

**-LEADERSHIP**

# Exploring the Impact of Instructional Leadership

Saskatchewan Principal Short Course

Jennifer Hingley

## Outcomes for the next 60 minutes

- Explore Hattie's description of Instructional Leadership
- Consider the leadership moves that have a higher effect size
- Listen to a leadership story
- Encourage participants to reflect on their own leadership stories

***“The truth about stories is that’s all we are.”***

(Thomas King, 2003)

# Instructional Leadership- why so complicated??

My take:

-it is the way that a leader(s) structures the learning, both professional and student, to respond to the needs of students.

-actions and beliefs are based on the understanding that the professionals have to change, adapt, and enhance processes and instructional practices in a way that makes a difference to students. We support students and give them the tools that they need to do well.

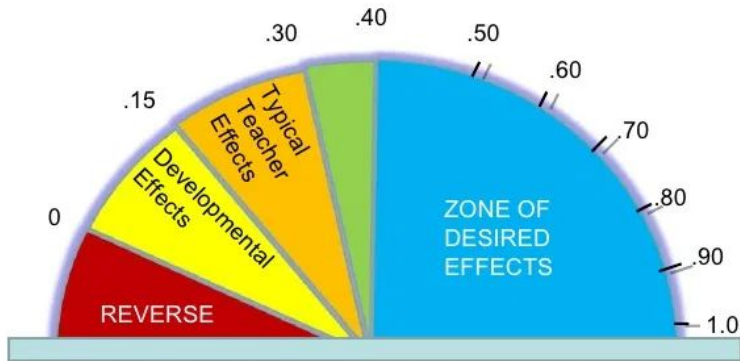
-we look at data, listen to stories always seeking to support all learners. We know if what we are doing is helping, hurting or having little effect.

-we don't shy away from discussing hard facts- why FMIM students might be experiencing less success than others and we do something about it.

Ultimately- **IT IS A COLLECTIVE RESPONSE** to students needs.

# Effect Size - Instructional strategies that make a difference!

## INFLUENCES ON ACHIEVEMENT



**Effect size** represents the magnitude of the impact of a given approach.

The hinge point is **.40** and equates to an average of the growth in one year of learning.

To accelerate we must choose strategies that have an **impact** of greater than **.40**.

