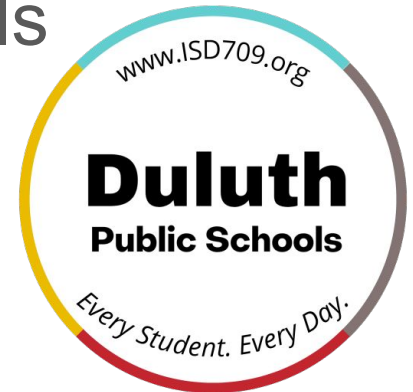


Instructional Leadership Academy

Advancing Equity in our Schools



Center for Educational Leadership (CEL)

What CEL does:

- Through professional learning and coaching, educators develop the skills, mindsets and practices to create schools where students, particularly those furthest from justice, can be happy and proud.
- [CEL Website](#)

How CEL approaches the work:

- Use frameworks that offer a research-based vision
- Form communities of leaders as learners
- Work from strengths moving from current state toward vision



Who CEL focuses professional development on:

- Central Office:
 - Empower school leaders to lead for great student learning experiences and equitable outcomes.
- School Leaders:
 - Prioritize student experience to grow collective leadership for equitable instruction/environments for learning.
- Teachers:
 - Facilitate impactful opportunities for educators to grow/solve problems together ensuring all students succeed.

Center for Educational Leadership (CEL) Journey

2022/2023: Leading Equitable Schools (LES)

- Center students' experiences and stories in school leadership
- Practice listening to students in their own words without judgment, bias, or filling in the blanks
 - [Student Experience Story Guide](#)
- Focus on the [4 Dimensions of School Leadership](#)

2022/2023: Principal Support Academy (PSA)

- Develop skills to strengthen instructional partnership with school leaders
- Principal Support Framework

2023/2024: Instructional Leadership Academy (ILA)

- [5 Dimensions of Teaching and Learning](#)

Instructional Leadership Academy Partnership: Outcomes

ILA Goals:

- Develop school leaders' ability to understand the current state of student experience and learning, and to create a replicable process for crafting a vision for the ideal state
- Deepen school leaders' skills in observation, analysis and collaborative conversation
- Develop school leaders' skill in providing professional learning and targeted feedback for teacher growth

Instructional Leadership Academy Partnership: Outcomes

Emerging Leadership Practices:

- Developing a shared vision for student learning
- Classroom walkthroughs for data-gathering and the building of a shared vision for student learning
- Frequent, ongoing feedback to teachers around specific aspects of their practice
- Use of anecdotal, qualitative, and quantitative data focused on student growth and experience
- Differentiated professional learning that is ongoing and job-embedded

Instructional Leadership Academy Partnership: Outcomes

Common
language for
high-quality
instruction



Vision of
Instructional
Effectiveness

Knowing how to
lead for that



Equity-Driven
School
Leadership



Equitable
Student
Experiences
and
Outcomes

ILA Participants

Facilitator: Lisa Rooney, Center for Educational Leadership

Sponsors: Jen Larva and Brenda Spartz

Cohort 1:

- Lora Thurston, Asst. Dir Special Services
- Nathan Anderson, Stowe Principal
- James Erickson, Laura MacArthur Principal
- Rachel Jackson, Myers Wilkins Principal
- Eve Hessler, Lowell Principal
- Beth Shermoen, Piedmont Principal
- Nathan Glockle, ALC/AEO Principal
- Barry Fisher, Lincoln Park Asst. Principal
- Mike Emerson, Ordean East Asst. Principal
- Tom Tusken, Denfeld Principal
- Joanna Sackette, Denfeld Asst. Principal
- Kyle Rock, East Asst. Principal
- Tawnya Lake, Dir of Assessment
- Danette Seboe, POSA

Cohort 2:

- Jason Crane, Dir Special Services
- Darren Sheldon, Lakewood Principal
- Tom Cawcutt, Homecroft Principal
- Kathi Kusch Marshall, Congdon Principal
- Anna Cawcutt, Lester Park Principal
- Jacob Hintsala, Treatment Program Principal
- Brian Kazmierczak, Lincoln Park Principal
- Susan Lehna, Ordean East Principal
- Jodi Stacken, Ordean East Asst. Principal
- Eric Stang, Denfeld Asst Principal
- Kelly Flohaug, East Principal
- Jon Flaa, East Asst. Principal
- Shane Erickson, Lowell Asst. Principal
- Dale Uselman, TOSA Curriculum Coordinator
- Sally Weidt, TOSA Student Achievement Coordinator

