



CENTER FOR EDUCATIONAL LEADERSHIP

UNIVERSITY OF WASHINGTON CENTER FOR EDUCATIONAL LEADERSHIP

Instructional Leadership

Inquiry Cycle Tool:

A Tool to Assist Principal Supervisors
Support Principals as Instructional Leaders

VERSION 1.0

© 2014 University of Washington Center for Educational Leadership

No part of this publication may be reproduced, stored in a retrieval system, used in a spreadsheet, or transmitted in any form or by any means—electronic, mechanical, photocopying, recording, or otherwise.

This publication is provided as part of the training programs of the University of Washington Center for Educational Leadership. This publication is not sold separately.

W

Instructional Leadership Inquiry Cycle Tool

PHASE 4

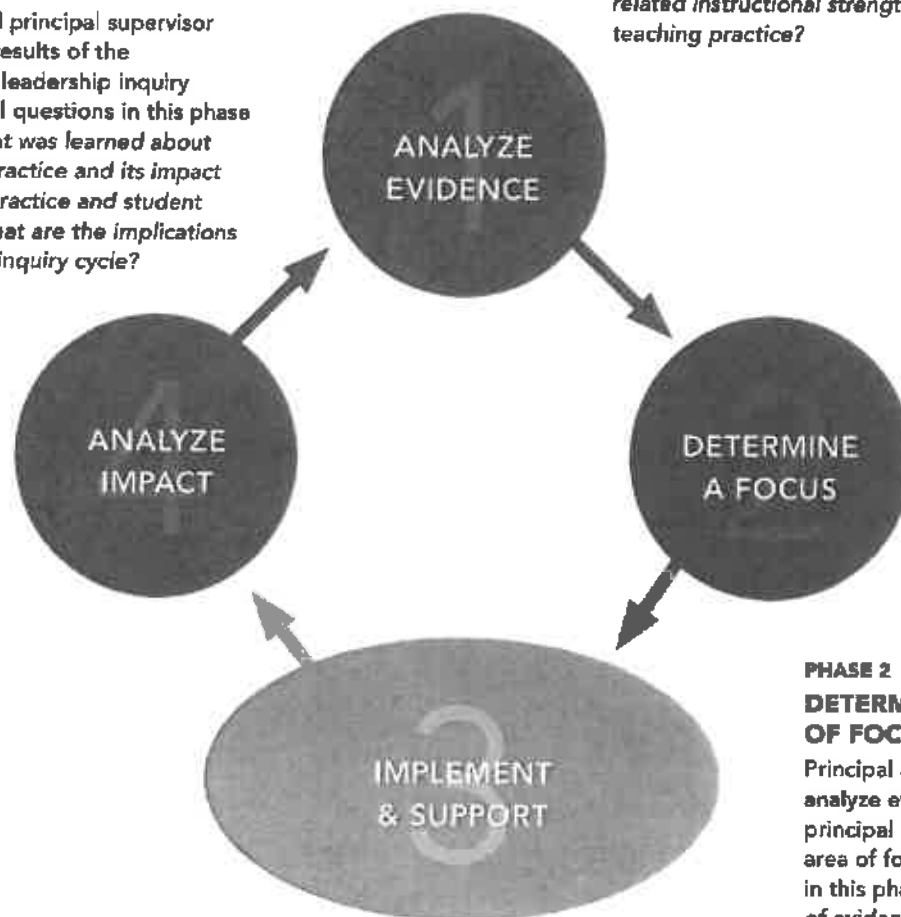
ANALYZE IMPACT

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 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 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?*

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 I:

1

ANALYZE EVIDENCE TO DEVELOP PROBLEMS OF PRACTICE

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?

PHASE I continued

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:	<input type="checkbox"/> Whole group Instruction <input type="checkbox"/> Small group Instruction <input type="checkbox"/> Independent work				
Lesson Objective:					
Lesson Objective evident to students?	<input type="checkbox"/> Yes <input type="checkbox"/> No				

District Non-Negotiables

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

Grade Level Agreements

	Observed?
Priority Skill Focus: Core components/activities used:	<input type="checkbox"/>
Instructional Strategy: What I saw:	<input type="checkbox"/>
Active Engagement Strategy: What I saw:	<input type="checkbox"/>

Comments: Type here.

