



# Effective Supports to Achieve Better Outcomes

## Carnegie Foundation Summit 2018



CENTER *for* EDUCATIONAL LEADERSHIP

UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION



**SAN DIEGO COUNTY**  
OFFICE OF EDUCATION

# Our Missions

The **Center for Educational Leadership** (CEL) is a nonprofit service arm of the University of Washington College of Education dedicated to eliminating the achievement gap that continues to divide our nation's children along the lines of race, class, language and disability.

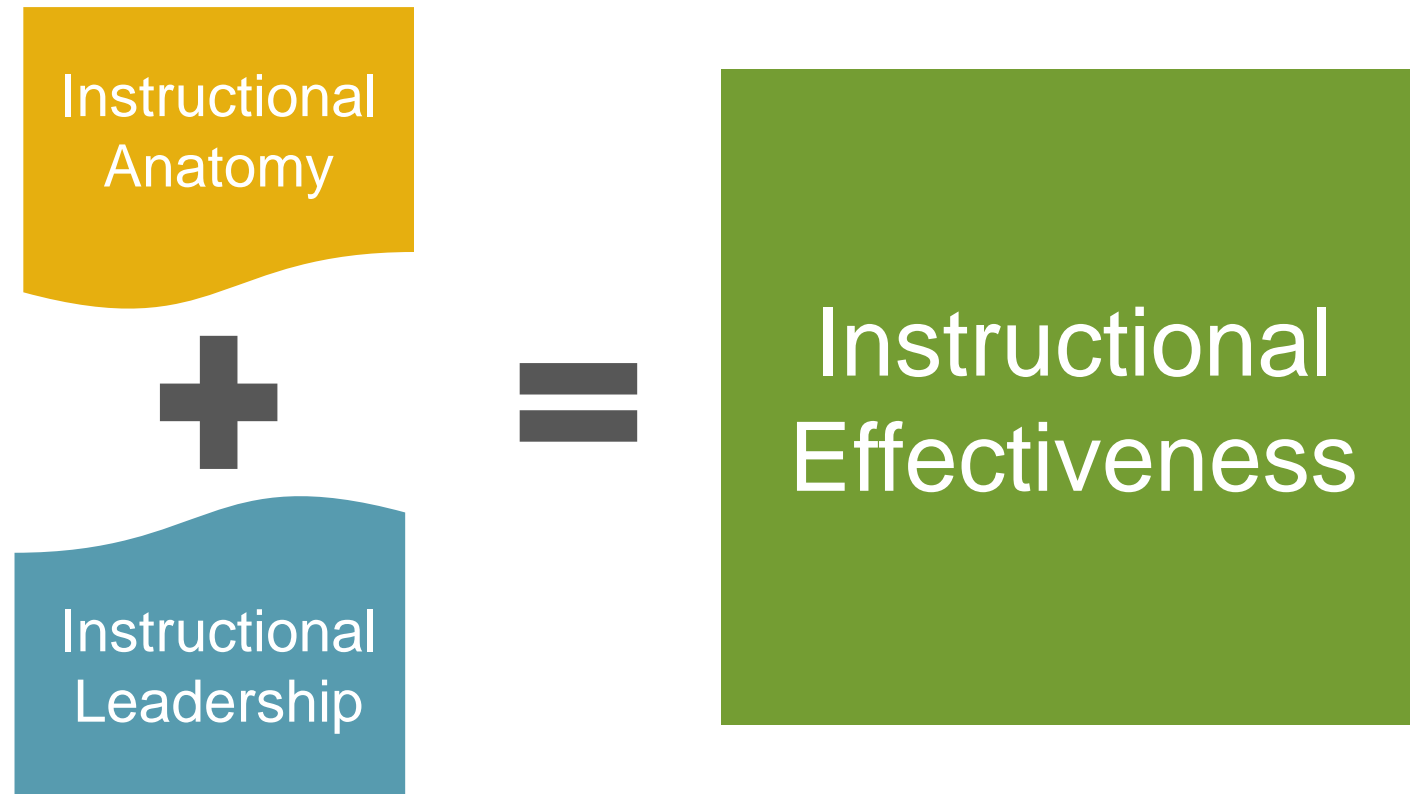
The mission of the **San Diego County Office of Education**, as a world-class educational leader and trusted partner, is to transform public education and guarantee high levels of student achievement by providing educational opportunities and support to our schools and districts so that all students, including our historically underserved students, are successful.