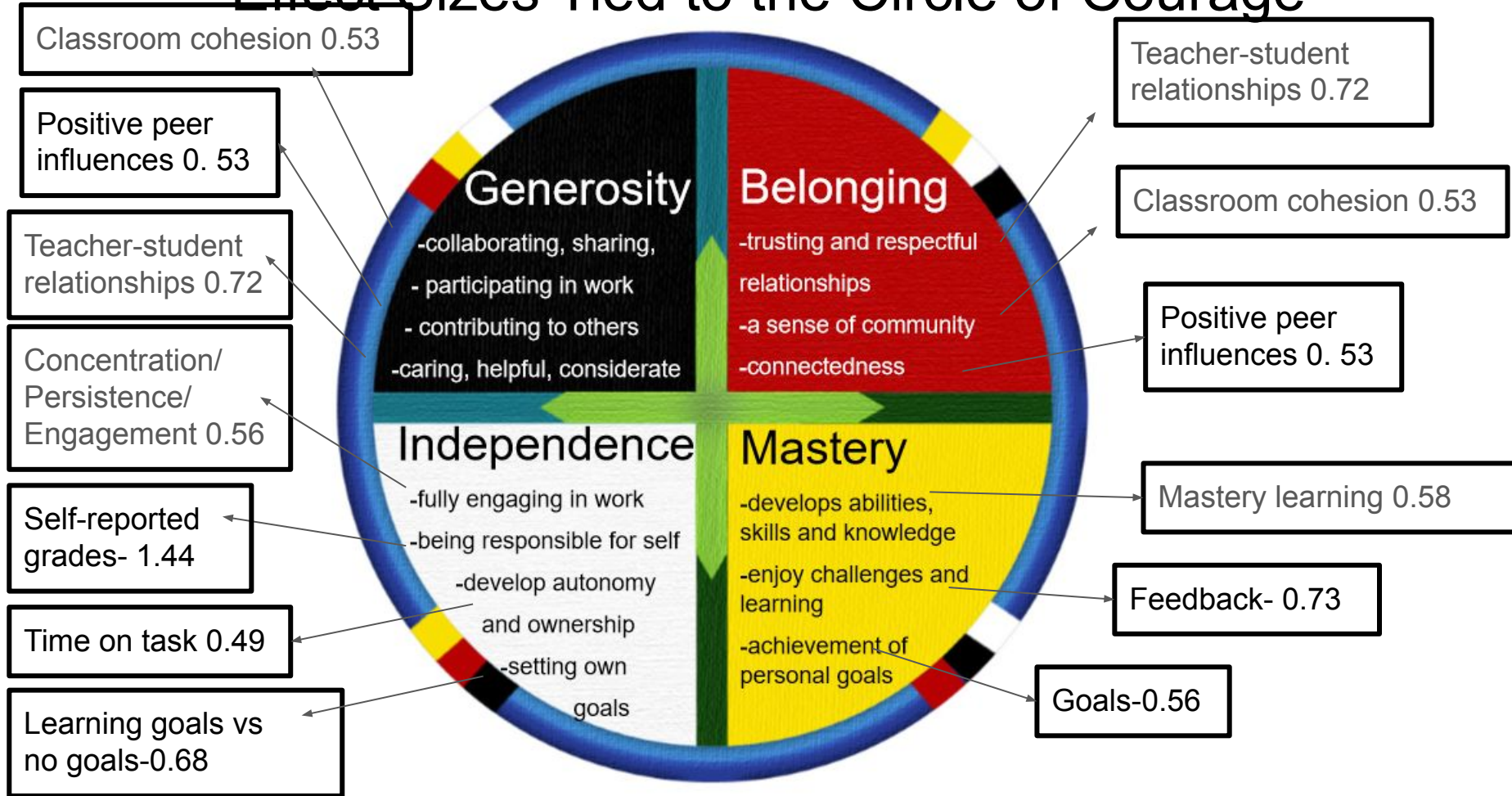


Learning Strategy: Direct Instruction

The Circle of  
Courage:  
A lens to overlay  
instructional leadership  
frameworks.

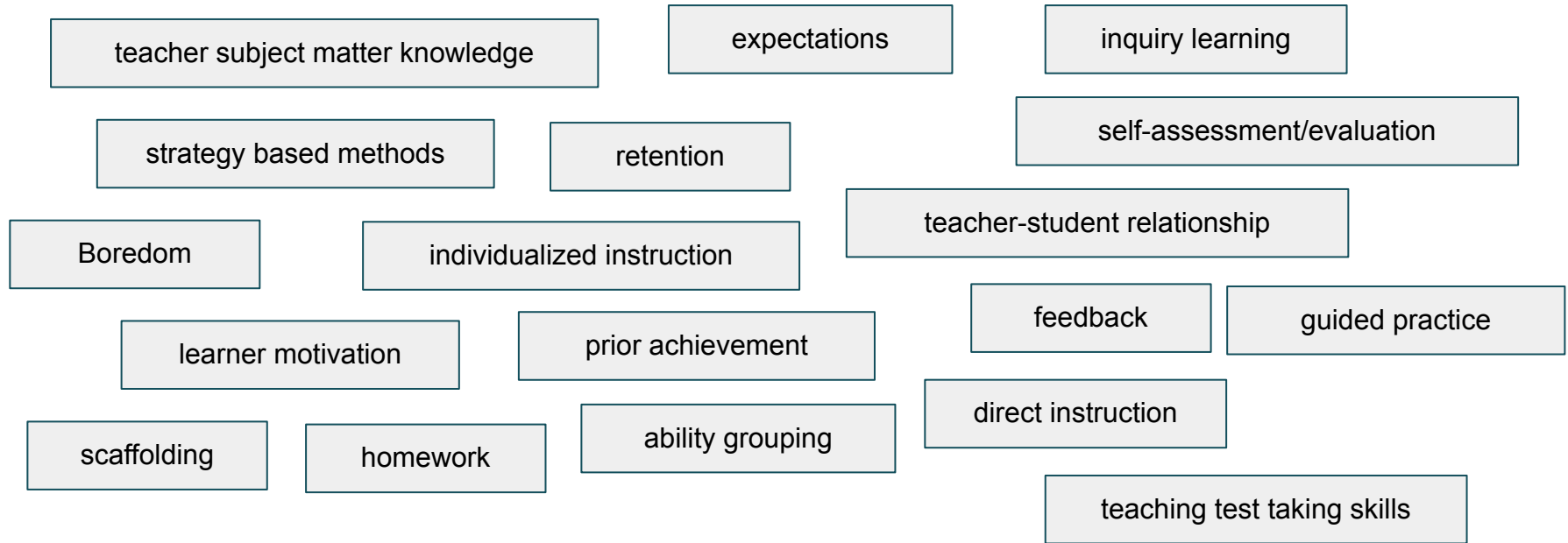


# Effect Sizes Tied to the Circle of Courage



# Effect Size - What do you think?

Put these strategies/approaches in order from what has the greatest effect to the least!



Instructional leadership leads to the collective efficacy of a staff.

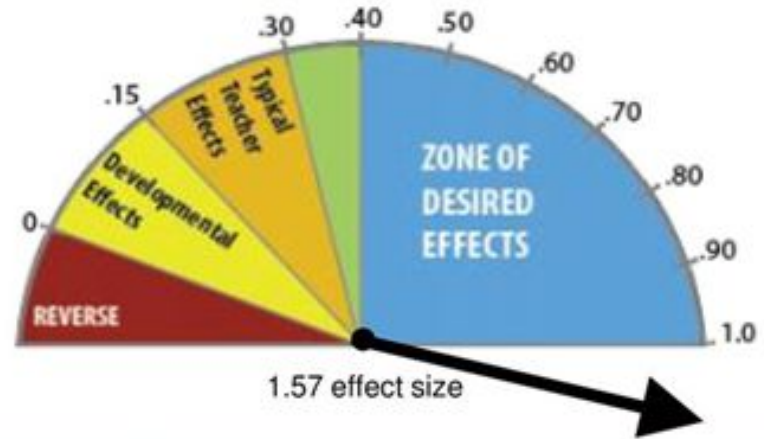
*Great schools row as one; they are quite clearly in the same boat, pulling in the same direction in unison. The best schools... were tightly aligned communities marked by a palpable sense of common purpose and shared identity among staff. A clear sense of “we”. (Lickona and Davisodon, 2005)*



# Strong school teams make the difference!

## Research-Based Best Practice - Dr. John Hattie

Teachers shared belief that through collective action, they can positively influence student outcomes, including impacting those who are disengaged and/or disadvantaged.