Instructional Strategies

Instructor models instructional tasks when appropriate	Instructor encourages student effort
<input type="checkbox"/> Demonstrates the task (e.g. uses think alouds) <input type="checkbox"/> Proceeds in step-by-step fashion <input type="checkbox"/> Limits language to demonstration of skill <input type="checkbox"/> Makes eye contact with students, speaks clearly while modeling skill	<input type="checkbox"/> Provides feedback during and after task completion <input type="checkbox"/> Provides specific feedback about student's accuracy <input type="checkbox"/> Majority of feedback is positive <input type="checkbox"/> Celebrates or displays examples of student success
Instructor provides explicit instruction	Students are engaged in the lesson during teacher-led instruction
<input type="checkbox"/> Set the purpose for the instruction <input type="checkbox"/> Identifies the important details of the concept being taught <input type="checkbox"/> Provides instructions that have only one interpretation <input type="checkbox"/> Makes connection to previously-learned material	<input type="checkbox"/> Gains student attention before initiating instruction <input type="checkbox"/> Paces lesson to maintain attention <input type="checkbox"/> Maintains close proximity to students <input type="checkbox"/> Transitions quickly between tasks <input type="checkbox"/> 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
<input type="checkbox"/> Provides and elicits background information <input type="checkbox"/> Emphasizes distinctive features of new concepts <input type="checkbox"/> Uses visuals and manipulatives to teach content as necessary <input type="checkbox"/> Makes relationships among concepts overt <input type="checkbox"/> Engages students in discourse around new concepts elaborates on student responses	<input type="checkbox"/> Independent work routines and procedures previously taught <input type="checkbox"/> Models task before allowing students to work independently <input type="checkbox"/> Checks for student understanding of the task(s) <input type="checkbox"/> Students use previously-learned strategies or routines when they come to a task they don't understand <input type="checkbox"/> 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
<input type="checkbox"/> Provides more than one opportunity to practice each new skill <input type="checkbox"/> Provides opportunities for practice after each step in instruction <input type="checkbox"/> Elicits group responses <input type="checkbox"/> Provides extra practice based on accuracy of student responses	<input type="checkbox"/> Elicits a high percentage of accurate response from group <input type="checkbox"/> Holds same standard of accuracy for high performers and low performers
Instructor provides corrective feedback after initial student responses	Comments: Type here.
<input type="checkbox"/> Provides affirmations for correct responses <input type="checkbox"/> Promptly corrects errors with provision of correct model <input type="checkbox"/> Limits corrective feedback language to the task at hand <input type="checkbox"/> 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...
<input type="checkbox"/> Choral Responses	The answers are short and the same
<input type="checkbox"/> Partner Responses	The answers are long or short and different
<input type="checkbox"/> Team Responses	The answers are long and different
<input type="checkbox"/> Individual Responses	The answer comes from a student's own experience
Written Responses (Things Students Write)	
Strategy	Useful when...
<input type="checkbox"/> Response Cards	The number of potential answers is limited
<input type="checkbox"/> Response Slates	The answers are long or short, more divergent or dependent on personal experience
Action Responses (Things Students Do)	
Strategy	Useful when...
<input type="checkbox"/> Touching or Pointing	The students are younger and/or struggling to follow along
<input type="checkbox"/> Acting Out/Gestures	Teaching vocabulary
<input type="checkbox"/> 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?

PATTERN

STRUCTURE

PROCESS

RELATIONSHIP

INFORMATION

IDENTITY

THE FIVE COMPETENCIES OF EQUITY LEADERSHIP

TECHNICAL	<p>Design Leadership</p> <p><i>How will I design and align teams, structures and processes to value, empower and develop the people in my system?</i></p> <ul style="list-style-type: none"> • 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 	<p>Instructional Leadership</p> <p><i>What do the adults and students in my system need to know, understand and be able to do? How will I build their capacity?</i></p> <ul style="list-style-type: none"> • 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
RELATIONAL	<p>Socio Emotional Leadership</p> <p><i>How will I cultivate my own self-awareness in service of fostering the relationships and alliances needed for change?</i></p> <ul style="list-style-type: none"> • Neuroscience and leadership • Internalized oppression • Emotions and oppression • Importance of healing • Relational trust and alliances 	<p>Facilitative Leadership</p> <p><i>How will I create and hold spaces for people to discover and develop their identity, relationships and capacity?</i></p> <ul style="list-style-type: none"> • Managing group dynamics • Stages of team development • Alignment on racial equity • Build critical mass of equity advocates • Change management; “Right” and “Wrong” Drivers
	<p>Equity Consciousness</p> <p><i>What do I stand for as a leader? What do we stand for as a school/system?</i></p> <ul style="list-style-type: none"> • Power and privilege • Awareness of self • Individual, institutional, structural oppression • Racial oppression and its intersection with other forms of oppression 	<ul style="list-style-type: none"> • Situatedness • Implicit bias • Strengthen will (taking it up) • Equity imperative – leading from my “why” • Develop equity lens