Leaders cannot **lead** what they do not **know**  
**Expertise Matters**



- Expertise affects what we notice
- Expertise can be developed
- Practice Makes **Expertise**

# Two-Part Equation





# The Expertise Challenge

1.

Developing understanding and expertise in *instructional anatomy*.

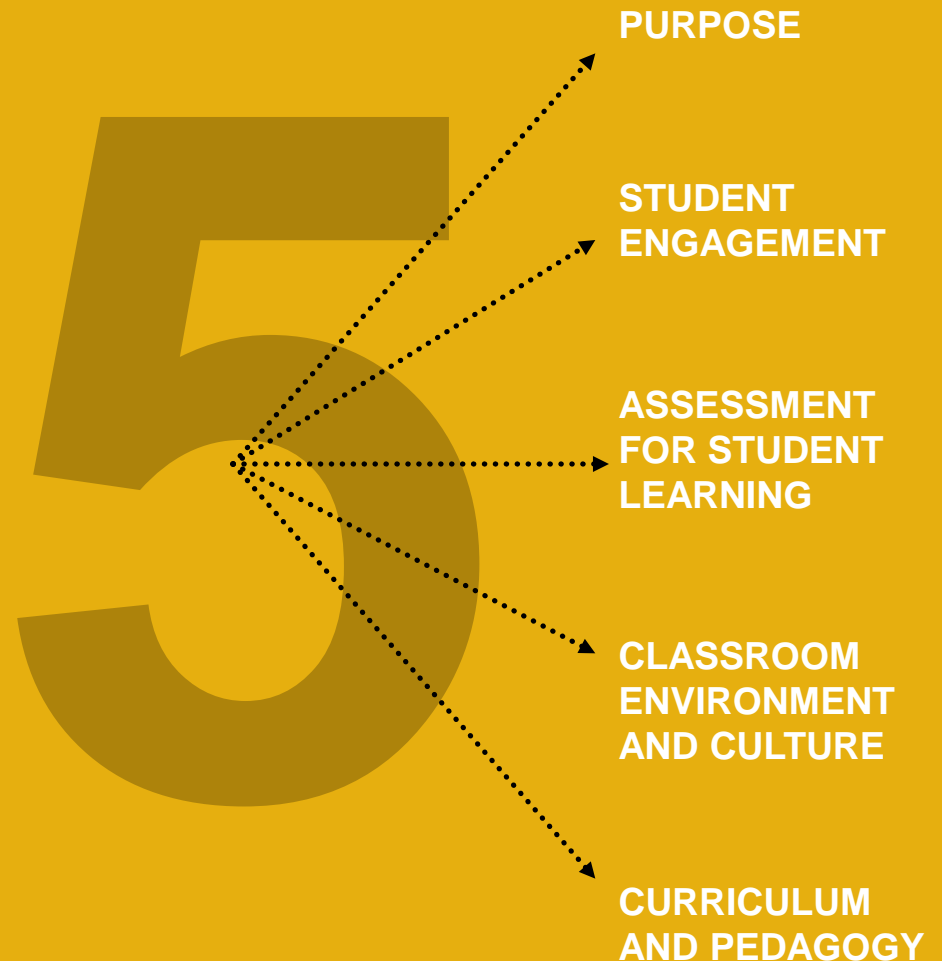
2.

Developing understanding and expertise in *instructional leadership*.



# Instructional Anatomy

Our 5D™ instructional framework lays out a vision for high-quality teaching and aligns the work of instructional improvement across the school system. The framework organizes and defines the ideal characteristics of classroom instruction into five dimensions:



## 5 Dimensions of Teaching and Learning™

### Instructional Framework Version 4.0

5D™	Subdimension	The Vision	Guiding Questions
Purpose	Standards	<ul style="list-style-type: none"> <li>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.</li> <li>The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s).</li> </ul>	<ul style="list-style-type: none"> <li>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)?</li> <li>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.?</li> <li>What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity?</li> <li>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)?</li> <li>How are the standard(s) and learning target communicated and made accessible to all students?</li> <li>How do students communicate their understanding about what they are learning and why they are learning it?</li> <li>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?</li> <li>How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?</li> </ul>
	Learning Target and Teaching Points	<ul style="list-style-type: none"> <li>The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students.</li> <li>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.</li> <li>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).</li> </ul>	
Student Engagement	Intellectual Work	<ul style="list-style-type: none"> <li>Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making).</li> <li>Students take ownership of their learning to develop, test and refine their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.?</li> <li>What does student talk reveal about the nature of students' thinking?</li> <li>Where is the locus of control over learning in the classroom?</li> <li>What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work?</li> <li>What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)?</li> <li>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.)?</li> <li>Do all students have access to participation in the work of the group? Why/why not? How is participation distributed?</li> <li>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?</li> </ul>
	Engagement Strategies	<ul style="list-style-type: none"> <li>Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning.</li> <li>Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.</li> </ul>	
	Talk	<ul style="list-style-type: none"> <li>Student talk reflects discipline-specific habits of thinking and ways of communicating.</li> <li>Student talk embodies substantive and intellectual thinking.</li> </ul>	

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5D, "5 DIMENSIONS OF TEACHING AND LEARNING" AND OTHER LOGOS/IDENTIFIERS ARE TRADEMARKS OF THE UNIVERSITY OF WASHINGTON CENTER FOR EDUCATIONAL LEADERSHIP.



# Instructional Leadership

Our 4D™ instructional leadership framework identifies a vision for principals and other school leaders who want to improve instructional practice. The framework is organized into four dimensions:



# 4 Dimensions of Instructional Leadership™

## INSTRUCTIONAL LEADERSHIP FRAMEWORK 2.0

Among school-related factors, school leadership is second only to teaching in its potential influence on student learning. Instructional leadership is a critical component of school leadership. The work of instructional leaders is to ensure that every day, in every classroom, every student has a powerful learning experience. Doing so requires that instructional leaders *lead for the improvement of instruction and the improvement of student learning*. This framework is not the sum total of the work of instructional leaders. Rather, it is a description of the most salient aspects of instructional leadership. Five core beliefs undergird the concepts of this framework and therefore drive our school leadership work here at the Center for Educational Leadership.

### Instructional leadership:

1. Is learning-focused, strengths-based and measured by improvement in instructional practice and in the quality of student learning.
2. Must reside with a team of instructional leaders of which the principal serves as the "leader of leaders."
3. Requires a culture of public practice and reflective practice.
4. Must address the cultural, linguistic, socioeconomic and learning diversity of the school community.
5. Is grounded in the relentless pursuit of equity and the use of data as levers to eliminate the achievement gap.

4D™	SUBDIMENSION	THE VISION	GUIDING QUESTIONS
Vision, Mission and Learning-focused Culture	Vision and Mission	<ul style="list-style-type: none"> <li>Engage staff, students and the school community in developing a vision and mission that provide a clear direction for academic success for every student.</li> <li>Align stakeholders' decisions and actions to the vision and mission of the school and demonstrate a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>What do the school's environment and day-to-day interactions among students, staff and families say about what is valued in the school community?</li> <li>How do school leaders communicate and drive the school's instructional goals?</li> <li>How do school leaders organize the learning environment to respond to diversity (e.g., race, class, language and disability) and the varying learning needs of students?</li> <li>How do school leaders and the school community use evidence of student success to continuously drive improved achievement?</li> <li>How do school leaders develop and encourage leadership within others to support and drive the vision, mission and culture of learning throughout the school?</li> <li>How do school leaders use data to instill urgency around student learning and the role of a learning-focused culture in improving student achievement?</li> </ul>
	Learning-focused Culture	<ul style="list-style-type: none"> <li>Establish measurable goals aligned to the vision and mission of academic success for every student.</li> <li>Engage with stakeholders to foster culturally responsive learning that ensures individual students' learning needs are met.</li> <li>Create and maintain a results-focused learning environment based on clearly established data-driven goals that underscore high expectations for every student and every adult.</li> </ul>	

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A photograph of a female teacher in a classroom, wearing a striped cardigan over a white shirt. She is pointing with her right hand towards a whiteboard. On the whiteboard, the math problem  $3 - 3 = \underline{\quad}$  is written. The background shows a chalkboard with various educational materials, including alphabet cards (Ff, Gg, Hh) and children's drawings. The entire image has a green tint.