**Collective Teacher Efficacy**

# Effect Size - Know thy Impact!

self-assessment/evaluation **1.44**

guided practice **0.86**

strategy based methods **0.85**

scaffolding **0.82**

feedback **0.75**

teacher-student relationship **0.72**

prior achievement **0.65**

direct instruction **0.62**

expectations **0.43**

learner motivation **0.42**

inquiry learning **0.31**

homework **0.29**

teaching test taking skills **0.27**

individualized instruction **0.23**

ability grouping **0.12**

teacher subject matter knowledge **0.09**

retention **-0.13**

Boredom **-0.49**

Threat of  
Stereotype **-0.33**



# Visible Learning Research

based on

**1,000** Research Reviews

comprising

**50,000** Studies

involving

**250 Million** Students



Teachers should never hold an instructional strategy in higher esteem than their students' learning. (Frey, Hattie, & Fisher, 2018, p.3)

# Effect Size of Principals/School leaders

.36 – below  
the hinge  
point.

This can't be  
right!



# Transformational & Instructional Leadership

## **Transformational Leadership**

focuses on teachers. They set a vision, create common goals, inspire and set direction, buffer staff from external demands, ensure fair and equitable staffing and give teachers a high degree of autonomy.

Effect size= 0.09

## **Instructional Leadership:**

**Focus more on students.** They're concerned with the teachers and the schools impact on student learning and instructional issues, conducting classroom observations, ensuring professional development that enhances student learning, communicating high academic standards, and ensuring that all school environments that are conducive to learning.

Effect size = .57

# Instructional Leadership

## Leadership Learning Community (School Leadership Teams) .57

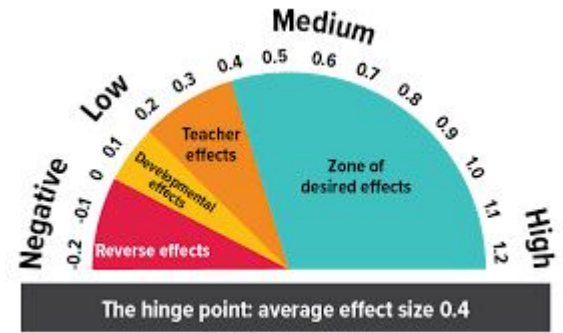
Effective leadership teams have these characteristics in common:

- creation of a plan of action;
- determining a meaningful focus (professional learning target);
- implementing change in practice;
- developing shared knowledge and understandings; (when Principals promote and participate in PD and development
- examining outcomes, assessing results to determine impact;
- celebrating effort and debriefing the process.

Who - Principal, Vice-Principal, ESTs, Teacher Leaders

# Teachers Matter... Leaders Matter

“The more leaders focus their influence, their learning, and their relationships with teachers on the core business of teaching and learning, the greater their likely influence on student outcomes.” (Quoted in Visible Learning p.84, Robinson et al, p.23)



## **Dimensions of Instructional Leadership that have an impact on student learning and develop the collective efficacy of teachers:**

1. Organization
2. Promoting and participating in teacher learning and development
3. Direct involvement in the support and evaluation of teaching through regular classroom visits and provision of formative and summative feedback to teachers
4. Aligning resource selection and allocation to priority teaching
5. Establishing goals and expectations
6. Ensuring an orderly and supportive environment (protecting time for teaching and learning by reducing external pressures and interruptions, establishing a supportive environment both inside and outside of classrooms)
7. Aware of the goals in the school that need addressing



## **Dimensions of Instructional Leadership that have an impact on student learning and develop the collective efficacy of teachers:**

8. Ensuring that teachers are intellectually stimulated about current theories and practices
9. Willing to actively challenge the status quo
10. Monitor the effectiveness of school practices on student learning
11. Communicating and operating from strong ideals and beliefs about schooling
12. Knowledgeable about curriculum, instruction and assessment practices
13. Recognition and rewarding of individual accomplishments
14. Demonstration of an awareness of the personal aspects of teachers
15. Adaptation of leadership behaviour to the needs of current situation

## **Dimensions of Instructional Leadership that have an impact on student learning and develop the collective efficacy of teachers:**

- Promoting and participating in teacher learning and development = .91
- Direct involvement in the support and evaluation of teaching through regular classroom visits and provision of formative and summative feedback to teachers = .74
- Organization = .66
- Aware of the goals in the school that need addressing = .66
- Ensuring that teachers are intellectually stimulated about current theories and practices = .64
- Willing to actively challenge the status quo = .60
- Aligning resource selection and allocation to priority teaching = .60
- Monitor the effectiveness of school practices on student learning = .56

## Dimensions of Instructional Leadership that have an impact on student learning and develop the collective efficacy of teachers:

- Establishing goals and expectations= .54
- Communicating and operating from strong ideals and beliefs about schooling=.50
- Ensuring an orderly and supportive environment (protecting time for teaching and learning by reducing external pressures and interruptions, establishing a supportive environment both inside and outside of classrooms) =.49
- Knowledgeable about curriculum, instruction and assessment practices=.48
- Adaptation of leadership behaviour to the needs of current situation=.44
- Demonstration of an awareness of the personal aspects of teachers=.38
- Recognition and rewarding of individual accomplishments=.30

# Professor John Hattie: “Know thy impact!”

Having an understanding...

