THE WORK AHEAD
LEADING TEACHING

1

Remember those first-day jitters? The excitement and anticipation of a new class of students? Remember learning all those names and interests? And planning learning experiences designed to engage learners in meaningful tasks? And collecting evidence of student learning, realizing you had an impact? We have so many fond memories of our teaching experiences.

Now, our roles have changed. We have widened our sphere of influence. Rather than being responsible for a class of 30, we are responsible for 300 or 3,000 or 30,000 or 100,000+ students. However, teaching is still a significant part of our job. The learners in front of us may be adults, but we nonetheless need to design or ensure amazing learning experiences for them. As their leaders, we must demonstrate our instructional leadership and ensure that quality experiences are occurring in every classroom. And we help teachers and other educators understand that they have an impact on learning.

This part focuses on teaching, although we don't dive into many specific instructional strategies. Yes, there are several tools teachers can use to impact learning, such as
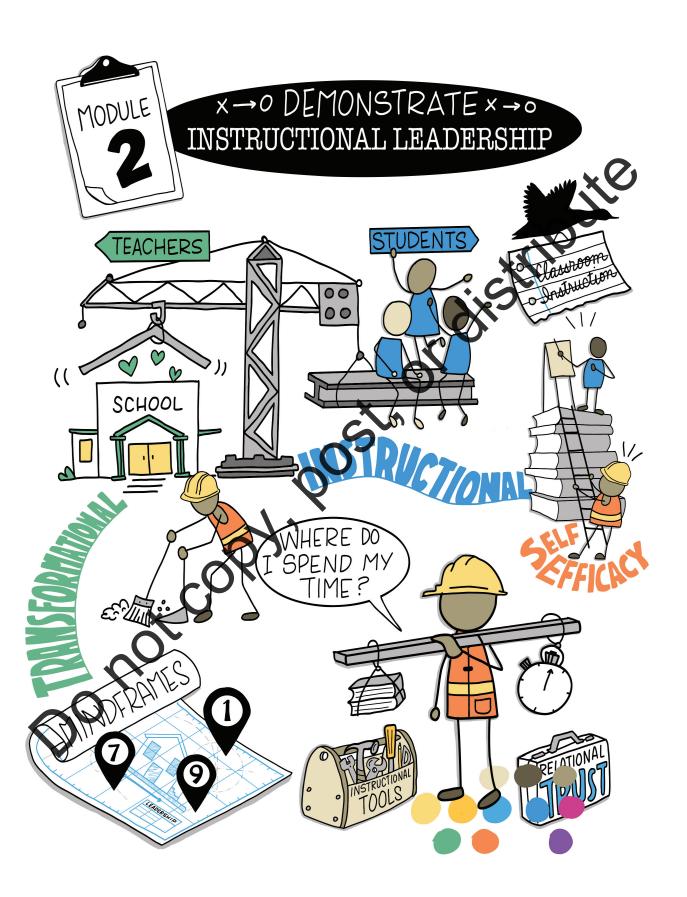
- Jigsaw, with an effect size of 1.20

- Reciprocal teaching, with an effect size of 0.74

- Direct instruction, with an effect size of 0.59

- Classroom discussion, with an effect size of 0.82

However, there is not just one way to teach or one strategy that will work for all students. In fact, we argued that teachers should not hold any strategy in higher esteem than student learning. In other words, change the strategy if students are not learning. Instead of telling teachers how to teach, leaders should ensure that teachers have important conversations about the tools they use and the impact their choices have on learning.

In this part, we focus on

- Demonstrating instructional leadership (Module 2)

- Supporting teacher clarity and promoting student engagement (Module 3)

- Investigating the impact of teaching (Module 4)

DEMONSTRATE INSTRUCTIONAL LEADERSHIP

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LEARNING INTENTIONS

- I am learning about specific practices of effective instructional leaders.

- I am exploring ways to incorporate instructional leadership practices into my work.

SUCCESS CRITERIA

- I can make the connection between instructional leadership and the leader mindframes.

- I can differentiate between transformational and instructional leadership.

- I can explain the most powerful practices of instructional leadership.

- I can engage in meaningful and productive post-observation dialogue with teachers.

- I can recognize the practices and pitfalls of building relational trust.

- I can self-regulate to build self-efficacy for strong instructional leadership.