# Partnering with SDCOE to Build Instructional Leadership Expertise



# What did we notice?

- Majority of our districts did not have an Instructional Framework
- Many districts could not articulate an instructional focus
- The concept of **Reciprocal Accountability** was not understood or practiced
- Leaders spent the majority if not all of their time focused on operational or managerial tasks





## 5 Dimensions of Teaching and Learning™ Instructional Framework Version 4.0

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# Example Escondido Union High School District

Examined how the system is providing support for improvement and leverage points in implementation of LCAP to increase college & career readiness



- What does District Office support look like for sites?
- How does the system build capacity of principals?
- What does the work of site leaders look like?

## EUHSD INSTRUCTIONAL FOCUS:

All students communicate their thinking, ideas, and understanding by effectively using oral, written, and/or nonverbal expression.





# 4 Dimensions of Instructional Leadership™

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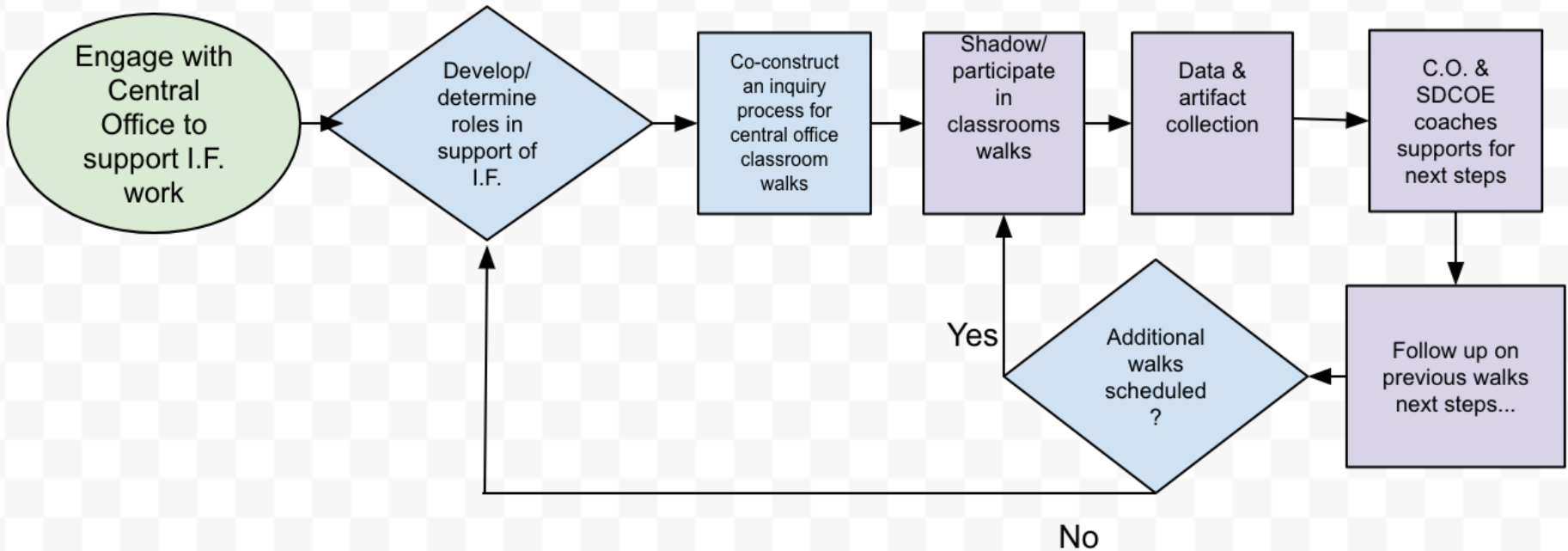
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# What does District Office support look like for sites?

