

About the Companion Website

This book's companion website features video content as well as printable resources and tools created to help leaders organize their thoughts around the most important components of instructional leadership. Included are the author's video introduction to each chapter, a template for the Program Logic Model, all of the Program Logic Model examples from this book, and several graphic organizers not present in the book. (See a description of each online resource on the pages that follow.)



Visit the companion website at
resources.corwin.com/instructionalleadership
or scan this QR code for the resources.



Note From the Publisher: The author has provided content that is available to you through QR codes. To read a QR code, you must have a smartphone or tablet with a camera. We recommend that you download a QR code reader app that is made specifically for your phone or tablet brand.

ONLINE RESOURCES

Peter DeWitt Introduces Each Chapter

Video 1.1 Instructional Leadership as a Holistic Approach

Video 2.1 The Logic Behind Implementation

Video 3.1 A Focus on Learning

Video 4.1 Student Engagement

Video 5.1 Instructional Strategies

Video 6.1 Collective Efficacy

Video 7.1 Evidence of Impact

Resource 1: Program Logic Model Template

Use this graphic organizer to create your own program logic model as a practice example, or use this with a group to begin focusing on your greatest area of need.

Resource 2: Program Logic Model Examples

The book offers many examples of using a program logic model to implement specific initiatives. You can find a downloadable copy of each example here.

Resource 3: Implementation Strategy for Instructional Leaders

The implementation strategy is an extension of the program logic model. Through this process of implementation, teachers and leaders can come together collectively, or leaders can work within their administrative team, to prepare for conversations with teachers and students. All of these groups learn from one another during the reflection/feedback process, which should ultimately have a positive impact on student learning.

Resource 4: Knowledge Dimensions Graphic Organizer

Use this graphic organizer for an individual activity or a group activity. In the middle please jot down the collective thoughts you or the group learned from the chapter on knowledge dimensions. On the outside, write down examples of questions that would be considered factual knowledge, procedural knowledge, conceptual knowledge and metacognitive knowledge.

Resource 5: Student Engagement Graphic Organizer

Use this graphic organizer to write your own definition of student engagement. Perhaps the definition you choose to write can be adopted as a common language and common understanding. In the three boxes below the definition, please write three ways that your staff engage students.

Resource 6: Instructional Strategies Graphic Organizer

Please begin this organizer by explaining how staff in your school focuses on instructional strategies. Do they share best practices or model instructional strategies at faculty meetings, PLCs or in department meetings?

Throughout the chapter I offered methods of implementing strategies and gave deeper explanations of each. In the second row of this graphic organizer, write down three new pieces of information you learned about instructional strategies.

The third section of this graphic organizer stretches the thinking a bit. It is meant to help you move from three ideas you learned in the chapter on instructional strategies to inspiring you to find two instructional strategies you believe staff would like to try (whole staff or a small group of staff members).

Resource 7: Evidence Collection Graphic Organizer

Using the same graphic organizer that was created to help your thinking around the knowledge dimensions, use this one to organize your thoughts around evidence collection. This organizer is meant to help you understand how you focus your feedback, whether you help create authentic opportunities for collaboration, and understand how you collect evidence in some of our biggest areas of need in schools (e.g., PLCs and faculty meetings).

Resource 8: Instructional Leadership Graphic Organizer

This is where I would like you to organize your thoughts around the instructional leadership umbrella. In the book you read my definition of instructional leadership. Would you use that definition or create your own? In the top box extend my thinking on instructional leadership or create your own.

In the bottom boxes, write down one way you practice instructional leadership, and one new strategy you learned that you would be willing to try.