What Your Colleagues Are Saying . . .

"You feel exhausted hearing all the roles of a leader: aspirers of high expectations and great ambitions, builders of collectives of learners and professional development, social influencers among leaders and teachers, leaders of teaching and learning, those who apply principles of improvement, amplifiers of effective instruction, architects of productive and inviting climates, beacons of trust, supporters of clarity about purpose and instruction, chief engagement officers of teacher and student learners, evaluators of impact, accountability officers, leaders of improvement, implementation scientists, and great managers. The alternative is a school of independent contractors where great teaching and leadership are by chance. *How Leadership Works* makes a convincing case about how to bring all these roles to fruition and how to have time left over to enjoy the success of all in the school (as well as your own successes)."

—**John Hattie,** Author, University of Melbourne

"To enhance your skills as a teacher of teachers, *How Leadership Works: A Playbook for Instructional Leaders* invites you to be an engaged learner. If you are looking for a nightstand book to passively peruse before sleep, this is not the book for you. If you are ready to roll up your sleeves and invest in some serious reflection about your own leadership practices around a powerful set of ideas, then dig in! This book is organized around a set of modules that include learning intentions and success criteria, vignettes, research-based practices, and space for reflection on what you will *keep, stop,* or *start* doing with what you have learned. It includes a variety of learning tools that will not only support you in your learning but will become a valuable set of tools for you to use as you support the thinking and learning of the teachers you lead. In the end, the thinking and learning of your students will blossom and grow."

—**Megan Tschannen-Moran,** Professor of Educational Leadership, William & Mary School of Education

"This publication is very timely. As I read the book, I was able to visualize how I would use it to provide professional development for my leadership team. The book called many of my actions into question, which has already reshaped my thinking as a leader. I would recommend this publication to school and district leaders."

—**Audrey White-Garner,** Elementary Principal, Richland School District One

"This playbook helps leaders break down complicated scenarios into manageable next steps. The exercises felt relevant to help me work through a leadership challenge, and determine the next right step, without taking an overwhelming amount of effort or time. This playbook would be beneficial for both novice and veteran leaders."

—**Jennifer Douglas,** Principal, Voris CLC, Akron Public Schools

HOW
LEADERSHIP WORKS

Cathy Lassiter | Douglas Fisher
Nancy Frey | Dominique Smith

HOW
LEADERSHIP WORKS

a playbook

for Instructional Leaders

CORWIN
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Contents

online resources

Visit the companion website at
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for downloadable resources, tools, and guides.

Acknowledgments

Introduction

Exploring Leadership

Administrators and teacher-leaders face a number of tasks, ranging from lunchtime supervision to budget and discipline of students, all essential to keep a school operating. Unfortunately, for many educational leaders, pressing responsibilities related to school operations take precedent and interfere with their ability to serve as instructional leaders at the same time. Consequentially, educational leaders are prevented from spending time observing classroom instruction and talking to teachers about their professional practices that impact student learning.

Getting leaders into classrooms is important if school improvement efforts are to flourish. While necessary, spending time in classrooms and providing feedback is not sufficient to create lasting change. Lasting change requires an agreement on quality so that the leader and the teacher can have a productive conversation about the impact the instructional moves have on learning. We will return to this point later, but our experiences with school improvement efforts suggest that reaching agreements on quality are crucial if professional development efforts and administrative or peer feedback are to be effective.

School improvement efforts suggest that reaching agreements on quality are crucial if professional development efforts and administrative or peer feedback are to be effective.

As an example, think back to a conversation you've had with a teacher following a classroom observation. Say, for example, that you just returned from a conference that validated and extended your understanding of the importance of building on students' background knowledge. As part of the observation, you notice several opportunities that the teacher missed to build and activate background knowledge. The conversation you have might go something like this:

Leader: How do you think the lesson went?

Teacher: Great, I thought that my students were all engaged.

Leader: Yes, true, they all seemed interested in the topic. Did you think about what they might already know about the topic? Or what they might not know about it?

Teacher: No, not really. I think that they learned a lot from the experience. Did you hear them talking with each other?

Leader: Yes, they were talking and asking good questions. But what did they already know?

Teacher: I'm not sure. But I will bet that they do well on the assessment.

Leader: Did you think about making connections between their background knowledge and the topic at hand? Could it be that some of the students already knew this before the lesson?

Teacher: Sure, but that's what happens in every lesson. Some know it already, some get it, and others need more teaching.

Leader: I think it would be useful to tap into students' background knowledge and then build on that with students.

Teacher: Yeah, maybe. I really liked the summaries they wrote at the end. You didn't get to see that part, but I can show you want they wrote. See . . .

This conversation is not really getting anywhere because the two people have a different understanding of quality, at least in terms of the topic of background knowledge. As a result, the teacher is immune to the feedback being provided and is not likely to change because of the experience. For this reason, we think that quality is really priority one. Reaching agreements on quality provides a baseline from which a meaningful conversation can be had and changes can be addressed.

Now, imagine a school in which agreements about quality have been reached. There have been discussions about evidence-based practices that are likely to impact learning. The instructional leaders and teachers share definitions, allowing much more productive conversations between them. When there are agreements about quality, new initiatives are more likely to be implemented and thrive. When there are agreements about quality, educators (teachers and leaders) are more likely to abandon or de-implement practices that are not working. Leaders lead these instructional conversations and ensure that agreements about quality are the starting place and that teachers are supported in making change.

