Instructional Leadership Routines - Monitor Instructional Practices and Curriculum Use

MI Systems Support

District / building leadership and instructional leaders expand and modify monitoring to prioritize new instructional expectations.

PRACTICE 4

PREPARATION (Indicator 4a)

GETTING AWARE

District and building leaders review existing instructional and student achievement data to prioritize subject areas and grade level bands for staggered implementation of walkthrough observations. Leaders first focus on teachers and classrooms that are open to general instructional observation in order to build positive perception about the process.

GETTING READY

District and building leaders develop a decision-map or flowchart for adding new observation areas after data from observed practices are showing valid and reliable evidence of implementation among a majority of the observed teachers.

PROGRESS INDICATORS

GETTING STARTED

Instructional leaders use walkthrough observations to monitor classroom instruction, noting the presence of prioritized practices and implementation of curricula. Notes may be a mix of pre-determined practices and open-ended notes to give context and support post-observation coaching.

GETTING BETTER

Instructional leaders observe classroom instruction using forms that draw from a range of curricular topics or general practices, and use the appropriate forms depending on the focus of instruction for the observed classroom (such as one form for engaging in group discussion or a different form for facilitating student learning centers).

KEEP IMPROVING

Instructional leaders observe classroom instruction using a set of forms that have evolved over time with the needs of the school or district. Multiple documentation options (using specialized walkthrough observation forms) are available to the observer based on the focus of instruction, with both teacher and student actions noted.

RESEARCH REFERENCES FOR THIS INDICATOR:

Cudeiro, A. (2005). Leading Student Achievement: A Study Finds Superintendents Affecting Instructional Gains through their Strong Relationships with Principals. *School administrator*, *62*(11), 16.

Garza, R., Ovando, M., & O'Doherty, A. (2016). Aspiring School Leaders' Perceptions of the Walkthrough Observations. *International journal of educational leadership preparation*, *11*(1), n1.

Hitt, D. H., Woodruff, D., Meyers, C. V., & Zhu, G. (2018). Principal competencies that make a difference: Identifying a model for leaders of school turnaround. *Journal of School Leadership*, *28*(1), 56-81.

Kachur, D. S., Stout, J. A., & Edwards, C. L. (2013). *Engaging teachers in classroom walkthroughs*. ASCD.

Mihaly, K., Schwartz, H. L., Opper, I. M., Grimm, G., Rodriguez, L., & Mariano, L. T. (2018). Impact of a checklist on principal-teacher feedback conferences following classroom observations. *National Center for Education Evaluation and Regional Assistance. http://ies. ed. gov/ncee/edlabs*.

PREPARATION (Indicator 4b)

GETTING AWARE

When reviewing and prioritizing instructional expectations by subject and grade level, district and building leaders develop a flow chart or learning progression chart mapping out initial teacher and student practices and more complex or advanced practices that can only take place following successful implementation of earlier practices by teachers.

GETTING READY

District and building leaders map out likely changes in observed practices to note the natural progression of such practices, starting with building awareness around a practice, increasing frequency of an instructional practice, and begin incorporating observable student actions that are connected with each instructional practice.

PROGRESS INDICATORS

GETTING STARTED

Instructional leaders observe instruction noting both instructional "strengths" along with opportunities for potential practices to support learning, which may be shared with the observed teacher during post-observation coaching.

GETTING BETTER

Instructional leaders observe and note instructional practices from a continuum of implementation levels. Once certain practices from past observations are being implemented with fidelity, they may be replaced with other desired practices on the monitoring form.

KEEP IMPROVING

Instructional leaders observe and note practices from adaptive forms that allow for depth of implementation to capture nuances of practice to inform coaching and to identify potential examples of instructional practices from one teacher to use to model for other teachers. Data collection and analysis evolves to meet these changes in observation.

RESEARCH REFERENCES FOR THIS INDICATOR:

Danley, A., & Theiss, D. (2015). Using Walkthrough Observations to Document Dispositional Actions. *School-University Partnerships*, *8*(2), 26-32.

Goddard, R. D., Skrla, L., & Salloum, S. J. (2017). The role of collective efficacy in closing student achievement gaps: A mixed methods study of school leadership for excellence and equity. *Journal of education for students placed at risk (JESPAR)*, *22*(4), 220-236.

Hitt, D. H., Woodruff, D., Meyers, C. V., & Zhu, G. (2018). Principal competencies that make a difference: Identifying a model for leaders of school turnaround. *Journal of School Leadership*, *28*(1), 56-81.

Kachur, D. S., Stout, J. A., & Edwards, C. L. (2013). *Engaging teachers in classroom walkthroughs*. ASCD.

ILR - Monitor Instructional Practices and Curriculum Use: Practice #4