- what impact means,
- about the magnitude, how big the impact you want,
- about the equity question, whether all kids get that impact.”

<https://youtu.be/pnz6Tpm32JM>

## Sharing Stories ....



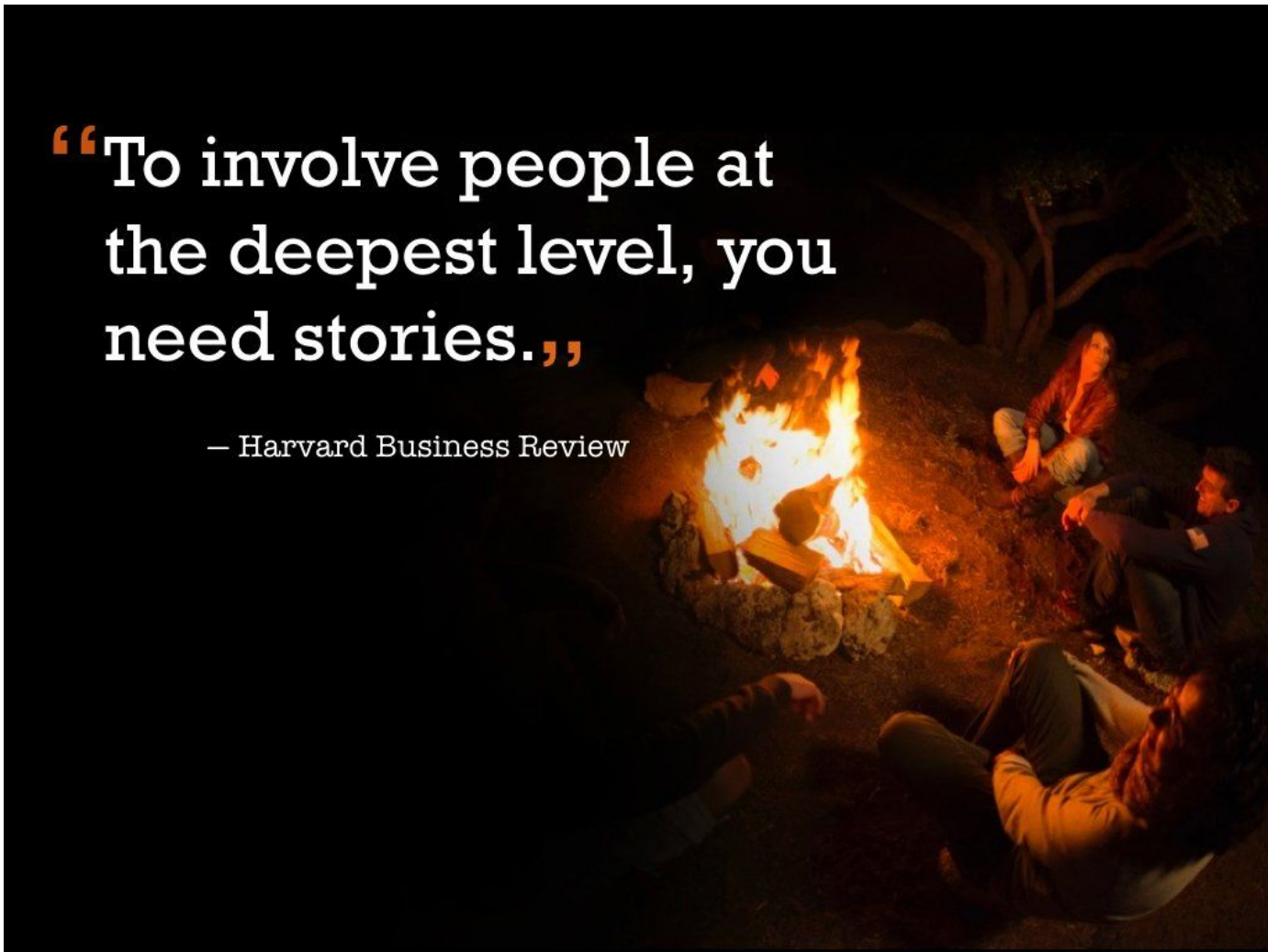
*Tell me the facts  
and I'll learn. Tell me  
the truth and I'll believe.  
But tell me a story and  
it will live in my heart forever.*





“To involve people at the deepest level, you need stories.”