EXPLORING LEADERSHIP

Kevin Kruse (2013), author of *Great Leaders Have No Rules* (2019), asks a provocative question in his *Forbes* magazine article: What is leadership, anyway? He starts with what leadership is *not*:

➡ Leadership has nothing to do with seniority or one's position in the hierarchy of a company.

➡ Leadership has nothing to do with titles.

➡ Leadership has nothing to do with personal attributes.

➡ Leadership isn't management.

Instead, Kruse (2013) suggests that "leadership is a process of social influence, which maximizes the efforts of others, toward the achievement of a goal." Furthermore, he provides several key elements of this definition:

➡️ Leadership stems from *social* influence, not authority or power.

➡️ Leadership requires others, and that implies they don't need to be "direct reports."

➡️ Leadership does not require certain attributes or even a title; there are many styles and many paths to effective leadership.

➡️ It includes *a goal*, not influence with no intended outcome.

Is that how you see yourself? We hope so. Just think about how great schools would be if every leader exercised their social influence to create change. Just think how great schools would be if leaders were able to maximize the efforts of others. And just think how great schools would be if they worked toward a valued goal. We believe that these are within our reach and that this playbook will help you accomplish this leadership goal.

This playbook focuses on teaching and learning. Of course, there are other aspects of the work that site-based and central office leaders do, ranging from human resources to facilities management to lunch supervision. Although these operational aspects are important, leaders must attend to the instructional program if their schools and districts are going to deliver on the promise of equity and ensure excellence for all. Thus, as indicated by the book's subtitle, it's for people interested in instructional leadership. Moreover, we believe that every leader within the school system should understand the instructional focus and initiatives designed to support learning.

You will notice that we often include effect sizes to support our recommendations. To do so, we draw on the research by John Hattie. He has assembled the largest collection of meta-analyses about education—the Visible Learning® research collection. Through Corwin, he has made this research available at www.visiblelearningmetax.com to the public. A meta-analysis is a systematic review of research on a given topic. Using a statistical tool and reviewing the various studies, an effect size can be generated. This number tells us how powerful a given influence is in ensuring learning. Actions that we take with low effect sizes are not likely to ensure a lot of learning, whereas actions with higher effect sizes are more likely to ensure learning occurs.

The average of all the influences on learning collected to date is 0.40. Thus, anything above 0.40 is an above-average influence, and anything below 0.40 is below the average. That's not to say that we stop doing everything below 0.40. For example, counseling services have an effect size of 0.33, which is slightly below average in terms of impact on learning. However, you probably recognize that there are other reasons for providing counseling services. Whole school improvement efforts also have an effect size of 0.33, again slightly below the average. Does that mean we give up on whole school change, or do we recognize that many of our efforts to improve learning are not fully implemented? In fact, the last section of this book focuses on leading change, as well as implementation and de-implementation efforts. If we all get really good at this, the effect size for whole school improvement efforts should increase.