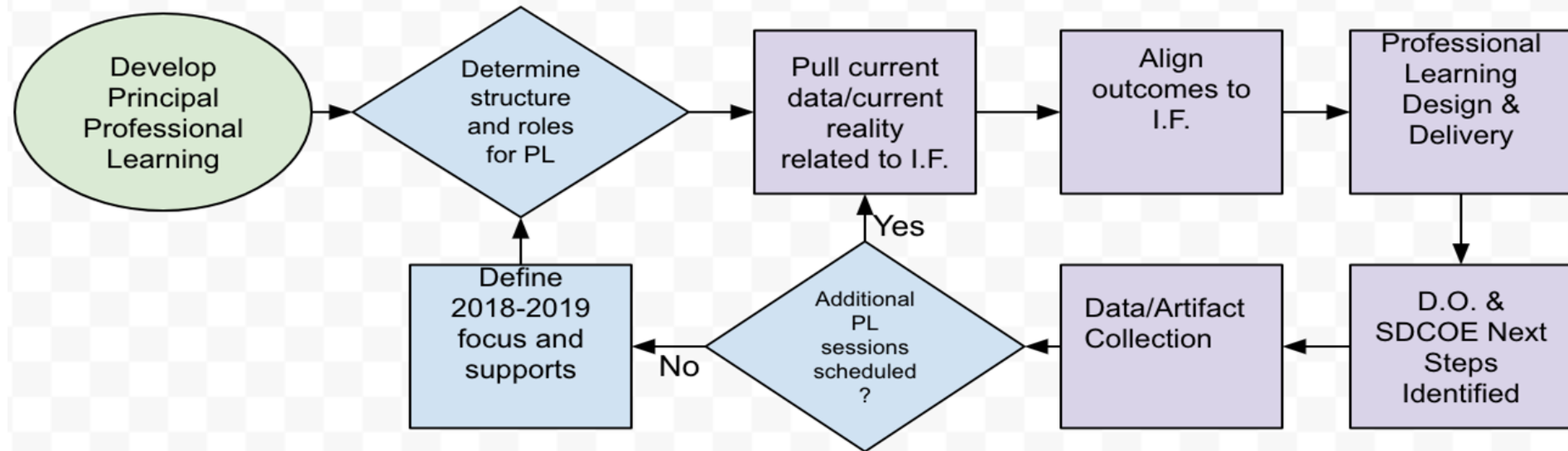
Redesigned process for collaborative learning between DO and site leaders to support instructional improvement

## Central Office Support of Instructional Focus



# How does the system build capacity of principals?

## Redesigned process for principal professional learning



- Recognize interconnected elements of district/site work in service of Instructional Focus and College/Career Readiness
- Engage in inquiry around student data to begin to identify strengths and needs aligned with the Instructional Focus and LCAP goals



# What did we learn?

- Making system visible resulted in realization that district needed to redesign structures to support implementation of LCAP
- Capacity building was a significant need to be able to lead improvement work
- Frameworks provided common language & ideal state
- COE worked alongside in building capacity of district to build capacity in their system (sites)

# For more information please contact us at:

The screenshot shows the homepage of the Center for Educational Leadership. The header includes navigation links for HOME, CONTACT US, STORE, DONATE, LOG IN, and SD ASSESSMENT LOG IN. The main content area features a large image of a group of people in a classroom setting. Below the image, there are three promotional cards: 'Discover the 5 Dimensions of Teaching and Learning™', 'Explore the 4 Dimensions of Instructional Leadership™', and 'Use the Principal Support Framework's 3 Action Areas'. A yellow banner at the bottom contains the text: 'Successful Students Need Outstanding Teachers. Effective Leaders Make That Happen. The Center for Educational Leadership helps districts close the achievement gap through effective instruction. But teachers can't do it alone: both school and district leaders have to create a culture of learning and support for teachers to excel. Our nationally recognized experts, working with research-based methods, help all levels of a school system improve achievement for all students.'

[www.k-12leadership.org](http://www.k-12leadership.org)

The screenshot shows the homepage of the San Diego County Office of Education. The header includes the logo and name 'SAN DIEGO COUNTY OFFICE OF EDUCATION' with the tagline 'Service and leadership that maximize the success of all students'. Navigation links include About SDCOE, Superintendent, Board of Education, Programs and Services, Human Resources, Educators, and Parents. The main content area features a large image of children climbing a rock, with a logo for '6th GRADE CAMP 70 YEARS' and the text 'Celebrate 70 Years of Outdoor School'. Below the image is a 'News and Headlines' section with items like 'North County Academy Raises Academic Bar (Aug 12)', 'Getting to Know SDCOE: Dave Liss' Four Decades in the Print Shop (Aug 08)', 'South Bay Union School District Saves Taxpayers over \$3 Million (Aug 05)', 'Vaccinations: No Proof, No School (Aug 05)', and '8th Annual Passport to Life Event Cancelled (Aug 03)'. To the right is an 'Upcoming Events' section with items like 'Labor Day—SDCOE closed 12:00 AM - 11:59 PM' and 'Equity Symposium 8:00 AM - 3:00 PM'.

[www.sdcoe.net](http://www.sdcoe.net)