



Instructional Leadership Routines - Provide Coaching and Feedback

Building and district leaders identify instructional leaders who can model instructional practices to others through coaching and mentorship.

PRACTICE 12

PREPARATION

GETTING AWARE

Leaders determine district and building capacity to provide instructional coaching or modeling of instructional practices for their instructional staff. Based upon this, leaders determine district and/or building needs in order to ensure all educators receive some level of instructional coaching or mentorship support at least equivalent to state requirements, if not greater.

GETTING READY

Building and district leaders determine priorities for instructional coaching and mentoring. Descriptions of desired competencies for such supports are identified and documented for selection as well as supplemental compensation or hiring of individuals for such roles.

PROGRESS INDICATORS

GETTING STARTED

Building and district leaders use observations and other data sources to identify potential instructional leaders within each school and subject area. These individuals may first be used to provide mentorship to new or struggling teachers.

GETTING BETTER

Building and district leaders establish specific roles and responsibilities for instructional coaches. These coaches are drawn from teachers with a track record of strong instructional practices and effective mentoring experiences for others.

KEEP IMPROVING

Instructional coaching roles are established by the district and used by building leaders specifically to support improvements in instructional practice. These individuals are provided training in coaching strategies and use of feedback. If multiple coaching roles are established, coaches have the opportunity to convene and plan instructional supports collectively. These individuals engage in observations and provide direct coaching support to teachers using observation notes and other data.

RESEARCH REFERENCES FOR THIS PRACTICE:

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