Let's take a look at two different effect sizes that involve leaders and our influence on decisions. The first is grade-level retention, which is failing and repeating a grade. We can see that the effect size on the barometer is *minus* 0.32. Note that it is in the reverse area, meaning that students actually learn less when they are retained. Although this is a team decision, leadership matters.
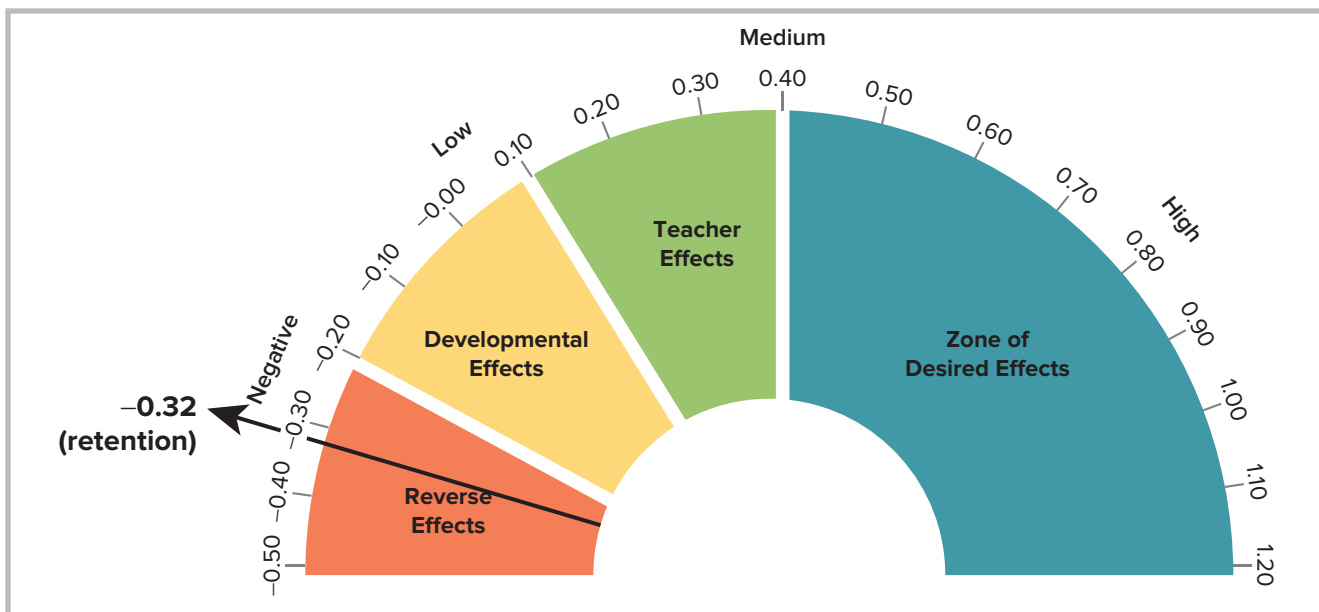
What might be the impact of providing quality intervention services rather than retaining a student? The barometer below holds the answer: an effect size of 1.09. Note that it falls well into the zone of desired effects. Armed with this information, leaders work to establish and maintain strong intervention efforts and work to avoid grade-level retention.
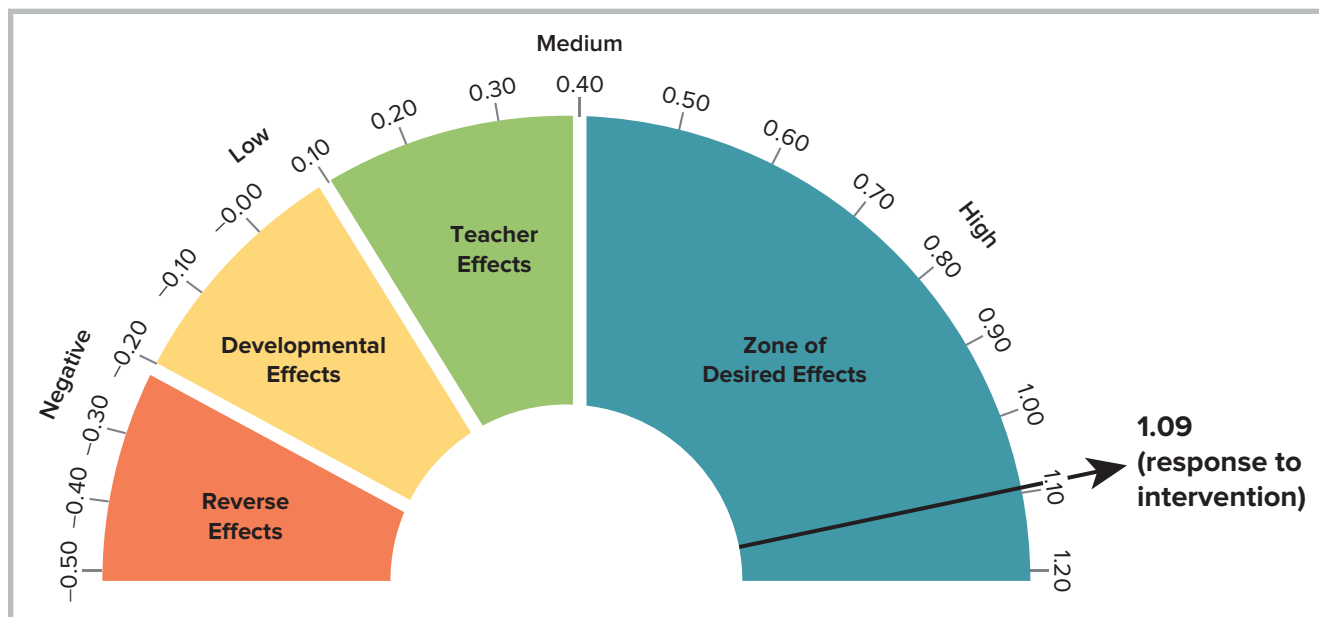
Importantly, Visible Learning is more than a list of effect sizes. Having analyzed the ways in which learning is impacted, Hattie has developed mindframes, or dispositions, that are based on the evidence collected. Mindframes describe the way we make decisions. There are mindframes for parents, students, teachers, and leaders. In Module 1, we explore the leader mindframes. Following this investigation, **Part I focuses on leading teaching.** A few teaching practices are discussed, such as teacher clarity

and student engagement in learning, as well as the need to support teachers in delivering quality instructional experiences. Having said that, it's important that we do not spend all our time focused on teaching. We need to attend to the *impact* of that teaching: the learning. However, some approaches to teaching are much more likely than others to ensure that students gain a year's worth of learning for the year that they are in school, for example, using learning intentions and success criteria. You'll notice we model this practice at the start of each module in this book. As we will discuss in Module 9, both practices are well above average in terms of their impact on learning. Thus, we conclude Part I with tools to document the impact that teachers and teaching have on learners and learning.

In Part II, we focus on leading learning. In this section, we explore school culture, professional learning communities as a pathway to building collective teacher efficacy, and the value of feedback from teachers to students, from students to teachers, from teachers to leaders, and from leaders to teachers.

In Part III, we focus on applying the principles of change, conducting an initiative inventory, and focusing on implementation of initiatives, as well as the ways in which we can de-implement things that are not working.

