



Instructional Leadership Routines - Provide Coaching and Feedback

Building and district leaders gather information about professional learning needs for the instructional staff through their coaching of individual educators.

PRACTICE 11

PREPARATION

GETTING AWARE

Building and district leaders identify types of information they want to collect from coaching conversations with individual teachers to be used collectively to support needs assessment and selection of professional learning support for the instructional staff.

GETTING READY

Building and district leaders create a documentation process that removes individual identifiers yet provides collaborative teams that are in charge of professional learning design and implementation with information from coaching documentation. Needs are identified based upon specific groups of teachers, rather than individuals or the district as a whole.

PROGRESS INDICATORS

GETTING STARTED

Building and district leaders establish instructional coaching for teachers, and use notes from these efforts to track patterns and trends that can be used to identify professional learning needs for broad groups of teachers.

GETTING BETTER

Instructional coaches use a coaching protocol that includes documentation of supports and areas of need. This data is documented in a way that can be easily monitored and reviewed to gather collective information for the school or district for the purpose of identifying professional learning needs.

KEEP IMPROVING

Instructional coaches use a coaching protocol and documentation process to provide information about building or district needs. This is reviewed regularly along with walkthrough observation and other monitoring data to guide decisions about teacher support and instructional system needs.

RESEARCH REFERENCES FOR THIS PRACTICE:

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