Following years of widespread assumptions that school leaders had limited impact on student learning, the past 20 years of research on leadership in schools clearly demonstrate principals' influence. The Wallace Foundation's report (Grissom et al., 2021), *How Principals Affect Students and Schools*, documents the impact of school principals on student learning, noting that this influence may not have been stated strongly enough in previous reports. Given that the impacts of principals are seen largely through their effects on teachers, including how they hire, develop, support, and retain talented

teaching staff, as well as create cultures in which teachers can do their best work, how principals approach leading their schools directly affects school outcomes. As Manna (2015) reminds, leaders can be both magnifiers and multipliers of effective instruction.

When it comes to school improvement, the evidence suggests that principal effectiveness may be more important than individual teacher effectiveness. Consider that the average elementary classroom has 21 students; thus, an effective teacher impacts 21 students. However, the average size of an elementary school is 483, meaning an effective school principal impacts 483 students. How to leverage this impact through effective instructional leadership is the focus of this module. Unfortunately, the promise of this impact has yet to be realized as the effect size of principals is 0.34. We'll explain why later in this module.

A LEADER'S CHALLENGE

Jermaine is the principal of a large suburban high school that is well-funded by the community and enjoys a good reputation among parents. The school's athletic program is one of the best in the district, and the students have access to quality arts programs as well. Student achievement results are stable, just above the state average. Graduates generally go on to attend state universities, and some attend Ivy Leagues. About 20% of the students enroll in career and technical programs, join the military, and/or access post-secondary careers and community colleges. Jermaine often reminds the staff and students about the school's vision and mission: growing leaders for the future!

Jermaine frequently visits classrooms to check in with staff and say hello to students. He supports the teachers in trying new things and trusts them to deliver quality instruction every day. He encourages teachers to work together and share best practices; however, the master schedule does not allow time for this collaborative work. The teachers, students, and parents support Jermaine, and his stakeholder survey data are generally positive.

Jermaine does not subscribe to the notion that the district office knows what is best for his students, so he frequently shelters teachers from the practices, directives, mandates, and recommendations that are issued. This often leads to conversations with his supervisor about his support of district initiatives. The district leadership expects principals to not only visit classrooms, but to also effectively observe instruction, meet with teachers, and coach for improvement. They also expect school leaders to foster teacher collaboration and provide time for team learning. Finally, they expect that teachers and leaders will evaluate their impact on learning. These have all been points of discussion between Jermaine and his supervisor. However, in Jermaine's way of thinking, as long as parents and students are happy, and the school demonstrates good enough performance on state assessments, he is doing his job well. This difference in opinion is Jermaine's leadership challenge.

PAUSE AND PONDER

How might Jermaine balance the expectations from the district while ensuring that teachers are not overwhelmed? Do you think the expectations from central office to visit classrooms and observe instruction are reasonable? Is performance just above the state average acceptable?

✳ A Work in Progress

TRANSFORMATIONAL AND INSTRUCTIONAL LEADERS

The chart that follows contains a list of practices of both transformational and instructional leaders. Rank order these practices from where you spend the most time to the least amount of time. A rank of 1 will indicate the practice where you spend the most time, and a rank of 10 will indicate the practice on which you spend the least amount of time. Suggestion: Read all the statements first, then go back and complete the ranking.

Rank	Leadership Practice
	1. Visiting classes to check in on teachers and students
	2. Implementing the teacher evaluation process to ensure student learning
	3. Meeting with the leadership team to ensure teachers have what they need
	4. Observing instruction for practices that are known to improve learning

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Rank	Leadership Practice
	5. Communicating the vision and mission to stakeholders
	6. Participating in professional learning communities plus meetings where teachers analyze data and plan lessons to meet student learning needs
	7. Recognizing teacher accomplishments
	8. Leading, organizing, and participating in professional learning with teachers
	9. Keeping teachers informed on progress toward school goals
	10. Providing teachers meaningful feedback for instructional improvement and growth in student learning

List the numbers of the items that you gave top rankings (i.e., 1, 2, and 3).

_____

_____

_____

List the numbers of the items that you ranked at the bottom (i.e., 8, 9, and 10).

_____

_____

_____

The odd numbers represent practices of _transformational leaders,_ and the even numbers are practices of _instructional leaders_. Are you spending your time on the practices that research shows have the greatest impact on student learning?

_____

_____

_____

How can you re-purpose some of the time you spend outside of instructional leadership and apply it to instructional leadership practices?

