

Webinar Handout

Being an Instructional Leader in All Stages of the OIP Principals, Central Office, Superintendents, and DLTs

1. What outcomes are we trying to achieve with the OIP?
 - a. Identify the primary outcomes.
2. Are you making progress as a TBT/BLT/DLT?
 - a. *How* do you know?
 - i. What is your evidence?
 - ii. Do you know *Why*?
 - b. See if you can answer these questions
3. If you are NOT making progress as a TBT/BLT/DLT?
 - a. *How* do you know?
 - i. What is your evidence?
 - ii. Do you know *WHY*?
 - b. See if you can answer these questions
4. How do schools get better?
 - a. Take a few minutes and identify how schools get better.
5. What are TBTs supposed to do?
 - a. Reach consensus about “WHAT TBTs are supposed to be doing?”
6. Take a minute to talk about the difference between
 - a. Research-based practices vs.
 - b. Evidence-based practices
7. What is the #1 Factor Influencing Student Achievement (according to Hattie?)
8. Review the steps below and compare these with your current practice. What steps do you need to work on with your DLT, BLTs, TBTs?
 - a. Choose an instructional practice to study
 - b. Provide everyone with a written description of the purpose and the steps
 - c. Have someone model the practice
 - d. Implement the practices in the classroom
 - e. Collect performance data on students
 - f. Compare findings in your TBT, discuss what is it about the strategy that helps students to learn?
 - g. Continue to use and perfect the strategy until all staff and students are successful

9. Stop and reach consensus about WHAT BLTs are supposed to be doing?
 - a. What is the first and primary responsibility of the BLT?

10. Does your BLT assume responsibility for the improvement of the whole school?
 - a. If so, how do you know if what your BLT is doing, is having an impact?

11. Stop and reach consensus about WHAT DLTs are supposed to be doing?
 - a. Does your DLT assume responsibility for the improvement of the whole district?
 - i. If so, how do you know if what they are doing is making an impact?
 1. Talk this over with you DLT!

 - b. How has your BLT/DLT improved TBT's performance?
 - i. Stop and see if you can identify one action that any BLT/DLT has taken to improve TBT practices and performance.
 1. How well did it work?
 2. How do you know?
 3. How DO you share this with other teams/schools?