Importantly, each module will reference the related mindframes as we build on the content discussed in the preceding modules.

Remember Kruse's definition that "leadership is a process of social influence, which maximizes the efforts of others, toward the achievement of a goal"? Your social influence can be powerful. With that comes great responsibility, and it requires that you understand the

➡ Evidence behind the initiatives you recommend

➡ Ways in which change occurs

➡ Goals you want to accomplish

➡ Impact you want to have

➡ Actions you are willing to take to support your team

We believe that veteran school leaders can deepen their knowledge and refine their leadership skills by engaging in the exercises and content in this playbook. Furthermore, we recommend that new and aspiring instructional leaders interact with this content to guide and frame priorities and practices that will result in greater impact on instruction. Finally, we see an important role for central office leaders in this work. Each of the modules can be used to support the learning of all staff engaged in instructional leadership. Therefore, administrators in professional development, school improvement, federal programs, curriculum and instruction, and principal supervision can enrich and expand their capacities to strengthen instructional leadership throughout the district by using this book.

And just like mathematics, art, reading, yoga, or most anything else, we can all learn to be great leaders. We are lucky to have you leading the work.
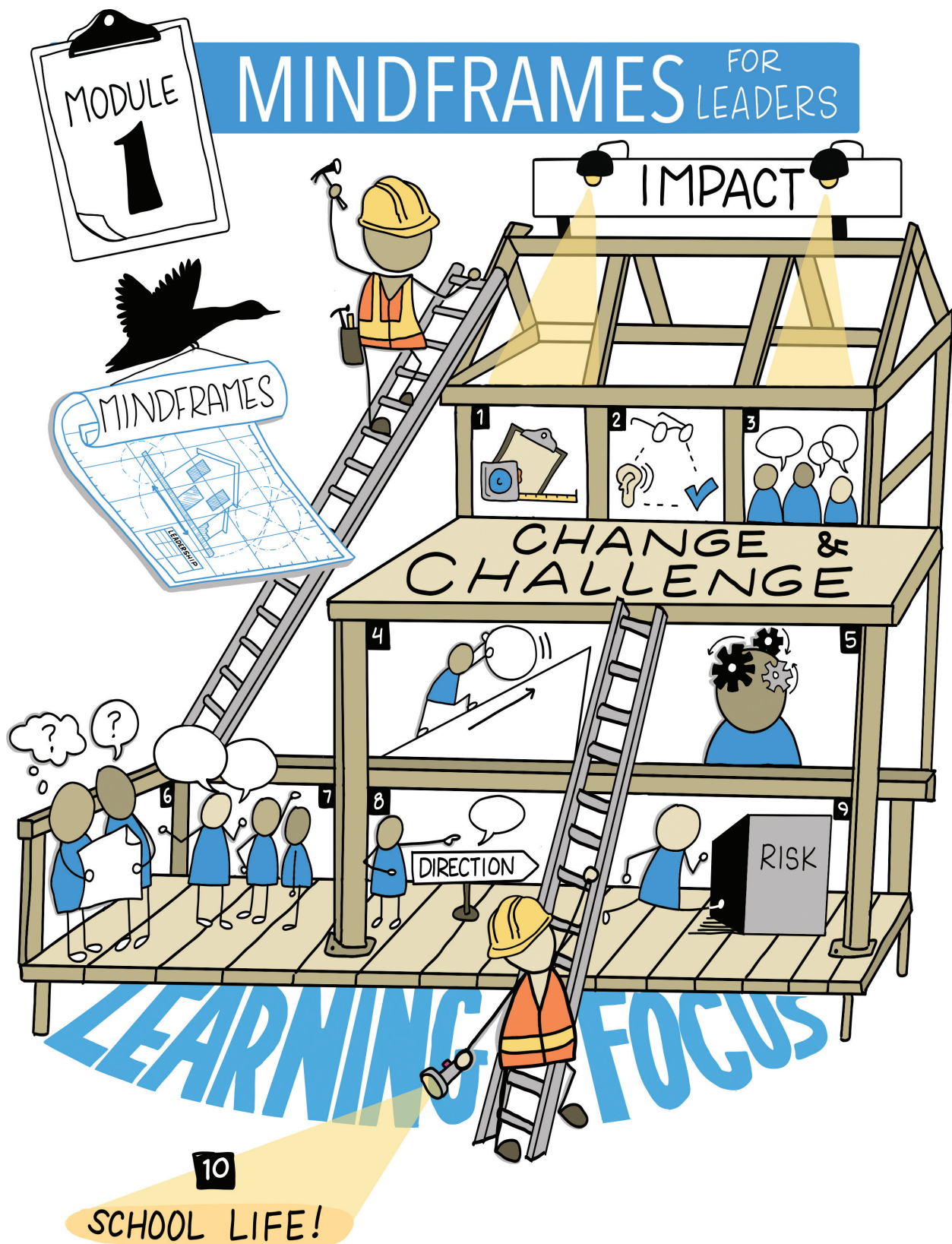
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MINDFRAMES FOR LEADERS

LEARNING INTENTIONS

- I am learning about 10 leadership mindframes.
- I am learning to leverage the leadership mindframes to strengthen my skills and evaluate my impact.

