



Instructional Leadership Profile:

Promoting Equity in the Writing Workshop

Noyce Foundation 2008

Principal's Instructional Leadership Profile: Writing Workshop Focus

Components	Introduction
<p>1. Working in a Standards-based System</p> <p>2. Pursuing a Common Vision</p> <p>3. Providing Equitable Learning Opportunities</p> <p>4. Maintaining a Focused Effort</p> <p>5. Building a Learning Community</p> <p>6. Developing Distributed Leadership</p> <p>7. Fostering Positive Relationships & Communications</p> <p style="text-align: center;">Noyce Foundation 2008</p>	<p>The Instructional Leadership Profile is based on the premise that significant improvements in student achievement require an uncompromising focus on student learning, with intentional and concrete emphasis on addressing issues of equity. Current educational research presents a clear picture of what drives accelerated levels of student learning – improved instruction for all students.</p> <p>This profile is based on some key assumptions:</p> <ol style="list-style-type: none"> 1. Despite rapidly growing knowledge about teaching and learning and the dedicated efforts of many educators, current levels of student achievement are not satisfactory. Many students are underperforming and few are sufficiently prepared to realize their full potential. 2. Increases in student achievement can only be realized by providing significantly improved classroom instruction. 3. Teachers are capable of improving instruction for all students if they are given the opportunity to learn more about content and pedagogy, and time and encouragement to focus on the daily results of teaching, as reflected in student work. 4. Racist attitudes and practices that persist in our broader culture are unconsciously embedded in our schools and classrooms, and have an impact on student performance; therefore, schools must give conscious attention to equity issues in order to improve student achievement. 5. Providing an equitable learning experience for all students requires that educators focus particular attention on those students who are underperforming. 6. Teachers must view the work produced by students as a reflection of their teaching, and use it to guide their instructional planning. 7. In education we are more inclined to discuss topics and activities, and less practiced in using evidence from student work to plan instruction. 8. The principal must provide clear and focused leadership in order to create the needed shift in teachers' approach to instructional planning. 9. Principals want to provide powerful instructional leadership, and are eager for tools that support their leadership efforts. <p>The vision outlined in this profile is one in which all staff are involved in a continuous improvement process targeting student learning needs as revealed in daily student work. Narrowly focused on leadership for improved classroom practice, this profile does not address other dimensions and requirements of the principalship. The profile outlines goals, behaviors and attitudes that can be mastered by principals who are motivated to practice instructional leadership, including concrete examples to support the principal's reflection and planning. Some 'practices worthy of attention' that might be in place as a result of sustained work are described in the evidence portion of the document. These examples are not intended to be all-inclusive, but rather representative of the types of structures, behaviors and attitudes that could support the development of each component.</p> <p>The seven components of this profile are articulated separately; however, they are obviously very interrelated. There is no one right place to begin and principals will benefit from familiarity with the whole document before deciding how to proceed. Depending on the past experience of the staff, the tenure of the principal within the school, and other considerations, each principal will need to determine how best to move the staff toward these goals. For example, a principal and staff might begin to work on small portions of several components with an initial emphasis on only one or two components.</p> <p>This Leadership Profile was developed by participants in the Every Child a Reader and Writer Initiative (ECRW) sponsored by the Noyce Foundation. (For more information, see www.noycefdn.org/everyChildReaderWriter.php.) The noteworthy leadership practices documented in the profile were observed in schools that achieved the strongest outcomes. Although the profile provides a vision of instructional leadership viewed through the lens of effective writing instruction, we believe that the principles and practices can be applied to any subject area.</p>