



Instructional Leadership Routines - Guide Instructional System Decisions

Building leaders review monitoring data to identify instructional strengths and high-performing practitioners to build leadership capacity.

PRACTICE 5

PREPARATION

GETTING AWARE

During the development of the walkthrough observation protocol and selection of information gathered, district and building leaders identify purposes of the data gathered and how they would use the information to make decisions about supporting teachers and instruction in general. Purposes may include identifying potential instructional leaders (based on strength shown from observations), determining professional learning needs, or ensuring that curriculum is being implemented on schedule and with fidelity.

GETTING READY

In addition to scheduling the time for conducting walkthrough observations, building leaders and teacher collaborative teams set aside time within their standard meeting times to review instructional data generated through the walkthrough process (as well as other instructional data sources, including evaluation data, student assessment data, and other identified factors). These leadership teams set targets for frequency of walkthrough observations for each review to ensure data is statistically valid and reliable.

PROGRESS INDICATORS

GETTING STARTED

Building leaders review observation data regularly (generally once a month or when at least 30 observations have been collected for statistical validity). Strengths are noted for future use in coaching or mentoring support for other teachers.

GETTING BETTER

Building leaders review observation data regularly using a data protocol based on improvement cycles. Each cycle involves decisions around how best to build upon strengths identified in the process.

KEEP IMPROVING

Building leaders review observation data regularly and correlate it with student outcome data and other student data to identify areas of strength. Improvement cycles are used to make decisions regarding instructional support and coaching with each review of the data.

RESEARCH REFERENCES FOR THIS PRACTICE:

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