Contents

About the Companion Website xiii

Why This Book? xvii
This Book's Features xxi

Publisher's Acknowledgments xxiii

About the Author xxv

Introduction 1
Tap Into Your True Inner Instructional Leader 4
Help! My Principal Says He's an Instructional Leader! 4

1. Instructional Leadership: A Holistic Approach 9
What the Research Says About Instructional Leadership 15
In the End 19
Study Guide Questions 19

2. The Logic Behind Implementation 20
What Is Program Logic? 24
From Program Logic to Implementation Cycle 30
Implementation Multi-Stage Model 31
In the End 34
Study Guide Questions 34

3. A Focus on Learning: Deepening Our Impact as Instructional Leaders 36
Types of Learning: Knowledge vs. Skills 38
Levels of Learning: Surface, Deep, and Transfer 39
Knowledge Dimensions 43
In the End 48
Study Guide Questions 49

4. Student Engagement: From Alienation to Social-Emotional Learning 50
Alienation 53
Social-Emotional Learning 55

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Five Easy Steps to Social-Emotional Learning 58
Enabling Conditions 60
Educators Need Mindfulness. Their Mental Health May Depend on It. 62
In the End 67
Study Guide Questions 69

5. Instructional Strategies: Exploring Surface, Deep, and Transfer Learning 70
Academic Engagement 72
The Myth of Walkthroughs: Eight Unobserved Practices in Classrooms 74
Teacher Clarity 77
Classroom Discussion 79
Metacognition 82
In the End 84
Study Guide Questions 86

6. Collective Efficacy: Easy to Define, Hard to Build? 87
Collective Teacher Efficacy: A Definition 89
Why Do We Need Collective Teacher Efficacy? 91
No Testing Week 92
No Testing Week 93
Leadership Efficacy 95
When Do We Build Collective Efficacy? 98
Why Is Collective Efficacy Hard to Build? 100
Collective Efficacy: A Program Logic Model 101
In the End 103
Study Guide Questions 104

7. Evidence: How Will You Evaluate Your Impact? 105
Evidence of Impact 108
Student Engagement Practices 110
Advisory Groups: Helping to Create a Positive School Climate 112
Instructional Leadership 116
In the End 119

Reflection Tool 121
Study Guide Questions 127
References 129
Index 135

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Online Resources

Peter DeWitt Introduces Each Chapter

Video 1.1 Instructional Leadership as a Holistic Approach

Video 2.1 The Logic Behind Implementation

Video 3.1 A Focus on Learning

Video 4.1 Student Engagement

Video 5.1 Instructional Strategies

Video 6.1 Collective Efficacy

Video 7.1 Evidence of Impact

Resource 1: Program Logic Model Template

Use this graphic organizer to create your own program logic model as a practice example, or use this with a group to begin focusing on your greatest area of need.

Resource 2: Program Logic Model Examples

The book offers many examples of using a program logic model to implement specific initiatives. You can find a downloadable copy of each example here.

Resource 3: Implementation Strategy for Instructional Leaders

The implementation strategy is an extension of the program logic model. Through this process of implementation, teachers and leaders can come together collectively, or leaders can work within their administrative team, to prepare for conversations with teachers and students. All of these groups learn from one another during the reflection/feedback process, which should ultimately have a positive impact on student learning.

Resource 4: Knowledge Dimensions Graphic Organizer

Use this graphic organizer for an individual activity or a group activity. In the middle please jot down the collective thoughts you or the group learned from the chapter on knowledge dimensions. On the outside, write down examples of questions that would be considered factual knowledge, procedural knowledge, conceptual knowledge and metacognitive knowledge.

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Resource 5: Student Engagement Graphic Organizer

Use this graphic organizer to write your own definition of student engagement. Perhaps the definition you choose to write can be adopted as a common language and common understanding. In the three boxes below the definition, please write three ways that your staff engage students.

Resource 6: Instructional Strategies Graphic Organizer

Please begin this organizer by explaining how staff in your school focuses on instructional strategies. Do they share best practices or model instructional strategies at faculty meetings, PLCs or in department meetings?

Throughout the chapter I offered methods of implementing strategies and gave deeper explanations of each. In the second row of this graphic organizer, write down three new pieces of information you learned about instructional strategies.

The third section of this graphic organizer stretches the thinking a bit. It is meant to help you move from three ideas you learned in the chapter on instructional strategies to inspiring you to find two instructional strategies you believe staff would like to try (whole staff or a small group of staff members).

Resource 7: Evidence Collection Graphic Organizer

Using the same graphic organizer that was created to help your thinking around the knowledge dimensions, use this one to organize your thoughts around evidence collection. This organizer is meant to help you understand how you focus your feedback, whether you help create authentic opportunities for collaboration, and understand how you collect evidence in some of our biggest areas of need in schools (e.g., PLCs and faculty meetings).

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Resource 8: Instructional Leadership Graphic Organizer

This is where I would like you to organize your thoughts around the instructional leadership umbrella. In the book you read my definition of instructional leadership. Would you use that definition or create your own? In the top box extend my thinking on instructional leadership or create your own.

In the bottom boxes, write down one way you practice instructional leadership, and one new strategy you learned that you would be willing to try.