



Instructional Leadership Routines - Provide Coaching and Feedback

Building and district leaders align coaching support with educator evaluation practices.

PRACTICE 10

PREPARATION

GETTING AWARE

When designing the walkthrough observation process, district and building leaders map the potential observed areas and crosswalk this information with the organizational framework of their educator evaluation process. While walkthrough data is not to be used for evaluation directly, it is important to communicate to teachers how the data is connected to domains of their evaluation framework.

GETTING READY

Building and district leaders map out the variety of data used for teacher evaluation and for coaching. This ensures educators see how data and documentation of observations will be used to inform the evaluation process and to guide ongoing coaching discussions for the teacher.

PROGRESS INDICATORS

GETTING STARTED

Building and district leaders establish a coaching protocol and process for teachers that is, in part, built from walkthrough observation data, and is structured around the framework of the educator evaluation process.

GETTING BETTER

Instructional leaders engage in regular coaching of teachers. Areas of focus are based upon the evaluation framework. Walkthrough observations provide opportunities to discuss instructional practices in coaching, however, these are not specifically used in the evaluation process unless specifically requested by the teacher.

KEEP IMPROVING

Instructional leaders develop a coaching plan that aligns with needs identified from the educator evaluation, and offers opportunities to use walkthrough observations and other artifacts of instruction to demonstrate growth.

RESEARCH REFERENCES FOR THIS PRACTICE:

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