



Instructional Leadership Routines - Monitor Instructional Practices and Curriculum Use

Instructional leaders establish collective coherence on observable qualities of desired instructional practices and curriculum use through shared observation.

PRACTICE 2

PREPARATION

GETTING AWARE

Building and district instructional leaders review possible instructional practices or curricular expectations for different grade levels. Such items might be reviewed both for the potential to improve student learning outcomes and the potential for observers to be able to denote the practices during a walkthrough observation.

GETTING READY

Building and district instructional leaders prioritize observable practices and select a limited number of practices to focus on during observation. Practices are documented in descriptive terms that can be easily discerned by observers. These practices are noted on paper or electronic forms that will be used to collect observation data. Observers engage in training using the forms with samples of observed practice (either video or actual trial observations).

PROGRESS INDICATORS

GETTING STARTED

Instructional leaders involved in walkthrough observations have a shared description of the observable practice.

GETTING BETTER

Instructional leaders meet regularly following the observation process to note their perceptions and how they classify the instruction or curriculum use they observed. The descriptions are regularly reviewed and improved based upon observer feedback.

KEEP IMPROVING

Instructional leaders throughout the building and district regularly review examples of practice and set up "calibration" visits to ensure validity of reporting uniformly across the district. Updated terms or descriptions are communicated to teachers with video examples.

RESEARCH REFERENCES FOR THIS PRACTICE:

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