Instructional Leadership
Incoming Superintendent Conference

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Outcomes

- What does instructional leadership mean to you?
- Clarify responsibility & purpose
- Consider levers that affect purpose
Superintendent Instructional Leadership

A review of the relevant literature reveals common agreement regarding the notion that district leadership makes a difference; but understanding how leadership makes a difference can be challenging.

Whether it concerns the leadership structure or the relationship between central office and school leadership, much remains to be understood about how central office leadership can make a difference in school districts. (Snell 2017)
What’s most important...

for students?  
for staff?  
for administration?  
for parents?

Learning
Literature Review

- Shared mission focused on teaching and learning
- Systems for ongoing staff development
- Continuous improvement systems

Aligned & adaptive leadership practices

Relationships

Improved student outcomes
Organizing the work

WASA, Central Office Leadership Framework (2014)
The levers I’ve learned to use

Focus

Evaluation

Communication

Growth

Learning
Questions to consider...

How do I influence?
How do I support?

When do I influence?
When do I support?

Focus
Communication
Evaluation
Growth
Relationships

- Student/student
- Student/staff
- Student/families
- Staff/families
- District/staff/labor
- District/families
Questions to consider...

How do I influence?
How do I support?

When do I influence?
When do I support?

Seeing & Serving EACH student
Questions to consider...

How do I influence?
How do I support?

When do I influence?
When do I support?
Questions to consider...

How do I influence?
How do I support?

When do I influence?
When do I support?
Questions to consider...

How do I influence?
How do I support?

When do I influence?
When do I support?

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Next Steps

Focus
Communication
Evaluation
Growth
References


WASA. (2014). *Central Office Leadership Framework, Supporting the professional growth of central office leaders.*