MI Systems Support

Instructional Leadership Routines - Guide Instructional System Decisions

District and building leaders explore new instructional practices or curriculum resources using targeted implementation and monitoring with short term improvement cycles.

PRACTICE 7

PREPARATION

GETTING AWARE

District and building leaders collaborate to identify potential new instructional practices or curriculum resources. Even if used as "pilot programs," leaders identify a set of observed practices that would align with the new resources or programming, so that the trial implementation can be monitored to ensure practices are taking place with fidelity. These are documented in a set of "look-fors" from walkthrough observations.

GETTING READY

Training is provided to teachers who will be implementing the new instructional practices or curriculum resources. Walkthrough observation forms are created to document desired practices and possible observed student actions (connected to practices specifically demonstrated during the training).

PROGRESS INDICATORS

GETTING STARTED

District and building leaders work with teachers who are implementing new practices or resources following training to involve them in the observation process. Observations are done frequently using standard techniques and are reviewed in short cycles (weekly or biweekly) with the teachers observed.

GETTING BETTER

District and building leaders use the initial cycles to make adjustments to the practices or resources to the context of the classes that are using the new materials. Following that, continued intensive observation takes place, though review and feedback cycles may be extended once implementation of the new materials or practices stabilizes.

KEEP IMPROVING

District and building leaders determine a broader expansion of practices or materials for subsequent implementation. Following training, walkthrough observations follow a similar start-up process. Data is disaggregated to show differences between those who already worked with materials and those beginning anew. This reflects teachers' natural progression in implementing new materials and how practices change with experience. Data is used to inform the broader implementation process and expectations for teachers.

RESEARCH REFERENCES FOR THIS PRACTICE:

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development.

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.

Killion, J. (2012). Coaching in the K-12 context. *The SAGE handbook of mentoring and coaching in education*, 273-295.

Mausbach, A., & Morrison, K. (2017). Staying centered in a compliance-driven world. *Educational Leadership*, *74*(9), 47-50.

Rouleau, K. (2021). Balanced Leadership for Student Learning: A 2021 Update of McREL's Research-Based School Leadership Development Program. *McREL International*.