



Instructional Leadership Routines - Guide Instructional System Decisions

Building leaders analyze data for trends, changes and gaps in practice, and correlation to student outcomes to inform instructional decisions.

PRACTICE 6

PREPARATION (Indicator 6a)

GETTING AWARE

District and building leaders collaborate to identify what data they will analyze from the walkthrough observation process. This includes not only broad analyses of data to illustrate trends, but also can be disaggregated to explore grade level or subject area differences.

GETTING READY

Building leaders use data generated during the testing of the walkthrough observation form and process for observation to generate data reports to be used in routine decision-making. During this, building or instructional leaders may identify specific data visualizations or data reporting tools that can be used to aid in instructional decision-making. Improvements to the walkthrough observation and data review process can be made.

PROGRESS INDICATORS

GETTING STARTED

Building leaders review walkthrough observation data holistically to identify general patterns in instructional practice.

GETTING BETTER

Building leaders review walkthrough observation data to look at holistic information about patterns, and also look at changes in trends over time. Decisions based on such analysis supports both general instructional support of high priority practices and modifications to the walkthrough observation process itself.

KEEP IMPROVING

Building leaders review walkthrough observation data to look at holistic information about patterns as well as changes over time. Improvement cycle-based protocols are used for addressing instructional practices, the observation process and documentation tools. Decisions based on past monitoring reviews are revisited with each subsequent review of data. Such data is shared regularly with the district to inform the instructional system and its implementation.

RESEARCH REFERENCES FOR THIS INDICATOR:

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

Fink, S., & Markholt, A. (2011). *Leading for instructional improvement: How successful leaders develop teaching and learning expertise.* John Wiley & Sons.

Mendels, P. (2012). The effective principal: 5 pivotal practices that shape instructional leadership. *The Learning Professional, 33*(1), 54.

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National Policy Board for Educational Administration. (2015). Professional standards for educational leaders 2015. *Reston, VA: Author.*

PREPARATION (Indicator 6b)

GETTING AWARE

District and building leaders review student outcome data (including interim and benchmark data) to identify the indicators that are likely correlated with the instructional practices and curriculum implementation to be documented through walkthrough observation data.

GETTING READY

Building leaders work with teacher teams to identify specific indicators they would look to see in terms of impact on student outcomes. This is, ideally, done with coordination of district leaders to ensure these indicators are in general alignment with district data as well.

PROGRESS INDICATORS

GETTING STARTED

Building leaders look at disaggregated data regularly to see if patterns emerge regarding grade level, subject-area, or similar considerations.

GETTING BETTER

Building leaders look at disaggregated data for both patterns within current walkthrough observations, and trends over time. Data may be shared with teacher collaborative teams regarding patterns specific to their focus area.

KEEP IMPROVING

Building leaders disaggregate data with each routine review of data to see if patterns or trends emerge that need responses, and share such trends with district leaders to inform the instructional system. Data is regularly used by teacher collaborative teams, and these teams provide feedback to building leaders to inform future observation.

RESEARCH REFERENCES FOR THIS INDICATOR:

Brown III, G. (2015). What's the difference? Principal practices that support the achievement of low-income students in demographically diverse schools. *Academy of Educational Leadership Journal*, 19(2), 11-31.

Cohen-Vogel, L., & Harrison, C. (2013). Leading with data: Evidence from the national center on scaling up effective schools. *Leadership and Policy in Schools*, 12(2), 122-145.

Fink, S., & Markholt, A. (2011). *Leading for instructional improvement: How successful leaders develop teaching and learning expertise*. John Wiley & Sons.

Louis, K. S., Leithwood, K., Wahlstrom, K. L., Anderson, S. E., Michlin, M., & Mascall, B. (2010). *Learning from leadership: Investigating the links to improved student learning* (Vol. 42). New York, NY: Wallace Foundation.

National Policy Board for Educational Administration. (2015). Professional standards for educational leaders 2015. *Reston, VA: Author*.