PRACTICE BRIEF: Leadership for Learning Workshop – Professional Development for School Leadership Teams

Overview of Leadership for Learning Workshop: The Leadership for Learning Workshop is intended for school-based leadership teams comprised of administrators and teacher leaders. This workshop focuses on: how leadership teams can create the site-based conditions for cultivating on-going learning among their staff and how the purposeful use of instructional resources can build organizational capacity to strengthen the quality of teaching. The workshop helps school leadership teams address questions like:

– How can school leaders create the necessary conditions to support excellent teaching school-wide and foster innovation in the educational program?
– How can school instructional leadership teams ensure that instructional resources (e.g. grade-level or department meeting time or outside professional development programs) are well used and actually translate into the desired school change?

School instructional teams identify a "worthy" school-wide instructional goal. Teams are supported to design a strategic approach to achieve this goal that puts their site-based knowledge, organizational structures, practices and relational trust into immediate use. In so doing, instructional teams at once begin building instructional capacity for continuous learning at the individual and institution levels. This capacity-building approach to instructional leadership makes more effective use of existing resources and simultaneously develops instructional resources that are needed in schools to continuously strengthen the quality of teaching and improve student learning.

Instructional Capacity Building Framework: A centerpiece of the Leadership for Learning workshop is learning how to put the Instructional Capacity Building (ICB) Framework into use.[1] This framework draws upon research by Ann Jaquith, a Senior Researcher at the Center to Support Excellence in Teaching (CSET), in which she identifies the school-based conditions, including the sorts of needed resources, to support excellent teaching and continuous learning. This framework assumes that:

1. Instructional resources reside within schools;
2. Some instructional resources exist in schools that are neither recognized nor put to effective use;
3. The capability to generate instructional resources also resides within schools.

The ICB framework offers a distinctly different view of what instructional resources are (see figure 1), how to acquire them and, most importantly how to put them into purposeful use.

Figure 1: Instructional resources broadly defined in the Instructional Capacity Building Framework

Instructional Knowledge	Instructional Tools
Organizational structures and routines that support instruction	Relationships as well as relational qualities that support learning

Leadership for Learning in SFUSD: Three SFUSD schools (Balboa HS, Rooftop K-8, and Longfellow ES) all participated in the Leadership for Learning workshop for 3 days this summer. They each brought leadership teams comprised of the principal, assistant principal, and lead teachers or specialists. Teams learned about the Instructional Capacity Building Framework by using components of the framework to identify existing resources and in some cases re-purpose existing resources (e.g. scheduled meeting time) in service of strengthening instruction at their schools. Principal Matsuno at Longfellow and Principal Marshall at Rooftop built instructional leadership teams during the institute that are transforming their approach to leadership. For example, Principal Marshall and Assistant Principal Kendall continued planning with their instructional leadership team over the summer. Principal Matsuno said her leadership team designed and led the opening professional development activities: "They modeled what should happen in classrooms—lots of getting up and talking in small groups, [used the routine of] think-pair-share" and borrowed the *ball game activity* from the workshop to illustrate the need to make group norms explicit.

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[1] Jaquith, A. (2009). *The creation and use of instructional resources: The puzzle of professional development*. (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3364072)

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September 2011