



Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from How Leadership Works.

[LEARN MORE](#) about this title!



SELF-EFFICACY FOR INSTRUCTIONAL LEADERSHIP

Some leaders recognize that they can lead the instructional focus of their schools, and others not so much. In other words, some leaders have strong efficacy in this aspect of their work. There are several practices that require strong self-efficacy to be effective in school leadership, including

- ➔ Developing goals and vision for the school
- ➔ Developing a collective culture
- ➔ Motivating teachers
- ➔ Conducting classroom observations
- ➔ Guiding teachers and creating a positive and safe learning environment for students

Evidence (e.g., Skaalvik, 2020) shows that principals with a low sense of self-efficacy to lead instruction actually avoid their instructional leadership duties. They may be doing so because they feel uncomfortable and unsuccessful or simply because they do not believe that they have time. These feelings of inadequacy add to their stress levels because they know instructional leadership is of great importance. When leaders feel inadequate in this area, their well-being and motivation suffer. Importantly, people generally avoid situations for which they have low mastery skills, and it may explain why some school leaders immerse themselves in managerial responsibilities.

So why does this matter to you? If you are finding that you are unable to focus on instructional leadership due to your engagement in other managerial duties, or you focus on transformational leadership practices, you may lack the confidence and self-efficacy to engage deeply in instructional leadership. It will take some soul searching on your part to determine if this is the root cause of not focusing on the duties and actions of instructional leaders.

A Work in Progress

SELF-EFFICACY

To get started, read each of the statements below and check either *Yes* or *No* in response to *I am certain that I can . . .*

I am certain that I can . . .	Yes	No
1. Guide teachers on educational outcomes		
2. Observe teaching and provide meaningful feedback		
3. Develop clear instructional expectations for teachers		

I am certain that I can . . .	Yes	No
4. Lead professional learning on high-effect pedagogy		
5. Engage confidently in conversations about instructional quality		
6. Create enthusiasm among teachers for quality teaching and learning		
7. Develop a culture of collaboration for instructional improvement		
8. Establish structures and routines that build teacher efficacy		
9. Create a shared language of learning across the school community		
10. Support professional learning communities		
Total of Yes and No responses		

If you have three or more *No* responses, you may lack a strong sense of self-efficacy for instructional leadership. But this can change. You can strengthen your self-efficacy by taking charge of your development as an instructional leader. Consider reaching out to a trusted colleague known to be a strong instructional leader and learn from them. Work with a mentor who can coach you in instructional leadership. Seek professional learning opportunities to develop your skills as an instructional leader, access district resources to support your development, and become a reader of articles and books focused on instructional leadership. Finally, you must start engaging in the work and be willing to make and learn from mistakes to build your instructional leadership skills and confidence. As you study the remaining sections of this module, be mindful of your own sense of efficacy to do this work and target content that might address gaps in your skill bank.

Consider the following reflection questions for central office leaders charged with supporting the learning and development of school-based leaders:

- To what extent do you and/or your team intentionally address the self-efficacy of school leaders for instructional leadership?
- What learning opportunities might you provide to build the knowledge, skill, and personal confidence of school leaders to lead instruction in their schools?