_____

_____

_____

REACHING CLARITY ON INSTRUCTIONAL LEADERSHIP

Our efforts in transformational leadership and our efforts to improve instructional experiences create different learning outcomes. You may be thinking that transforming schools requires, in part, improvements in instructional experiences. That's true. But these contrasting leadership practices require different actions and areas of focus for leaders. Transformational leadership thus involves setting the vision and mission for the school, energizing teachers, filtering demands of their time from outside sources, and supporting teacher autonomy in the classroom. In short, transformational leaders focus on teachers.

Conversely, instructional leaders spend much more time in classrooms, observing and engaging in instruction, building collective trust to enable learning by mistake making, fostering collegiality via professional learning communities, supporting peer learning walks and peer coaching, providing growth-oriented feedback and instructional coaching, and providing quality professional development focused on improving the learning lives of both staff and students. Instructional leaders seek to evaluate their impact on learning, inform teachers on what successful impact looks like, and set appropriate levels of challenge for both staff and students. In short, instructional leaders focus on students and all aspects that influence their learning.

Instructional leaders focus on students and all aspects that influence their learning.

Nearly 80% of survey respondents indicated that they most closely identified with the characteristics of transformational leadership over instructional leadership (Marks, 2013). In a meta-analysis of leadership styles, Robinson et al. (2008) noted that the effect size for transformational leaders was 0.11. That's pretty minimal. The overall effect size for instructional leaders was 0.42. That's a noteworthy difference and explains why principals have a slightly below-average impact on learning at 0.34: Too many are focused on transformational leadership. This is not to say that transformational leadership lacks any positive impact. And teachers do need to be supported in their work. But Hattie (2015, p. 36) noted the following influences of leaders that are well above average. This is the work that leaders need to be doing.

➡ Leaders who believe their major role is to evaluate their impact (effect size = 0.91)

➡ Leaders who get everyone in the school working together to know and evaluate their impact (effect size = 0.91)

➡ Leaders who learn in an environment that privileges high-impact teaching and learning (effect size = 0.84)

➡ Leaders who are explicit with teachers and students about what success looks like (effect size = 0.77)

➡ Leaders who set appropriate levels of challenge and who never retreat to "just do your best" (effect size = 0.57)

SELF-EFFICACY FOR INSTRUCTIONAL LEADERSHIP

Some leaders recognize that they can lead the instructional focus of their schools, and others not so much. In other words, some leaders have strong efficacy in this aspect of their work. There are several practices that require strong self-efficacy to be effective in school leadership, including

➜ Developing goals and vision for the school

➜ Developing a collective culture

➜ Motivating teachers

➜ Conducting classroom observations

➜ Guiding teachers and creating a positive and safe learning environment for students

Evidence (e.g., Skaalvik, 2020) shows that principals with a low sense of self-efficacy to lead instruction actually avoid their instructional leadership duties. They may be doing so because they feel uncomfortable and unsuccessful or simply because they do not believe that they have time. These feelings of inadequacy add to their stress levels because they know instructional leadership is of great importance. When leaders feel inadequate in this area, their well-being and motivation suffer. Importantly, people generally avoid situations for which they have low mastery skills, and it may explain why some school leaders immerse themselves in managerial responsibilities.

So why does this matter to you? If you are finding that you are unable to focus on instructional leadership due to your engagement in other managerial duties, or you focus on transformational leadership practices, you may lack the confidence and self-efficacy to engage deeply in instructional leadership. It will take some soul searching on your part to determine if this is the root cause of not focusing on the duties and actions of instructional leaders.

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SELF-EFFICACY

To get started, read each of the statements below and check either *Yes* or *No* in response to *I am certain that I can . . .*

I am certain that I can . . .	Yes	No
1. Guide teachers on educational outcomes		
2. Observe teaching and provide meaningful feedback		
3. Develop clear instructional expectations for teachers		

I am certain that I can . . .	Yes	No
4. Lead professional learning on high-effect pedagogy		
5. Engage confidently in conversations about instructional quality		
6. Create enthusiasm among teachers for quality teaching and learning		
7. Develop a culture of collaboration for instructional improvement		
8. Establish structures and routines that build teacher efficacy		
9. Create a shared language of learning across the school community		
10. Support professional learning communities		
Total of *Yes* and *No* responses		

If you have three or more *No* responses, you may lack a strong sense of self-efficacy for instructional leadership. But this can change. You can strengthen your self-efficacy by taking charge of your development as an instructional leader. Consider reaching out to a trusted colleague known to be a strong instructional leader and learn from them. Work with a mentor who can coach you in instructional leadership. Seek professional learning opportunities to develop your skills as an instructional leader, access district resources to support your development, and become a reader of articles and books focused on instructional leadership. Finally, you must start engaging in the work and be willing to make and learn from mistakes to build your instructional leadership skills and confidence. As you study the remaining sections of this module, be mindful of your own sense of efficacy to do this work and target content that might address gaps in your skill bank.