– Harvard Business Review





## Brownell School- A Journey to Improved Numeracy



Learning Strategy: Storytelling - Making Meaning and Personal Connections

# The area of concern:

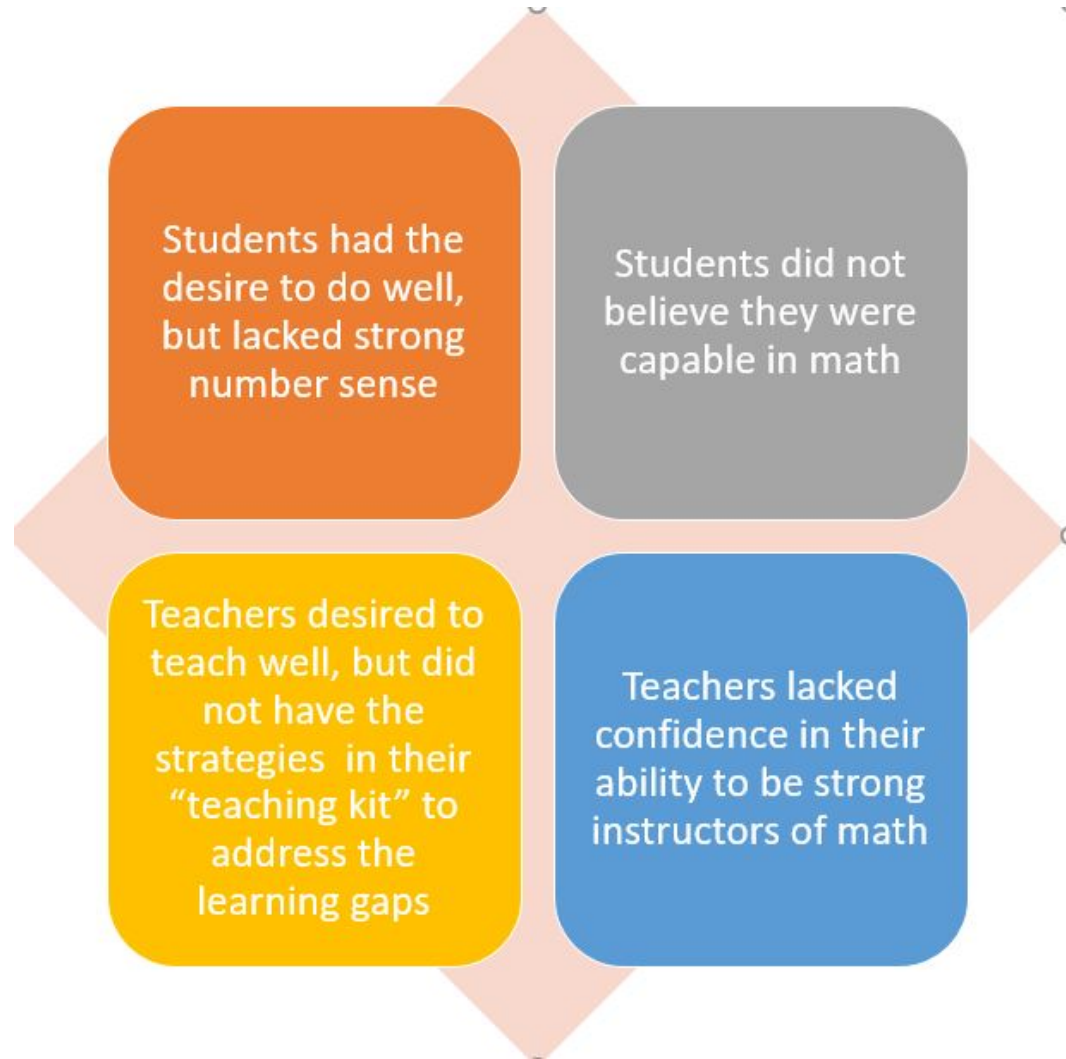
32%

Only 32% of our students were working at grade level in math.

We had to change this!



# What we Learned



# The Response:



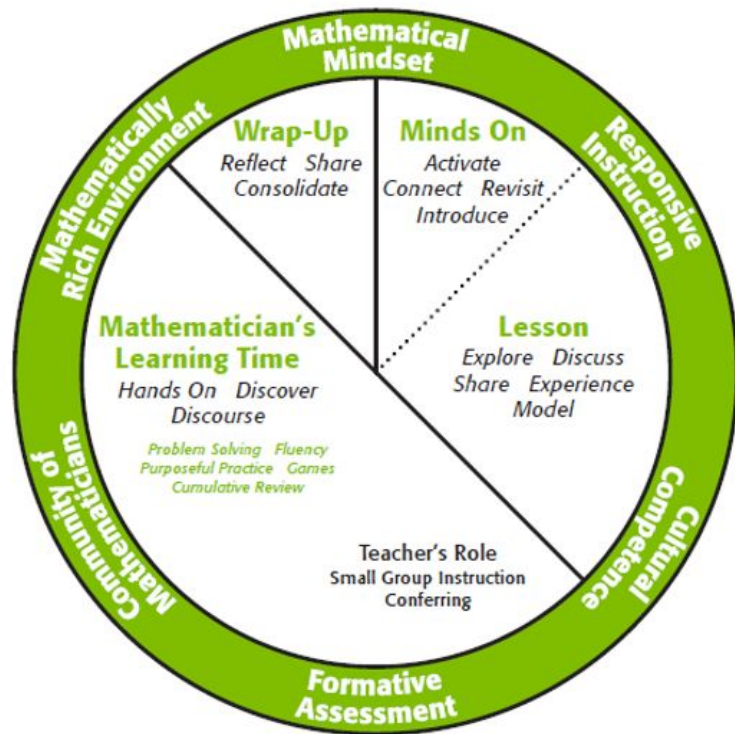
The North End Math Collaboration- an inter-school professional development model focused on developing teacher capacity in numeracy and growth mind set