SUCCESS CRITERIA

- I can explain the intent of the impact, change and challenge, and learning focus of the mindframes.
- I can analyze leadership practices for each mindframe and develop my own practices.
- I can assess my current mindframes and identify strengths and gaps.
- I can create a plan to intentionally develop the mindframes I need to lead instruction.

All schools deserve great leaders, not by chance, but by design. Schools with great leaders are better places for learning, and this is where students actually learn more. Furthermore, schools with great leaders have less turnover than schools with less effective leaders (well, some schools have higher turnover because the leader provides opportunities and supports others to become leaders). Teachers are happier at work and report higher job satisfaction where effective leaders lead. Finally, schools with great leaders are places that the community is proud of, and families are pleased that their children attend such schools.

Great school leadership cannot be left to chance. There are specific actions that leaders can take, as well as dispositions that we can adopt, to ensure that the schools we are responsible for are great places for learning, for both students and educators. Before focusing on the skills and strategies that are useful for great leaders, we will share several mindframes, or dispositions and habits, that are useful.

Hattie and Smith (2020) define the mindframes as a set of necessary dispositions or habits of mind that drive the performance of leaders. In other words, leaders' beliefs and values, their mindframes, determine their practices and ways of engaging with

students, teachers, and parents. These useful ways of thinking and acting are captured in a total of 10 mindframes. They help site-based and central-office leaders focus their thinking and engage in self-reflection to strengthen their leadership practices and improve the learning lives of students and teachers.

A LEADER'S CHALLENGE

Tim is the principal of an elementary school where students come from homes in communities struggling to provide the basics of modern life, such as Internet access, healthy food sources, and quality recreational facilities. As the coronavirus pandemic changed the schooling format, Tim thought about the love, support, and services students might miss. He was also gravely concerned about the well-being of his teachers, as they were isolated from their colleagues, families, friends, and everyday activities. Although he was consumed by the many state mandates, ever-changing district plans, and his own ability to lead through the crisis, Tim was able to take some time to consider how his thinking was impacting his actions and the degree to which they would further impact his staff and students. Tim thought to himself, "What messages do I want our staff and families to hear and see from me that will help move us together through this crisis?" He determined the most important messages to communicate, including

➡ Children and their families need support, love, and grace.

➡ The most important thing is health, safety, and well-being.

➡ We will learn what we need to know about distance learning by supporting each other and making mistakes.

➡ We will roll with the punches, be flexible, and keep our students at the forefront of our decisions.

He then collaborated with his leadership team and developed an action plan that would clearly communicate a commitment to these ideas. He instituted a weekly virtual coffee time with the principal for staff to connect, get the latest updates, share worries and concerns, and have some fun. Furthermore, he established a weekly family news brief and posted it online. He then searched for and provided quality professional learning to help all educators, including himself, learn about the tools, platforms, and best practices for distance learning. Importantly, he responded to the many changes in plans that rolled in from the district office. He remained calm and presented the changes to staff with a can-do spirit and confidence that they would get through it together. He took care of students and their families by providing food pick-ups, lessons in technology, and phone calls to check in with empathy and grace. Tim and staff also visited students' homes, leaving goodie bags filled with school supplies, books, and snacks, as well as important information about support services and learning programs.

Over time, as the format of school continues to change, Tim continues to assess his mindframes and strives to serve as a model during confusing and uncertain times. This is Tim's leadership challenge.

PAUSE AND PONDER

Which of Tim's leadership behaviors indicate that he is an effective leader?

_____

_____

_____

_____

_____

_____

_____

_____

_____

✳ A Work in Progress

SELF-ASSESS YOUR INTENTIONALITY

How intentional are you? For each of the following statements, indicate the extent to which it is part of your practice:

	Rarely	Sometimes	Always
I consider my mindframes before embarking on a change project with my staff.			
I am mindful of how my actions and behavior impact how the staff are thinking and acting.			
I determine the impact I wish to have with staff and students before I act.			
I intentionally model the behaviors and actions I hope to see in staff.			
I seek evidence to inform my thinking and leading.			
I am more proactive than reactive when making decisions.			
I am driven by a set of leadership mindframes that impact my leadership actions.			

Which rating (rarely, sometimes, or always) did you select most often?

_____

_____

_____

What can you infer from your ratings regarding how well you are currently leading instructional initiatives?

_____

_____

_____

Based on your ratings and inferences, what are some potential starting points for you to lead instructional improvement?

_____

_____

_____

TEN LEADERSHIP MINDFRAMES

According to Hattie and Zierer (2018), "The way we think about the impact of what we do is more important than what we do." They offer 10 mindframes that encourage teachers and leaders to be more intentional about the ways we think about our impact on learners and learning. These mindframes drive how we do our work in very specific ways. For leaders, the mindframes inform how we lead professional learning, give feedback, coach improvement, and hire and support quality teachers. The mindframes "focus on self-regulation—or the ability to control and direct one's behavior, emotions, and thoughts" (Fisher et al., 2021a, p. 92).

"The way we think about the impact of what we do is more important than what we do" (Hattie & Zierer, 2018).

The 10 mindframes for leaders listed below, introduced by Hattie and Smith (2020), were divided into the following three main categories:

➡ Impact mindframes

➡ Change and challenge mindframes

➡ Learning focus mindframes

We have retained these categories and made slight adaptations to keep the focus on instructional leadership. The mindframes and three categories are listed below.