Consider the following reflection questions for central office leaders charged with supporting the learning and development of school-based leaders:

- To what extent do you and/or your team intentionally address the self-efficacy of school leaders for instructional leadership?

- What learning opportunities might you provide to build the knowledge, skill, and personal confidence of school leaders to lead instruction in their schools?

WHAT DO STRONG INSTRUCTIONAL LEADERS DO?

The best available research tells us that the four most influential leadership practices to improve school outcomes happen when school leaders prioritize their time to interact with teachers around instructional topics. The four behaviors with the most impact are

1. Engaging in instructionally focused interactions with teachers

2. Building a productive school climate

3. Facilitating productive collaboration and professional learning communities

4. Managing personnel and resources strategically

Given that the principal's impact on learning is indirect and comes through teachers, it makes sense that the most important work of school leaders is ensuring that they have a talented teaching team that focuses on learning for all students. For students, teachers are critically important, but simultaneously, students learn more in schools with effective principals because all classrooms are led by quality teachers (Grissom et al., 2021). This is why *managing personnel and resources strategically* are so important to improving school outcomes.

Students learn more in schools with effective principals because all classrooms are led by quality teachers.

Number three, above, tells us that *facilitating productive collaboration and professional learning communities* is another of the four most influential leadership practices to improve school outcomes. Effective instructional leaders lead and participate in professional learning activities with teachers. They possess a deep knowledge of research-based pedagogical approaches, and they know how to teach and support the implementation of new practices in the classroom. As a teacher of teachers, principals can model strong teaching skills and effective use of engagement strategies that they hope to see in all classrooms. They might model the use of the school's focus strategies or "evergreen practices" to build credibility and demonstrate competence as an educator and instructional leader. When principals are not leading the learning, they secure quality professional learning conducted by others. They support, promote, and participate in the learning with teachers to demonstrate the importance of the learning, model professional learning for staff, and learn from staff about the potential challenges going forward. Instructional leaders recognize that a learning culture for all has a significant impact on the learning outcomes for students and, therefore, emphasizes learning as a core value.

The second leadership practice notes the importance of a *productive school climate*. In fact, school climate is one of the above-average influences on student learning. Every school we have ever been in has a feel to it; it's noticeable from the time you enter the building. In some places, school culture is left to chance, and in others, it is nurtured and developed. A healthy school culture includes trust, belonging, and respect, but also high expectations for learning and safety when it comes to making mistakes.

The first leadership practice tells us that *engaging in instructionally focused interactions with teachers* highly influences a school's outcomes. This is the foundation for engaging with teachers on instructional matters. However, to improve instruction, you must know instruction. Effective principals spend time in classrooms, looking formally and informally at instructional practices. They talk with students about what they are learning, why they are learning, and how they will know they are learning. They leave notes of appreciation and recognition of teachers' efforts on their desks before they leave. They enjoy follow-up conversations with teachers to discuss impact and next steps, and feedback is delivered via respectful conversations. Effective instructional leaders do not consider observing instruction a dreaded chore. Rather, they look forward to classroom visits and discussions with teachers. It's the joy of the job!

On the pages that follow, you will find a sample conversation protocol for having meaningful conversations with teachers about instruction following classroom observations. This process encourages dialogue over monologue, Mindframe 7, and leverages the best practices of listening, paraphrasing, and questioning for understanding to work with teachers on their next steps. The protocol is divided into three parts and contains examples to use in the conversations. As you read through each part, circle or tag steps in the protocol that you want to incorporate into your conversations. Or you can use the protocol as is to ensure meaningful dialogue about improving instruction.