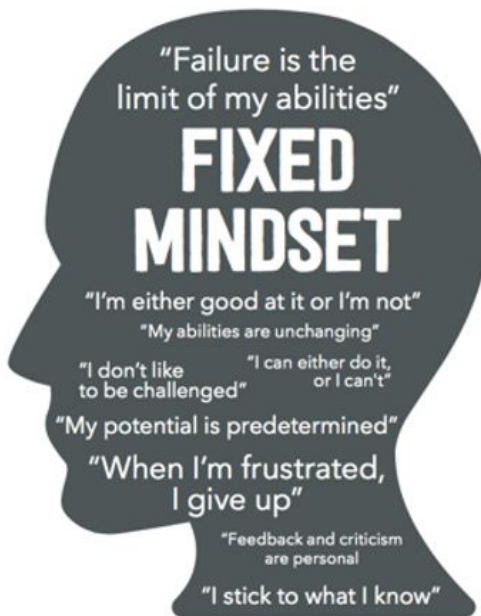


A tight focus on teaching to strengthen number sense utilizing evidence based research and the expertise of central office curriculum consultants

# Actualizing Curriculum, Use of Effective Teaching Models and Assessment Systems

## Mathematician's Workshop *A Framework for Learning*

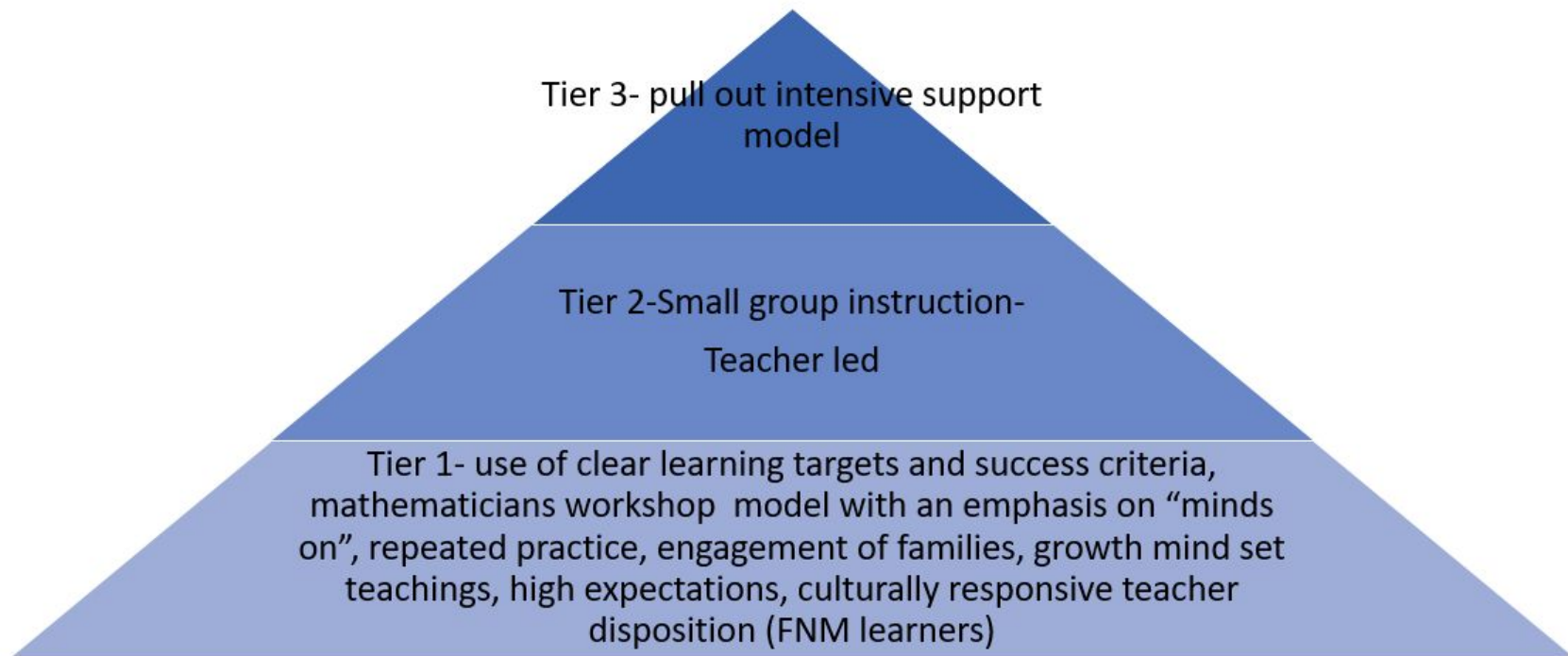




Belief in students ...

Belief in ourselves.

