



Instructional Leadership Routines - Monitor Instructional Practices and Curriculum Use

Instructional leaders routinely observe instruction to gather data on instructional practice and curriculum use.

PRACTICE 3

PREPARATION

GETTING AWARE

District and building leaders set aside time on their schedules to participate in walkthrough observations. If they do not have the capacity to engage in walkthrough observations in order to see each teacher at least 1-2 times per month, additional individuals from each building who are familiar with the instructional vision, practices, and the district curriculum are identified as potential observers. Personnel may be instructional coaches or leaders at the building or district level who can dedicate time for observations to meet the threshold of seeing each teacher at least 1-2 times per month.

GETTING READY

Those individuals who will routinely observe classroom instruction plan their schedules to dedicate time to the walkthrough process, including time to co-observe with others to calibrate observations. Scheduled times are varied throughout the day and week, so that there are a variety of instructional situations for observers to document.

PROGRESS INDICATORS

GETTING STARTED

Instructional leaders schedule times for walkthrough observations and conduct a mix of random and scheduled observations to ensure such observation of all teachers at least 1-2 times per month. Walkthrough observations are recorded on paper or electronic forms.

GETTING BETTER

Instructional leaders schedule times for walkthrough observations to ensure a mix of observations during the day and to see different parts of instructional practice and lessons. Some observations are conducted in pairs to support calibration and coherence of observations.

KEEP IMPROVING

Instructional leaders schedule enough time to ensure walkthrough observations of each teacher every 1-2 weeks, including a mix of class periods and times during a lesson. Observations are documented using electronic forms, which may vary over time as needed.

RESEARCH REFERENCES FOR THIS PRACTICE:

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