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PROTOCOL FOR COACHING INSTRUCTION

Part I: Welcome and Establish Goals for Session

Step	Conversation Details	Conversation Notes
1	**Opening** Be warm, genuine, and thank the teacher for taking time away from students to meet with you.	
2	**Teacher's Lesson Aim** Ask the teacher to explain the aim of the lesson you observed. LISTEN, and record the response to the right.	Teacher's lesson aim was . . .
3	**Teacher's Aim for the Conversation** Ask the teacher to share the aim for the conversation today. LISTEN, paraphrase, and question responses: For example, *So, you would like to explore effective ways to engage students in deeper thinking . . .* *Can you elaborate? Can you say more?*	Teacher's aim for the conversation . . .
4	**Principal's Aim for the Conversation** State your goal for the conversation. Acknowledge the teacher's aim and add your aim. For example, *That information is very helpful to me. I think we can explore ways to get the students more deeply into their learning.* *My goal for the conversation today is to highlight the effective pieces of your lesson, work with you on your goals and the goals of the school, and collaborate on options for next steps. Let's get started.*	

Part II: Determine Strengths, Challenges, and Opportunities for Growth

Step	Conversation Details	Conversation Notes
5	**Teacher Comment on What's Going Well** Ask the teacher what went well in the lesson and/or what has been going well overall in the classroom to get started. LISTEN and paraphrase/question what the teacher says.	What the teacher feels went well . . .

(Continued)

(Continued)

Step	Conversation Details	Conversation Notes
	For example, *It sounds like _____ has been a growing success in your lessons since the quarter began. Is that right?* *What do you attribute that to? What else do you feel went well? How do you know it went well?*	
6	**Principal Comments on What Went Well** Repeat what the teacher feels went well and say, *I appreciate that you feel _____ and _____ went well. I would like to add that I felt _____ went well too. Specifically, I saw _____. I heard _____. I observed students doing _____ and _____.*	
7	**Determine Challenges** Transition the conversation to reflection and areas for improvement to be determined collaboratively with the teacher. Ask the teacher to identify parts of the lesson that could be strengthened. For example, *Were there any parts of the lesson that you feel might have been more effective? What did you notice the students doing during this section of the lesson? What would you have liked to see from the students instead?* LISTEN, paraphrase, and question the teacher's responses, seeking to paraphrase and ask questions to ensure you understand the teacher's feelings about how the lesson went. For example, *So, you believe that the transitions from one part of the lesson to the next caused the students to become unfocused. Is that right?* *Can you think of an example of when that occurred? Why is this important to you during the lesson?*	What the teacher feels was a challenge . . .
8	**Lead Reflection to Address Challenges** Lead an exploration about how to address the teacher's areas for improvement by saying, *Let's examine this in more detail. We know that _____ is the challenge. What strategies are you thinking about trying to strengthen this part of the lesson? What effect might these strategies have on the students' engagement in the lesson? What support might you need to implement these strategies?* LISTEN, paraphrase, and probe to understand the teacher's comments.	What strategies the teacher wants to try . . .

Step	Conversation Details	Conversation Notes
9	**Identify Other Areas for Improvement** Now it's the principal's turn to share other opportunities for growth. State what you observed, specifically during the lesson. For example, *During the lesson, I noted that 11 students did not respond to any questions posed to the class. They did not raise their hands, nor were they called upon to respond.* *Did you happen to notice this? What are your thoughts about it?* LISTEN *We know that one of the best ways to engage students in their learning is to involve them in responding to questions that push their thinking, and this was something you wanted to explore during the conversation today. What are some ideas you have for engaging all students in questioning and holding all students accountable for higher-order thinking in response to your questions?* LISTEN, paraphrase, and question to lead the teacher to reflect deeply about this portion of the lesson. Then ask, *Can I share with you what I have seen other teachers do to strengthen this aspect of their lessons?* *What are your thoughts about trying some of these ideas in your lessons?*	Write teacher responses here.

Part III: Collaborate on Next Steps and Close

Step	Conversation Details	Conversation Notes
10	**Collaboratively Determine Next Steps** Review the ideas shared by the teacher regarding the challenges she identified. Review the ideas generated to address the areas you observed and develop a plan to go forward to address both areas. For example, *Well, we have determined that you found _____ to be a challenge during the lesson, and you suggested _____ as a potential strategy to address it. We also discussed _____ as an area for growth from my observation, and you liked _____ strategy that other teachers have tried with success. Is that right?*	Action steps to be taken . . .

