Instructional Leadership

Inquiry Cycle Tool:

A Tool to Assist Principal Supervisors Support Principals as Instructional Leaders

VERSION 1.0

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Instructional Leadership **Inquiry Cycle Tool**

PHASE 1

ANALYZE EVIDENCE TO DEVELOP PROBLEMS OF PRACTICE

Principal and principal supervisor gather and analyze evidence to identify student learning problems and problems of teaching practice. Critical questions in this phase include: *What are the learning strengths and challenges of student learning? What are the related instructional strengths and challenges of teaching practice?*
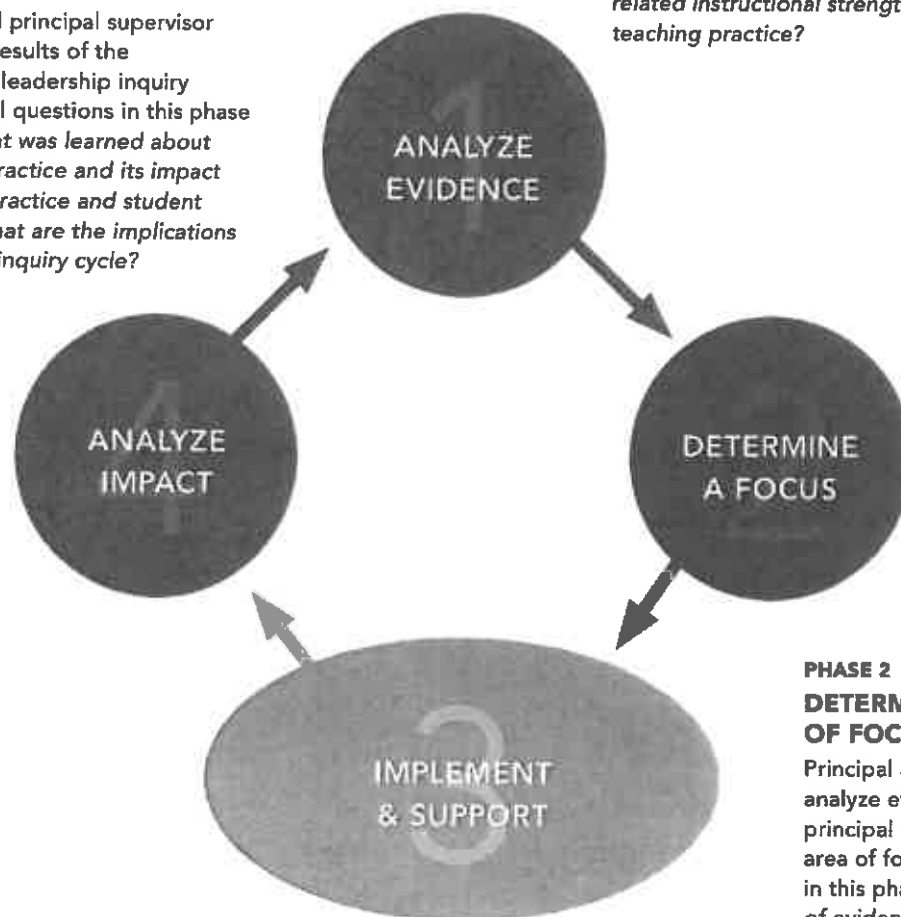
PHASE 4

ANALYZE IMPACT

Principal and principal supervisor analyze the results of the instructional leadership inquiry cycle. Critical questions in this phase include: *What was learned about leadership practice and its impact on teacher practice and student learning? What are the implications for the next inquiry cycle?*

PHASE 2

DETERMINE AN AREA OF FOCUS

Principal and principal supervisor analyze evidence to identify a principal instructional leadership area of focus. Critical questions in this phase include: *What type of evidence will be collected to determine the area of focus? What is the principal area of focus for this cycle of inquiry?*

PHASE 3

IMPLEMENT & SUPPORT

Principal and principal supervisor engage in a series of learning sessions centered on the principal's area of focus. Critical questions in this phase include: *What are the possible actions for a series of learning sessions? How will these sessions improve principal performance?*

During this phase, the principal and principal supervisor gather and analyze evidence in order to identify a student learning problem and problems of teaching practice.

CEL Tools used in Phase I:

- Instructional Leadership Inquiry Cycle Tool
- Creating a Theory of Action for Improving Teaching and Learning

District Provided Tools and Information:

- Data gathering tools and processes (e.g., assessment scores, teacher evaluations ratings, walkthrough data)
- School Improvement Plan

STEP 1:

Analyze evidence of student learning to identify a student learning problem.

Based on observations and analysis of data, what are some concerns about student learning?

What evidence supports these concerns?

What strengths are there to build upon?

Of these concerns, what is the specific student learning problem to be addressed?

Why this one over others?

STEP 2:

Analyze evidence of instruction to identify a contributing teaching problem of practice.

What area of teaching practice might make a difference with the identified problem of student learning?

What current teaching practices support student learning in the identified area of need?

What current teaching practices hinder student learning in the identified area of need?

Of these concerns, what is the specific problem of teaching practice to be addressed?

Why this one over others?