MINDFRAMES FOR EFFECTIVE LEADERSHIP

Impact Mindframes
1. I am an evaluator of my impact on teacher and student learning.
2. I see evidence and data as informing my impact and next steps.
3. I collaborate with peers, teachers, students, and families about my conceptions of progress and my impact.

Change and Challenge Mindframes
4. I am a change agent, and I believe my role is to improve the learning lives of teachers and students.
5. I embrace challenge, and I support teachers and students in doing the same, not just doing our best.

Learning Focus Mindframes
6. I foster a culture of feedback where teachers, students, and leaders seek, give, receive, and act on feedback.
7. I engage as much in dialogue as in monologue.
8. I explicitly inform teachers and students what successful impact looks like from the outset.
9. I build relationships and trust to make it safe to make mistakes and learn from others.
10. I focus on learning and contribute to a shared language of learning.

Source: Hattie & Smith (2020).

We provide a narrative description of each of the 10 mindframes and a brief list of leadership practices that are examples of the mindframe in action. The mindframes and associated leadership practices can serve as guideposts for leaders to engage effectively in the three main areas of instructional leadership that follow in Parts I–III of this playbook. These parts focus on leading teaching, leading learning, and leading change.

Hattie tells us that Mindframe 1, "I am an evaluator of my impact," is the most important of all, as it serves as an umbrella for the remaining nine mindframes.

Impact Mindframes

Mindframe 1: I am an evaluator of my impact on teacher and student learning.

This mindframe is the essence of effective leadership. It means that leaders must be as deliberate about measuring the impact of leadership decisions and practices as they are in planning actions and practices. It is one thing to thoughtfully plan and implement ideas, and quite another to focus on the impact of the decisions and actions on the people affected by them. Evaluators of impact actively look for, measure, and respond to the impact their decisions have on learning, culture, efficacy, and equity.

MINDFRAME 1: LEADERSHIP PRACTICES

- Survey staff for successes and challenges with a new instructional practice.

- Walk the halls and check in with staff by doing "one-legged interviews" (i.e., short informal conversations that focus on how a change or practice is going. The name comes from the advice that the length of the interview corresponds to the amount of time you can stand on one leg).

- Monitor student benchmark data to capture trend lines tied to instructional practices.

- Routinely survey all stakeholders informally and formally on progress of new practices or changes recently implemented. Act on the feedback to improve support for deep implementation.

Mindframe 2: I see evidence and data as informing my impact and next steps.

Mindframe 2 requires leaders to engage in a courageous pursuit of evidence of impact and an open-minded reflection to drive next steps. Too often most of our energy and effort is exerted at the front end of a change initiative, rather than throughout the initiative. Unfortunately, after the initiative roll-out, we cannot assume that everyone affected understands what to do. This is what leads to so many failed initiatives. If you really want to know your impact, look deeply and listen for it, and prepare to make adjustments to your practices along the way.

MINDFRAME 2: LEADERSHIP PRACTICES

- Conduct learning walks to collect evidence on the deep implementation of new instructional practices and plan professional learning sessions to close teachers' gaps in understanding.

- Visit grade level or department meetings and professional learning community sessions to determine from teachers what support has helped them and what support has not been helpful. Adjust leadership practices accordingly to better support staff.

- Host regular talks with students about what is and is not working in their classrooms, and what changes they believe would improve their learning. Work with staff to authentically review and act on this feedback.

Mindframe 3: I collaborate with peers, teachers, students, and families about my conceptions of progress and my impact.

Building a shared understanding and commitment to a change vision is essential for progress and impact. Rarely, if ever, is a leader's desired impact achieved quickly. Therefore, collaboration regarding what incremental success might look like and how to measure impact over time is necessary. Leaders possessing this mindframe plan their communications with stakeholder groups and develop clarity of thought about what progress looks like. Then, leaders communicate in a way that provides stakeholders with clarity on the *why*, *what*, and *how* of the work ahead.

MINDFRAME 3: LEADERSHIP PRACTICES

- Meet with the school leadership team before, during, and after the change work gets underway to share your conceptions of progress and seek input from the team to refine and edit your conceptions based on their thoughts.

- Hold coffee chats or small focus group talks with families to discuss the work, the desired impact of the work, and the feedback you will seek to keep the work on track.

- Review student benchmark data with teachers and determine next steps for success. Share your conceptions of what progress looks like and the support you are prepared to provide to make steady progress to achieve the desired impact.

✳ A Work in Progress

IMPACT MINDFRAMES

Previously, we shared 10 examples of leadership practices linked to the impact mindframes. In the chart that follows, on the left, add your current practices that align to the impact mindframes. On the right, record practices you are thinking about undertaking to strengthen your leadership for impact.

Mindframes 1–3: Current Practices That Align	Practices I Am Considering
1.	
2.	
3.	
4.	
5.	

Change and Challenge Mindframes

Mindframe 4: I am a change agent, and I believe my role is to improve the learning lives of teachers and students.

