



Instructional Leadership Routines - Monitor Instructional Practices and Curriculum Use

District and building leaders identify and communicate high-priority instructional practices and curriculum use expectations.

PRACTICE 1

PREPARATION

GETTING AWARE

The district completes a review of instructional and curricular resources to identify if there are specific themes in instructional practices that directly support implementation of the curriculum. The district engages in a review of research on instructional practices relevant to their vision and approach to learning. The district may also engage in an inventory of existing instructional practices in classrooms through standard observation to note areas of alignment or misalignment.

GETTING READY

The district identifies curricular and instructional resources and provides training / professional learning support on the initial implementation of these resources. This is done for specific courses, grade levels or bands at one time, rather than uniform implementation across subjects and grade levels all at once.

PROGRESS INDICATORS

GETTING STARTED

District and building leaders generate a list of common instructional practices that they expect to observe during walkthrough observations.

GETTING BETTER

Leaders develop a continuum of instructional practices to be documented during walkthrough observations. These practices are described in common terms, stating what is to be observed in classroom instruction. The practices may have affiliated video examples for teachers and observers.

KEEP IMPROVING

Multiple sets of instructional practices are described, based upon the instructional focus of the class. These include video examples for reference, and may also have corresponding observable student actions that are anticipated for each instructional practice.

RESEARCH REFERENCES FOR THIS PRACTICE:

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