(Continued)

(Continued)

Step	Conversation Details	Conversation Notes
	What are your thoughts on going forward with these strategies? What support will you need from me and/or other staff members? When would be a good time to come in and see how it is going?	
11	**Close the Feedback Conversation** To close the conversation, ask the teacher if the feedback conversation was helpful and if it met her aim that she stated at the beginning. Also share how well the conversation met your aim for the conversation. Thank the teacher for her time and insight. End with a statement about the continued growth of the teacher and the process of instructional improvement at the school.	

Although reading through this protocol may have you thinking this process is time consuming, it is actually time efficient. We suggest that this protocol be shared with teachers at the beginning of the year and be used consistently for both formal and informal observational conversations. Having knowledge of the process for post-observation conversations lowers teacher anxiety about conversations with school leaders, and just as importantly, provides them think time to prepare for the conversation. Teachers then come to the conversation knowing the process, thus allowing them to fully engage in the conversation, and hear and contribute to the next steps going forward. With that, respond to the question below.

Which steps in the protocol resonated most with you? Make note of those parts, or the protocol in its entirety, as you plan to coach for instructional improvement. Furthermore, as you begin reading the next section on trust, be mindful that the protocol can only produce meaningful dialogue when trust has been built.

_____

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TRUST AND INSTRUCTIONAL LEADERSHIP

Leaders who successfully build and sustain organizational trust reap important benefits. Teachers in schools with high trust conduct their work from commitment to improving the learning lives of students, rather than from compliance with orders and directives. They collaborate with colleagues, and they feel a commitment to each other and the collective effort they have underway. Strong teacher morale is linked to collegial trust, necessary to create a high-performing organization.

Leaders who fail to cultivate a culture of trust between teachers and leaders and between and among teachers pay a heavy price. Without trust, teachers are unlikely to take risks, which robs them of discovering new ways of working with each other and with students. When trust is absent, people spend a lot of time in self-protection mode. Organizational energy is diverted from providing quality lessons to students to issues among the adults. Collegial sharing and collaboration in service of students suffers as teachers start to hold back and do just enough to get by. Not much of value can be accomplished if people are feeling this way, and when distrust takes hold, it grows and spreads, and it is difficult to repair (Tschannen-Moran, 2004).

Bryk and Schneider (2002), in their seminal work in Chicago schools, named four criteria for discernment of relational trust:

➡ **Respect** comes in the form of basic civility and a willingness to listen deeply to what each person has to say. Parents, students, and teachers need opportunities to talk with and influence each other and to believe that they can positively affect educational outcomes.

➡ **Competence** is the sense that each party has the ability to carry out its appropriate roles and produce desired outcomes. This applies to both academic results and teacher–student relationships. When incompetence goes unchecked, it erodes trust and undermines shared efforts toward improving learning.

➡ **Personal regard** for others deepens relational trust. We are a social species, wired for relationships and reciprocity. Mutual support and caring fuel these associations. Extending ourselves to and for others is like making a deposit in the trust account, and the interest in this account compounds with each deposit.

➡ **Integrity** is the congruence between saying and doing. In trusting relationships, this means we believe that a sense of morality and ethics is operating in others and in the ways we are relating. Following through with agreements and commitments is a key aspect of integrity.

Leaders who successfully build and sustain organizational trust reap important benefits.

⋙ Working on the Work

TEXT RENDERING PROTOCOL

Re-read the section on trust and instructional leadership. Choose a most significant sentence, phrase, and word, and record them in the chart or highlight them in your book. Examine your choices, make inferences, and apply them to the reflection question below the chart.

Trust and Instructional Leadership
Significant Sentence
Significant Phrase
Significant Word

What do your choices above tell you about your thinking regarding trust?

_____

_____

_____

_____

_____

_____

_____

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LEADERS BUILD TRUST

There are four ways you can build trust in your school community.

➔ **Build trust through self-awareness.** A leader must have self-awareness of how his or her own behaviors may build or tear down trust. This is a first step to building trust and establishing a high-trust culture. Building self-awareness allows leaders to embrace Mindframe 1: "I am an evaluator of my impact on teacher and student learning," and is essential to accomplishing the goal of Mindframe 9: "I build relationships and trust." Leaders successful in building trust show care, commitment, and consistency in their words, behaviors, and practices.

