00:00 My name is Matt Renwick, and I'm going to be teaching this course called the Instructional Leadership Operating System. I'll be your instructor for this course. This is a course I've developed in a partnership with a handbook that I created, a playbook called Ten Actions to Support Teaching and Learning, which is based on a book I wrote for Corwin, Leading Like a Coach.

00:30 My experience with This work is, I've been an author for both Corwin and ASCD. My most recent book, again, is Leading Like a Coach, Five Strategies for Supporting Teaching and Learning. I currently serve as a systems coach for CESA number three, which is an educational service agency in Wisconsin. So I support teachers and leaders and districts in building their systems and toward more equitable outcomes for kids. Prior to this, I was a principal in Mineral Point.

01:03 And in this school, I was privileged enough to be a part of an organization that achieved model PLC professional learning community school status through Solution Tree, and also as a principal in Wisconsin Rapids, where we achieved Department of Public Instruction Spotlight School status as well. So we've achieved some promising results, some good outcomes for kids, which has been recognized at the state and national level using this framework, using these models for supporting better teaching for kids. And, I was a classroom teacher for seven years.

01:44 So the four components of the Instructional Leadership Operating System, or ILOS if you want to call it that, is core learning, core beliefs and values, operations and communications, professional growth, and teaching and learning. I created these four components as part of the system to help organize these activities, these actions that you can take as an instructional leader into areas that are missing and help us engage with the system in certain entry points. what I found is it's just difficult to say well just engage in instructional leadership without really having at least a few pathways to to do that work. So we'll get more into these. for components throughout the course but wanted to offer some kind of framework in which we can engage in our work.

02:37 The goal is a self-directed adaptive school. This is a picture from the first elementary school I was a principal of in Wisconsin Rapids called Howe Elementary School. This was a high-poverty district. We were school-wide title one. Around two-thirds of our students qualified for free and reduced lunch. And I want to make a case here that this work can be achieved by any leader. It doesn't take someone who is a hero. Who is incredibly talented. I wouldn't say it was certainly a perfect principal by any means, but what we did have is a system in which the principal with had developed these activities, these approaches to success as a school. And we continued that work when I was a principal there for seven years. And then the person after me that came in continued that good work using these systems, these components to achieve certain goals. In fact, the principal who followed me ended up becoming the Wisconsin State Principal of the Year. So that's the legacy of our work that we want to see is a sustainable, self-directed, adaptive school where regardless of who the positional leader is, is that that shared culture is, is continues that work going forward for kids.

04:18 Three tools that are key for instructional leadership that I have found in my 16 years as a school leader, include instructional walks. I would say this is the first key tool. This is the how of the work. This is, is getting into classrooms, engaging in conversations with teachers around what you see, what you document, what you learn.

04:32 The anatomy of an instructional walk is primarily the notes that you take. A lot of it is just anecdotal notes. What teachers and kids are saying, what they're doing, what the environment feels like. This is all data that we're documenting on just basic paper. And then at the end of the documentation is just an affirmation of something that you notice went well. These are strength-focused, non-evaluative trying to affirm what teachers are already doing well so that they continue to do it. And then it's also an entry point into a coaching conversation.

05:02 The second tool is the Instructional Framework. This describes the what of instruction. So the what's are how we engage in the work. The what is that third point that describes that vision of excellence for what good instruction looks like. So this was one example of a framework. This comes from Regie Routman's work around literacy and leadership and these 10 elements of the framework all have descriptions beneath them that describe what just really good instruction looks like. We're not getting into a debate about what I saw or what the teacher said. But rather coalescing our conversation around good practice and talking about it in relationship to where we want to be. So I'm no longer the arbiter of quality. I'm saying hey here's what environment looks like and here's what I see you doing in your classroom. Let's talk about that. How does your work align with where we're trying to go? So the notes and the observations those drive those conversations around getting better at what we're doing.

06:20 The third tool that's key is the weekly newsletter. So you've got the how of doing this work as an instructional leader using the what which is the framework and you're taking these two elements of what you've learned and put it into a weekly newsletter.

06:39 In this course I'll show you how to go from having your newsletter be just another email that teachers may or may not read to an actual culture builder where you're really being intentional about what you're putting in there in terms of images, anecdotes, you're always connecting it to your beliefs and values, but really creating the culture kind of the place that you want the school to be in a weekly communication, typically on Friday. I'll give you a template on how you can just plug it in, but you're using that information you've collected during your instructional walks, aligned with your instructional framework to communicate where you're at and where you want to be.

07:27 Throughout the course, you're going to see these components and tools, and I want to differentiate these as we go forward. I really want to be tight on the components of the framework of instructional leadership operating system. So it's in our core beliefs and values is one. Our operations and communications is another. Professional growth and teaching and learning. These are the areas where we want to be really focused on and not have a lot of veering from them. The tools, those are there for you to accomplish ah that self-directed adaptive school. And so you use these as best you can. You've seen that I use, for example, lots of notes when I go on instructional walks. Yours might be shorter. Yours might be more basic. It's based more on just images and a few comments that you make. Those can be tailored to your culture, how you prefer to do your work. So just to be clear on two areas there.

08:31 Throughout this course you're going to have ten actions. It's based on the playbook, ten actions for supporting teaching and learning. So the playbook partners with this course and can be sort of a guide you can come back to once you've gone through the course elements. The first thing we'll be doing is committing to daily classroom visits and communicating those intentions around those visits so it's not a surprise. Thinking of ways to empower others such as our assistant to manage and lead in the building, building our core beliefs and values, making those super clear on where we want to go and what we adhere to. Getting the newsletter out on a weekly basis, so sharing what we're learning and doing. Building an instructional leadership team, so we're sharing that authority and starting to create more of a self-directed school. Thinking about an instructional framework that's going to support teaching, learning, and leading. And then making professional decisions. Making instructional learning a priority, which will then drive coaching conversations, based on the instructional walks. And then finally, we're analyzing our instructional walk data to inform our professional learning. And the outcomes you can expect from this is your own, knowledge base.

09:55 Really, for the school, you're, you're trying to build your legacy, as a school leader. And that's one thing I know about your position is that you're not going to be there someday. Someday, someone else is going to be in your place, right? So how do we start creating from day one? Your operations, the way that you, run the school, we want to make that system very explicit and visible and something that you could almost be almost like a turnkey if you're selling a home, like the home is just ready. Here you go for the next leader. We want to create that same thing. And so I'll be showing you how to use Google sites and different, applications within Google to create this knowledge base which is, again, an externalization of your instructional leadership operational system.

10:44 I look forward to, delving more into each of these topics and, and we'll get on to the next part of the course.