# School Plan:



Rigorous,  
Frequent  
and Holistic  
Assessment  
System-

Formative,  
Diagnostic and  
Summative

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Math Screener

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Pre/post math assessment

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Conferring

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Interviews

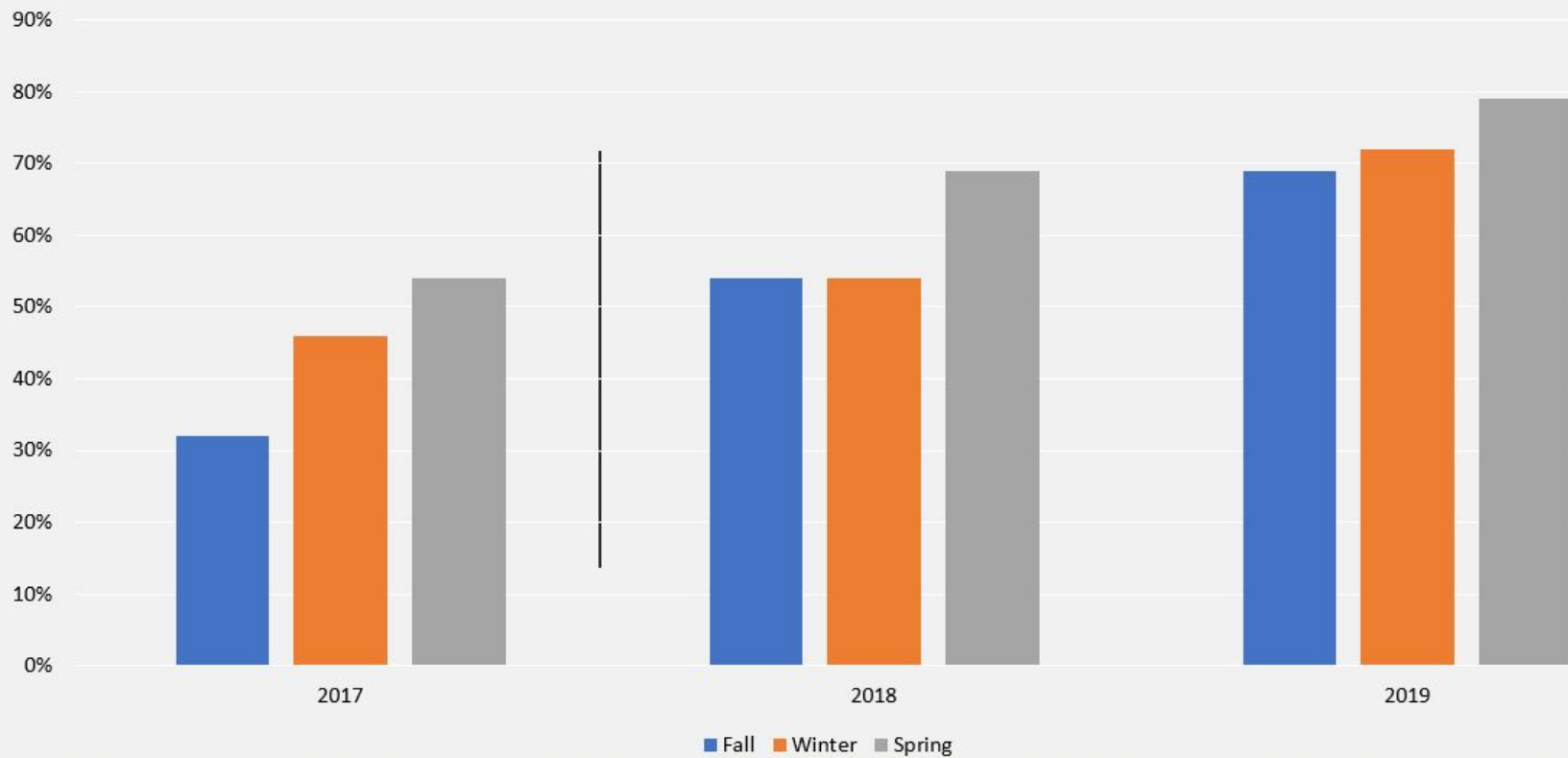
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OurSchools Survey

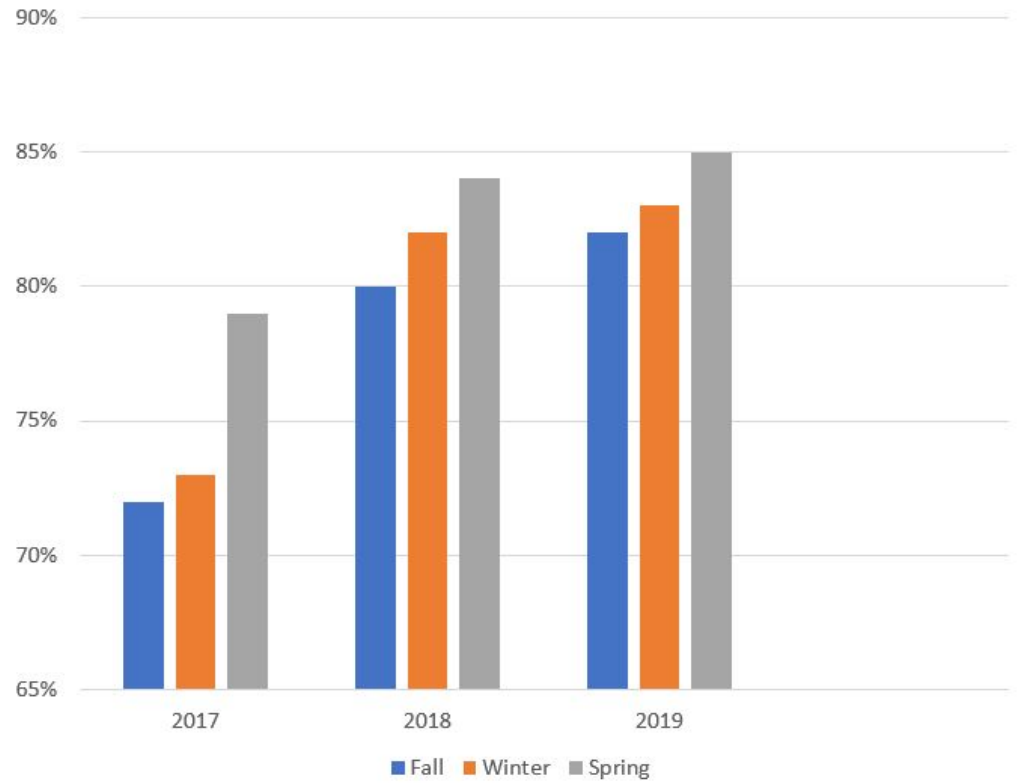
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CAT4