➔ **Build trust through thoughtful decision making.** Leaders are almost always on stage, being watched by teachers, students, administrators, and parents. Because words and actions set the tone for the rest of the school, leaders must practice staying composed and calm under pressure. Effective leaders do not succumb to pressure for a quick decision before they have the facts from all parties, and they understand that the best option is simply to say that you will look into the situation and follow up, as opposed to having to reverse and explain decisions that were made rashly.

➔ **Build trust by facing and addressing concerns.** Strong leaders have the courage to address concerns build trust. People expect strength and clarity from their leaders in this area. Correcting concerns and issues of staff competence involves talking to people individually, in person and in private, about the behavior or issue. This means setting, reviewing, and supporting people in meeting clear expectations. When working with a faculty member, ask questions, listen, and observe, and then provide honest and specific feedback that includes written documentation. Working with someone to discuss what he or she is not doing well is difficult; persistence and commitment are required for this time-consuming process. This approach ensures that teachers can trust in a respectful process. Your level of courage and skill in dealing with performance issues directly can have a direct impact on building and maintaining trust in your organization.

➔ **Build trust by recognizing the efforts of others.** Sincere and frequent expressions of appreciation help build trust. Turning your thoughts of gratitude into deliberate and frequent exchanges can help you build trust. Take a walk through your building and notice the displays of student work, teachers working with students, or staff assisting visitors. Take pictures to document the great work within your school. These observations can give you many ideas for individuals to thank. You can thank people in a variety of ways, through written notes, e-mails, and verbal exchanges. Handwritten notes can be especially powerful, and you are likely to see them hanging in classrooms or on desks afterward!

✳ A Work in Progress

TRUST-BUSTING

Consider the following potential trust-busters and commit to avoiding them. These actions can erode trust and derail your efforts to improve instruction. For each of the statements below, mark *Yes* or *No* in response to the question: *Have you ever . . . ?*

Have you ever . . .	Yes	No
1. Pretended to care, to listen, or to know something?		
2. Reprimanded the entire staff for the actions of a few?		
3. Given corrective feedback to a teacher in passing to save yourself time?		
4. Showed favoritism to certain individuals or groups?		
5. Failed to follow through on promises made?		
6. Flipped back and forth on decisions?		
7. Gossiped about staff members to other staff members?		
8. Disrespected students and their families with staff members?		
9. Shared confidential information?		
10. Exaggerated facts with staff members?		

REFLECTION

If you checked *Yes* to any of these trust-busting behaviors, you are human! But be mindful that a continued pattern of these behaviors can have a negative impact on the organizational trust in your school. Making a deliberate effort to avoid these trust-busters will improve staff trust in you and provide them a strong model for how they should conduct themselves as members of the school community.

ALL IN A DAY'S WORK

Consider the questions that follow and complete the chart to capture your thinking about strong instructional leadership.

Which of your current practices reflect strong instructional leadership?

➡ Place these practices in the KEEP section of the chart.

Which of your current practices are not aligned with strong instructional leadership?

➡ Place these practices in the STOP section of the chart.

What practices are you considering adding to your leadership to strengthen your instructional leadership?

➡ Place these practices in the START section of the chart.

ACTIONS	PRACTICES BASED ON MY LEARNING IN THIS MODULE:
KEEP	I will continue to . . .
STOP	I will stop . . .
START	I will start . . .

CONCLUSION

In this module, we focused on what current research is telling us about effective instructional leadership, specifically, that the impact of instructional leadership from the principal has a more pronounced impact on student learning than previously understood. With that in mind, we added that 80% of school leaders in a survey identified themselves as transformational leaders as opposed to instructional leaders. This is problematic due to the small effect size of transformational leadership and the much larger impact of instructional leadership. In this module, you were asked to consider the leadership practices you spend time on and whether these practices are the ones that have the greatest impact on student learning outcomes. Additionally, you read that your sense of self-efficacy, specifically for instructional leadership, may impact the decisions you make on where you spend your time. Strong instructional leaders are frequently in classrooms, observing instructional pedagogy, measuring impact on student learning, leading and organizing professional learning, and engaging in instructional coaching, feedback, and conversations frequently with teachers. Finally, trust was presented as a significant and essential component of instructional leadership, and we explored ways to build it for the sake of staff well-being and learning. Leaders who demonstrate care, commitment, and consistency build trust and impact the learning lives of students and staff positively.

online resources

Access resources, tools, and guides
for this module at the companion website:
resources.corwin.com/howleadershipworks