Change agents are design thinkers, envelope pushers, risk-takers, and creative problem solvers. Leaders who routinely ask themselves how they can make things better are most likely driven by this mindframe. The learning lives of teachers and students encompass how they learn in groups, how they learn from mistakes, how they use feedback, how they work as a team, how they practice new skills, and how they see themselves as learners. A leader has a significant influence on these aspects of school life. Change agents realize this and serve their schools as leaders who constantly review and refine their leadership to enhance the learning lives of staff and students.

Change agents are design thinkers, envelope pushers, risk-takers, and creative problem solvers.

MINDFRAME 4: LEADERSHIP PRACTICES

- Collect and use feedback from staff following professional learning experiences to improve the impact on building the staff capacity.

- Provide and model collaboration protocols for professional learning community plus (PLC+) meetings to keep teachers focused and productive during their team time.

- Monitor student learning outcomes and collaborate with teachers on what is working and what is not to plan refinements to the instructional program.

- Explicitly talk about what it means to be a learner and model the dispositions of a learner for staff and students.

Mindframe 5: I embrace challenge, and I support teachers and students in doing the same, not just doing our best.

An essential quality of leaders is a willingness to embrace and thrive on challenge. Leaders who embrace challenge recognize that meeting a challenge might be uncomfortable. It could be frustrating and maybe even exhausting, but the struggle is worth it if it results in better learning for teachers and/or students. As Doug says, "We are in an anti-struggle era" when it comes to classroom challenges. Teachers often protect students from productive struggle, frontload too much, or rescue students when they see signs of struggle, which robs them of the thrill of learning something that is both difficult and complex. Adults, teachers, and leaders improve outcomes when they embrace productive struggle. This may involve persevering in learning more effective teaching strategies, finding solutions to assist struggling learners, or working toward shared agreements with PLC+ members. Adults who embrace challenge and bounce back after disappointments are much more likely to experience success and satisfaction as educators.

From the leaders to the teachers and to the students, struggle should be normalized and viewed as an essential part of learning. Learning is supposed to be hard work, both for adults and students.

MINDFRAME 5: LEADERSHIP PRACTICES

- Normalize challenge and productive struggle among adults and students.

- Share appropriate personal examples of embracing a challenge and persisting through struggle.

- Share examples of embracing challenge in classrooms.

- Make embracing challenge a valued learner disposition for all learners.

〉〉〉 Working on the Work

TEXT RENDERING PROTOCOL

Re-read the descriptions of Mindframes 4 and 5. Choose a most significant sentence, phrase, and word for each mindframe and record them in the chart on the next page or highlight them in your book. Examine your choices, make inferences, and use the reflection question following the chart to consider your selections.

Mindframe 4: Change Agent	Mindframe 5: Embrace Challenge
Significant sentence	Significant sentence
Significant phrase	Significant phrase
Significant word	Significant word

What do your choices tell you about your current mindframes as related to being a change agent and embracing challenge?

_____

_____

_____

Learning Focus Mindframes

Mindframe 6: I foster a culture of feedback where teachers, students, and leaders seek, give, receive, and act on feedback.

The way humans improve at anything—whether it is golf, cooking, writing, or leading—comes from quality feedback followed by deliberate practice. Therefore, if schools are to benefit from this powerful influence, leaders must commit to creating a *culture* of feedback. When there is such a culture, leaders and teachers explicitly teach learners what feedback is, why it is important, how to give feedback using success criteria, and how to respond to feedback once it is received. Leaders who embrace Mindframe 6 establish norms and routines to enable streams of feedback to flow freely to and from students, teachers, and leaders. This culture of feedback is built on a foundation of trust-, empathy-, and growth-producing relationships, which will be discussed in-depth in Mindframe 9.

MINDFRAME 6: LEADERSHIP PRACTICES

- Seek feedback from staff on the implementation of new practices. Analyze and share the feedback with them and the actions you will take to respond to it.

- Engage students in all classes in peer feedback based on success criteria as an integral part of the instructional program.

- Support teachers in collecting feedback from their students to improve the effectiveness of teaching practices.

Mindframe 7: I engage as much in dialogue as in monologue.

Leaders with this mindframe understand that talking *with* people is more effective than talking *at* people. Dialogue enables us to learn new ideas, consider various perspectives, find different solutions to problems, and engage others in meaningful work. Dialogue involves active listening, questioning to understand, and responding thoughtfully and honoring the views of many. Dialogue is growth producing. Monologue, although necessary at times, is simply a means to direct people to certain tasks or provide them with information. Monologue is rarely growth producing for those involved.

MINDFRAME 7: LEADERSHIP PRACTICES

- Model dialogue as a value by thoughtfully listening, questioning, and responding to all stakeholders.

- Honor ideas developed through dialogue by implementing them.

- Encourage and support teachers in doing the same with their students.

- Share/teach specific conversation stems and sentence starters for teachers to use to spur quality class dialogue (adults could use these, too!).

Mindframe 8: I explicitly inform teachers and students what successful impact looks like from the outset.

According to Buckingham (2016), "Clarity is the antidote to anxiety." Teachers, as well as students, should be able to confidently respond to the following three questions related to their learning:

➡ What am I learning?

➡ Why am I learning this?

➡ How will I know that I learned it?

This clarity relies on teachers knowing at the start of the year what successful impact looks like in their classroom. For students, it means knowing what success looks like at the start of each unit and lesson: It is the leader's responsibility to communicate and to act with clarity toward shared goals.