ILA Institutes Overview: Whole Group

Opening Institute: August 17, 2023

- *Focus:* Key instructional leadership concepts along with key practices, including observation and analysis, to strengthen connections between understanding how students experience instruction and equity

Mid-Program Institute: January 22, 2023

- *Focus:* Share learning; reinforce key skills with a focus on effective feedback

Closing Institute: May 1 & 2

- *Focus:* Designing more strategic teacher learning, including the role of *targeted feedback*, to improve the quality of teaching and learning

ILA Cohort Learning Walkthroughs

School-based opportunities for cohorts of leaders to develop:

- A shared vision for an equitable student learning environment and high-quality teaching by using the 5 Dimensions of Teaching and Learning framework linked to identified student learning problems.
- Habits of thinking for instructional leadership, with a focus on removing judgment and bias from data collection and staying grounded in evidence
- Skills for observing how students experience instruction
- Strength-based stance for communicating evidence of learning, student learning experiences and teaching practice

ILA Learning Walk Sessions: Cohort 1 & Cohort 2

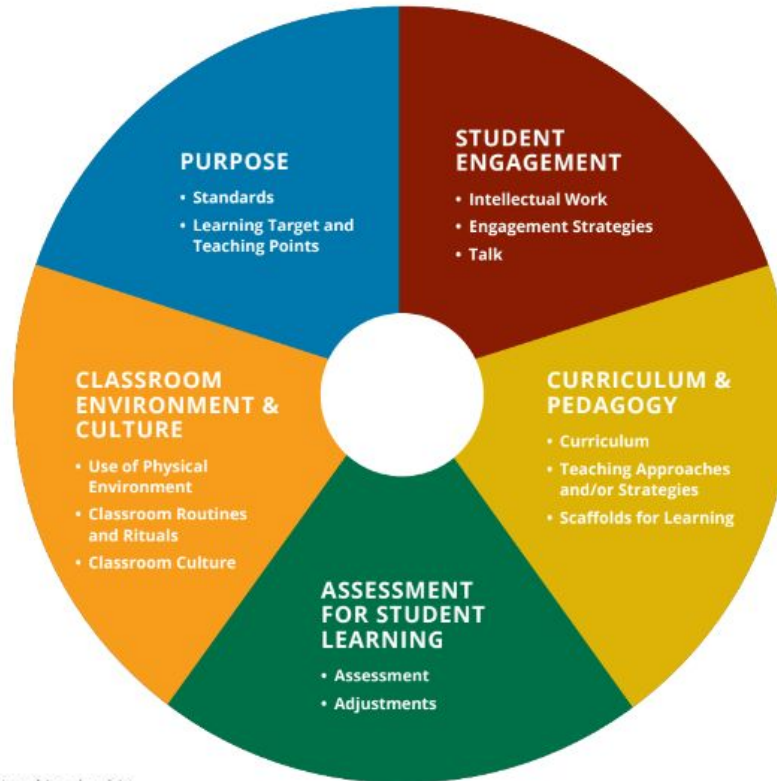
- **Learning Walk #1:**
 - October 4 - Cohort 1 - Denfeld
 - October 5 - Cohort 2 - Homecroft
- **Learning Walk #2:**
 - December 6 - Cohort 1 - Piedmont
 - December 7 - Cohort 2 - Lester Park
- **Learning Walk #3:**
 - February 7 - Cohort 1 - TBD
 - February 8 - Cohort 2 - TBD
- **Learning Walk #4**
 - April 3 - Cohort 1 - TBD
 - April 4 - Cohort 2 - TBD

ILA Learning Walk #1: @Denfeld & @Homecroft

Identify and discuss look-fors / listen-fors:

- Observation and scripting practice
- Ability to connect evidence to focus area
 - Purpose
 - Engagement
- Ability to take a strengths-based stance
- How leaders talk about their own practice (vs teacher practice or students)

CEL: 5 Dimensions of Teaching & Learning





SUBDIMENSION	THE VISION	GUIDING QUESTIONS
PURPOSE		
Standards	<ul style="list-style-type: none"> The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s). 	<ul style="list-style-type: none"> How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.? What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)?
Learning Target and Teaching Points	<ul style="list-style-type: none"> The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s). 	<ul style="list-style-type: none"> How are the standard(s) and learning target(s) communicated and made accessible to all students? How do students communicate their understanding about what they are learning and why they are learning it? How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?

