing the pace at the beginning of the lesson to allow time for students to process new learning and ask clarifying questions. Circulating around the room will give you the opportunity to see and hear what students are writing and saying and will also allow you to notice if a student is raising his/her hand.”

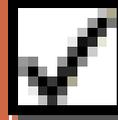
# Does the oral and written feedback...



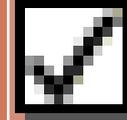
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specific  
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of the  
behaviors  
observed?



show a clear  
cause and effect  
connection  
between teacher  
behaviors and  
student learning  
behaviors?



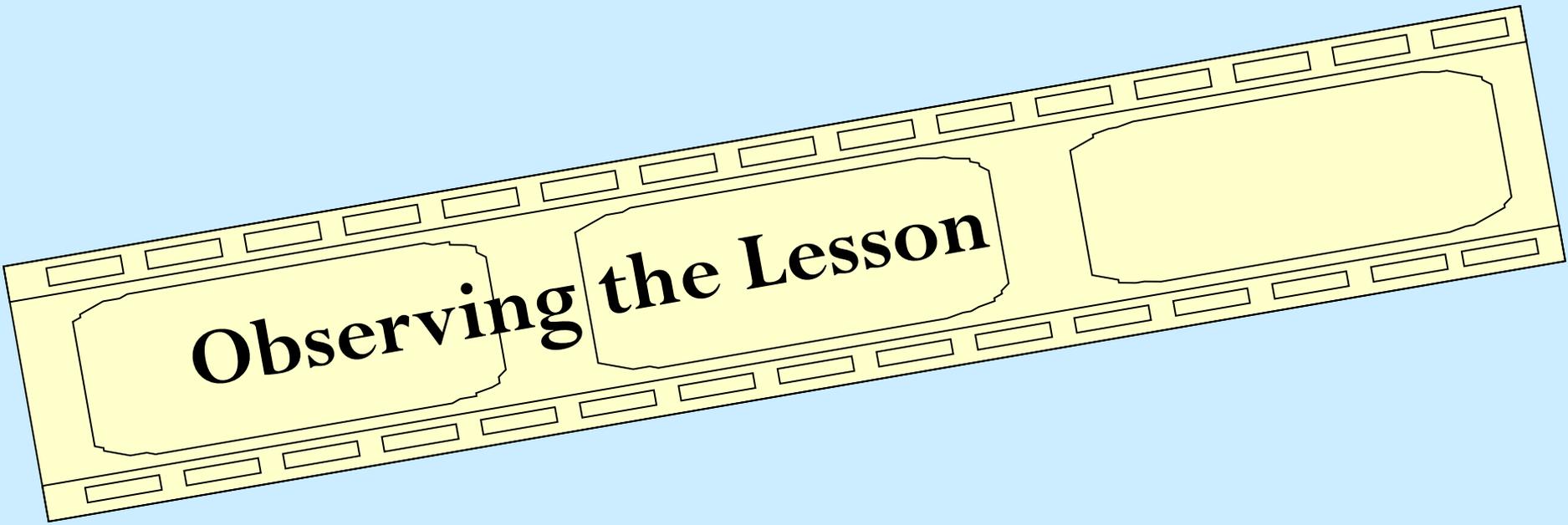
contain  
guidance  
for the  
teacher?



have a **tone**  
that  
promotes  
continuous  
learning?

# Lights...Camera...Action!

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**Observing the Lesson**

# Purposeful Observation of Instruction to Increase Student Achievement

<b>What are the student learning behaviors I expect to observe?</b>	<b>What are the teacher behaviors I observed?</b>	<b>What are the student learning behaviors I observed?</b>

- 
- The observation process is an opportunity for individualized, differentiated professional development for teachers.

- What is the learning goal for the teacher?

The image shows the phrase "NOW IT'S YOUR TURN." rendered in a 3D, colorful font. Each letter is a different color and has a slight shadow, giving it a three-dimensional appearance. The colors include red, yellow, green, blue, and orange.

## **Directions:**

**Create feedback based on the learning goal you chose for the teacher.**

**Feedback should include the following:**

- Specific descriptions of the behaviors observed
- Clear cause and effect connection between teacher behaviors and student learning behaviors
- Contain guidance for the teacher
- Have a tone that promotes continuous learning

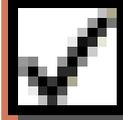
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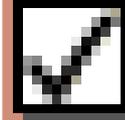
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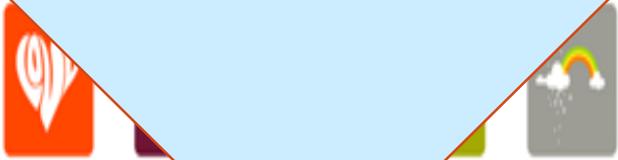
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## Observation Report

- Label teacher behaviors
- Label student behaviors
- Connect the student and teacher behaviors
- Rewrite a feedback statement



- How could the observation process (*before, during, and after*) become a professional growth experience for the principal/assistant principal as well as the teacher?

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Next Time...