MINDFRAME 8: LEADERSHIP PRACTICES

- Communicate, communicate, and communicate again the expectations and desired impact to ensure a shared understanding of goals and expected impact.

- Collaboratively develop a set of success criteria for expected outcomes and base feedback on the criteria.

- Seek feedback from teachers on support they will need to reach the expected outcomes. What do they need to learn? How can leaders support them? What resources would be helpful?

- Monitor results and the effectiveness of supports along the way.

Mindframe 9: I build relationships and trust to make it safe to make mistakes and learn from others.

Mindframe 9 is the critical foundation that allows learning to occur. When human beings feel a sense of belonging at work, when they experience relational trust from their leaders and colleagues, and when they are able to learn from mistakes and each other, deep learning and growth are likely to happen. When these elements are not part of the school culture, deep learning is unlikely.

MINDFRAME 9: LEADERSHIP PRACTICES

- Administer a survey to determine current levels of trust in the school and work with the leadership team to build a plan to improve trust among and with all colleagues.

- Implement team-building exercises at meetings and gatherings.

- Establish peer learning walks and debrief sessions to build efficacy.

- Support staff when learning something new and give grace during the learning period.

- Collect teacher perspectives regularly and respond with genuine interest.

Mindframe 10: I focus on learning and contribute to a shared language of learning.

When leaders focus on learning, they lead their teams in understanding how learning happens, they value teaching students how to be learners, they advocate for certain learner dispositions that all learners in their school can activate when needed, and they reinforce the concept that productive struggle and challenge are essential for successful learning. In principle, they create a learning culture where the learning process and learner dispositions are commonplace in conversations, lessons, data discussions, parent meetings, and all other aspects of school life. Leaders driven by this mindframe prioritize learning-focused work with teachers and spend significant time doing it.

MINDFRAME 10: LEADERSHIP PRACTICES

- Create a video diary of students' current conceptions of learning by asking students, "What makes a good learner?" Record their answers and analyze their responses with the staff. How many students responded with behavior- or compliance-based answers such as "listen to the teacher," "don't disrupt others," or "do your work"? How many students responded with qualities of a learner such as "be persistent," "ask questions," "collaborate," "embrace a challenge," and so forth?

- Work with the staff to create a profile of an ideal learner for your school.

- Conduct research on how learners learn and teach that process to staff and students.

- Routinely talk with staff and parents about learning—how learning happens, what good learners do, and how to learn from mistakes.

✳ A Work in Progress

LEARNING FOCUS MINDFRAMES, MINDFRAMES 6–10

In this module, we shared 20 examples of leadership practices for the learning focus mindframes. In the chart that follows, on the left, list your current practices that align to the learning mindframes. On the opposite side, record practices you consider undertaking to strengthen your leadership for impact.

Mindframes 6–10: Current Practices That Align	Practices I Am Considering
1.	
2.	
3.	
4.	
5.	

EFFECTIVE LEADERSHIP MINDFRAMES, MINDFRAMES 1–10

Reflect on your responses in previous exercises and your notes on the learning focus mindframes leading to this point. For each of the mindframes that follow, mark whether your learning on this mindframe *affirmed* current thinking, *extended* your thinking by adding something new, or *challenged* your thinking by prompting you to consider changes to your current practices. This assessment will help you capture your experience with this content and then make decisions on what your next step might be in conquering a challenge you are facing now.

Mindframes for Instructional Leadership	Affirmed	Extended	Challenged
1. I am an evaluator of my impact on teacher and student learning.			
2. I see evidence and data as informing my impact and next steps.			
3. I collaborate with peers, teachers, students, and families about my conceptions of progress and my impact.			
4. I am a change agent, and I believe my role is to improve the learning lives of teachers and students.			
5. I embrace challenge, and I support teachers and students in doing the same, not just doing our best.			
6. I foster a culture of feedback where teachers, students, and leaders seek, give, receive, and act on feedback.			
7. I engage as much in dialogue as in monologue.			
8. I explicitly inform teachers and students what successful impact looks like from the outset.			
9. I build relationships and trust to make it safe to make mistakes and learn from others.			
10. I focus on learning and contribute to a shared language of learning.			

>>> Working on the Work

Think of an important challenge or change you are working on now. Record this challenge in the box and answer the questions that follow.

My leadership challenge is . . .

The mindframes I need for success on this challenge include:

To ensure success on my challenge or change, I need to intentionally develop mindframes:

ALL IN A DAY'S WORK

Consider the questions below and complete the chart to capture your thinking about how to lead effectively with the 10 mindframes.

Which of your current practices align most strongly with the mindframes?

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

Which of your current practices are not in alignment with any of the 10 mindframes?

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

What practices are you considering adding to strengthen your leadership aligned to the mindframes?

➡   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, you focused on the mindframes for effective leadership and were provided information and exercises to establish foundational knowledge that will enrich your reading of the remaining modules. To provide great instructional leadership for all schools, leaders must remain deliberate and unwavering in their quest to positively impact the learning lives of the students and the working lives of their teachers. The 10 mindframes serve as a guide and anchor for leaders to self-reflect and self-regulate toward more effective leadership.

online resources

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

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)