STUDENT ENGAGEMENT

Intellectual Work	<ul style="list-style-type: none"> • Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). • Students take ownership of their learning to develop, test and refine their thinking. 	<ul style="list-style-type: none"> • What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? • What does student talk reveal about the nature of students' thinking? • Where is the locus of control over learning in the classroom?
Engagement Strategies	<ul style="list-style-type: none"> • Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. • Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. 	<ul style="list-style-type: none"> • What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? In what ways is work designed to promote sustained interest (e.g. creates value for students, generates student questions, promotes student ownership of material, etc.)? • What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? • How are student identities and experiences surfaced and valued in the classroom to provide multiple ways of understanding and experiencing academic content? • What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?
Talk	<ul style="list-style-type: none"> • Student talk reflects discipline-specific habits of thinking and ways of communicating. • Student talk embodies substantive and intellectual thinking. 	<ul style="list-style-type: none"> • Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? • What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?

SUBDIMENSION	THE VISION	GUIDING QUESTIONS
CURRICULUM & PEDAGOGY		
Curriculum	<ul style="list-style-type: none"> Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. 	<ul style="list-style-type: none"> How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards? How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials? How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?
Teaching Approaches and/or Strategies	<ul style="list-style-type: none"> The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs. 	
Scaffolds for Learning	<ul style="list-style-type: none"> The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. 	



ASSESSMENT FOR STUDENT LEARNING

Assessment

- Students assess their own learning in relation to the learning target.
- The teacher creates multiple assessment opportunities and expects all students to demonstrate progress towards their learning goals.
- Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.).
- The teacher uses systems and routines for recording and using student assessment data (e.g., individual charts, conferring records, portfolios, rubrics) and emphasizes this data as evidence of student progress towards learning goals.
- Assessment criteria, methods and purposes are transparent and match the learning target.

Adjustments

- The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students.
- The teacher provides feedback that fosters students' meta-cognition to promote their role as editors of their work and that of their peers.

- How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment?
- What opportunities are provided for students to revise their work based on teacher and peer feedback?
- How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws?
- How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking?
- How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning?
- How does the teacher's instruction reflect planning for assessment?
- How does the teacher use multiple forms of assessment to inform instruction and decision-making?
- How does the teacher adjust instruction based on in-the-moment assessment of student understanding?



SUBDIMENSION	THE VISION	GUIDING QUESTIONS
CLASSROOM ENVIRONMENT & CULTURE		
Use of Physical Environment	<ul style="list-style-type: none"> The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.). 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? What do discourse and interactions reveal about what is valued in this classroom? What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
Classroom Routines and Rituals	<ul style="list-style-type: none"> Students show responsibility for and ownership of classroom systems and routines that further independence, learning, and a culture of respect. Available time is maximized in service of learning. 	
Classroom Culture	<ul style="list-style-type: none"> Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of belonging, equity and accountability for learning. Classroom norms encourage risk-taking, collaboration and respect for thinking. The classroom culture fosters the exchange of constructive feedback and celebration of growth. 	

ILA Sponsor Coaching Support

Action Area 3: System and school leaders create a coherent approach to help participants continuously develop knowledge, mindsets, and practices for student-focused, equity-based teacher and school leadership.

- 7 coaching sessions spread throughout the ILA partnership (8/2023 to 5/2024)
- Initial alignment of Institute and Learning Walks to district priority work:
 - Strategic Plan
 - Action Cards: PLCs, Teacher Clarity, and Elementary Literacy
 - Partnership of Regional Centers of Excellence
- Support application of new skills or habits of thinking
- Create conditions for leaders to engage in the learning with CEL

Closing

Questions from the board