## Numeracy Results 2017-2020



# Literacy Results



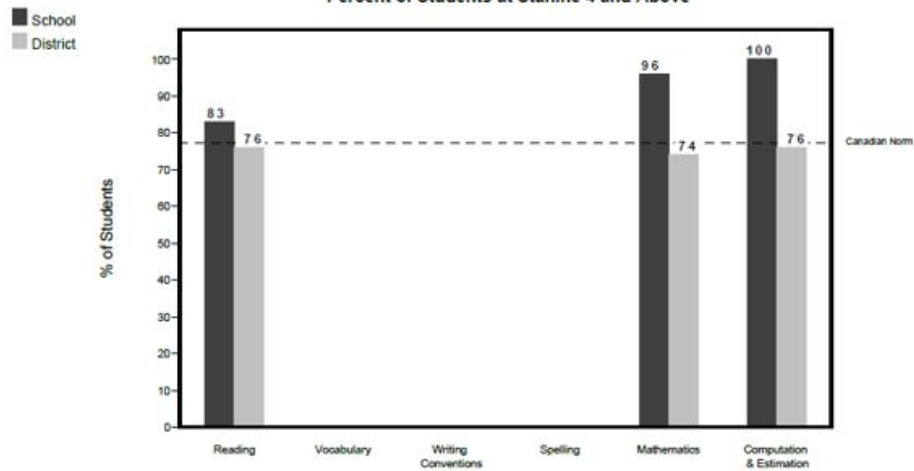


## Norm-Referenced Scores

### BROWNELL

Grade 8, Fall

Percent of Students at Stanine 4 and Above



of Students at Stanine 4 & Above	83	n/a	n/a	n/a	96	100
% of District at Stanine 4 & Above	76				74	76
Mean National Percentile Rank	54				57	62
Mean Grade Equivalent	8.7				8.8	9.0
Mean Scale Score	542				548	544
Scale Score Standard Deviation	27				24	28
Number of Items	48				60	36
Mean Number Correct	26.9				33.0	22.2
Number-Correct Standard Deviation	5.7				7.7	4.9
Number-Correct Range	16-39				19-48	15-31
Group Size	23				23	24

### School Administrator's Summary

Grade: 8.1  
 Level: 17  
 Test Date: 2019/10/08  
 School: BROWNELL  
 District: SPSD  
 Job#: 35891 - 59172

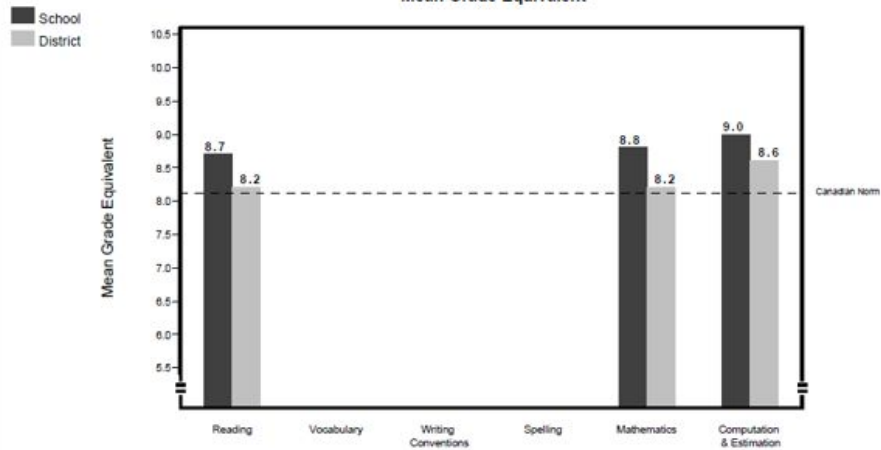
For an explanation of this report, see "Interpreting CAT-4 Reports" in the CAT-4 In-service Folder.

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Our School Survey: Do you feel more confident in math class than you did at the start of the year?

Student's Comments:

- *I think I do because when I need help my teachers help me.*
- *I feel way more confident! I know a lot of my time tables! I could still use improvement!*
- *Yeah, I feel way more confident in every question that is asked.*
- *Math is fun this year.*
- *I learnt that if you study hard, you can succeed, if you fail you learn from all you mistakes you make now and in the past.*



# Instructional Leadership

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- implementing change in practice; (.56)
- developing shared knowledge and understandings; (when Principals promote and participate in PD and development (.91)
- examining outcomes, assessing results to determine impact; (.91)
- celebrating effort and debriefing the process. (.51)

Who - Principal, Vice-Principal,, ESTs, Teacher Leaders

Learning Strategy: Direct Instruction (0.60)



**Everything is held  
together with stories.  
That is all that is holding  
us together, stories and  
compassion.**

**Barry Lopez**

# Tell your Leadership story...

Define the “why”. Engage the heart , the rest will follow.

Gather your colleagues to help you.

Create a plan of action. Keep it focussed and narrow. Set your targets and monitor progress.

Align your resources.

Engage your parents/caregivers and community. People love to help.

Support your people. Ask for help.

Celebrate your successes.

Tell your story. Honour others.

Stories are the most single powerful tool in a leader's tool kit.  
Howard Gardner





# Key resources that I love!