Core Reading Program Walkthrough

Grade:		Teacher:		Observer:	
Day & Date:		Start Time:		End Time:	
Curriculum:					

Activity observed:	☐ Whole group Instruction	☐ Small group Instruction	☐ Independent work

Lesson Objective:	

Lesson Objective evident to students?	☐ Yes	☐ No

District Non-Negotiables

Non-Negotiable	Observed?
1. 90-minute literacy block	☐
2. District Core Reading Materials used during 90-min literacy block (Reading Streets/Calle de la Lectura)	☐
3. Lesson Objective and Learning Targets Posted	☐
4. Whole Group and Small Group Instruction (differentiated Instruction)	☐
5. Gradual Release of Responsibility (I do, We do, y'all do, you do)	☐
6. Phonics Instruction (K-2) Word Analysis Instruction (3-6)	☐
7. Explicit Vocabulary Instruction (words posted student friendly definition, examples/non-examples)	☐
8. Explicit Comprehension Strategy Instruction	☐
9. Frequent Responses from Students (saying, writing, doing)	☐
10. Immediate Affirmation and Corrective Feedback	☐
11. Independent Activities - tied to learning targets and instructional needs of students	☐

Grade Level Agreements

		Observed?
Priority Skill Focus:		☐
Core components/activities used:		
Instructional Strategy:		☐
What I saw:		
Active Engagement Strategy:		☐
What I saw:		

Comments: Type here.

Instructional Strategies

Instructor models instructional tasks when appropriate	Instructor encourages student effort
☐ Demonstrates the task (e.g. uses think alouds) ☐ Proceeds in step-by –step fashion ☐ Limits language to demonstration of skill ☐ Makes eye contact with students, speaks clearly while modeling skill	☐ Provides feedback during and after task completion ☐ Provides specific feedback about student's accuracy ☐ Majority of feedback is positive ☐ Celebrates or displays examples of student success
Instructor provides explicit instruction	**Students are engaged in the lesson during teacher-led instruction**
☐ Set the purpose for the instruction ☐ Identifies the important details of the concept being taught ☐ Provides instructions that have only one interpretation ☐ Makes connection to previously-learned material	☐ Gains student attention before initiating instruction ☐ Paces lesson to maintain attention ☐ Maintains close proximity to students ☐ Transitions quickly between tasks ☐ Intervenes with off-task students to maintain their focus
Instructor engages students in meaningful interactions with language during lesson	**Students are engaged in the lesson during independent work**
☐ Provides and elicits background information ☐ Emphasizes distinctive features of new concepts ☐ Uses visuals and manipulatives to teach content as necessary ☐ Makes relationships among concepts overt ☐ Engages students in discourse around new concepts elaborates on student responses	☐ Independent work routines and procedures previously taught ☐ Models task before allowing students to work independently ☐ Checks for student understanding of the task(s ☐ Students use previously-learned strategies or routines when they come to a task they don't understand ☐ Independent work is completed with high level of accuracy
Instructor provides multiple opportunities for student to practice instructional tasks	**Students are successful completing activities at a high criterion level of performance**
☐ Provides more than one opportunity to practice each new skill ☐ Provides opportunities for practice after each step in instruction ☐ Elicits group responses ☐ Provides extra practice based on accuracy of student responses	☐ Elicits a high percentage of accurate response from group ☐ Holds same standard of accuracy for high performers and low performers
Instructor provides corrective feedback after initial student responses	**Comments**: Type here.
☐ Provides affirmations for correct responses ☐ Promptly corrects errors with provision of correct model ☐ Limits corrective feedback language to the task at hand ☐ Ensures mastery of all student before moving on	

Oregon Reading First – 9 General Features of Effective Instruction

Active Engagement Strategies

Oral Responses (Things Students Say)	
Strategy	*Useful when...*
☐ Choral Responses	The answers are short and the same
☐ Partner Responses	The answers are long or short and different
☐ Team Responses	The answers are long and different
☐ Individual Responses	The answer comes from a student's own experience
Written Responses (Things Students Write)	
Strategy	*Useful when...*
☐ Response Cards	The number of potential answers is limited
☐ Response Slates	The answers are long or short, more divergent or dependent on personal experience
Action Responses (Things Students Do)	
Strategy	*Useful when...*
☐ Touching or Pointing	The students are younger and/or struggling to follow along
☐ Acting Out/Gestures	Teaching vocabulary
☐ Hand Signals	Reviewing factual information

Adapted From Anita Archer, *Explicit Instruction*, 2011

Comments: Type here.

What's Above & Below the Green Line – for ME, for US?

PROCESS

STRUCTURE

PATTERN

IDENTITY

INFORMATION

RELATIONSHIP

THE FIVE COMPETENCIES OF EQUITY LEADERSHIP

	TECHNICAL	RELATIONAL
	Design Leadership *How will I design and align teams, structures and processes to value, empower and develop the people in my system?* • Develop a safe to learn culture • Complexity (adaptive) leadership • Building collective equity vision • Inquiry: capturing learning/adjusting strategies • Designing learning structures and processes • Design thinking and empathy	**Socio Emotional Leadership** *How will I cultivate my own self-awareness in service of fostering the relationships and alliances needed for change?* • Neuroscience and leadership • Internalized oppression • Emotions and oppression • Importance of healing • Relational trust and alliances
	Instructional Leadership *What do the adults and students in my system need to know, understand and be able to do? How will I build their capacity?* • Identify and interrupt reproductive practices • Building a team culture to learn and improve practice • Structures for on-going learning related to equity challenges • Quality instruction through an equity lens • Instructional coaching for equity	**Facilitative Leadership** *How will I create and hold spaces for people to discover and develop their identity, relationships and capacity?* • Managing group dynamics • Stages of team development • Alignment on racial equity • Build critical mass of equity advocates • Change management; "Right" and "Wrong" Drivers

Equity Consciousness

What do I stand for as a leader? What do we stand for as a school/system?

• Power and privilege
• Awareness of self
• Individual, institutional, structural oppression
• Racial oppression and its intersection with other forms of oppression
• Situatedness
• Implicit bias
• Strengthen will (taking it up)
• Equity imperative – leading from my "why"
• Develop equity lens