



Instructional Leadership Routines - Provide Coaching and Feedback

Instructional leaders who engage in walkthrough observations provide broad instructional information and feedback to teachers.

PRACTICE 8

PREPARATION (Indicator 8a)

GETTING AWARE

When determining the instructional practices to look for in the walkthrough observation process, instructional leaders identify a process and frequency for communication, as well as a format for the data to illustrate how broad instructional decisions will be communicated to the district.

GETTING READY

Building and district level collaborative teams specifically incorporate instructional observation data reviews into meeting agendas. Building and district level collaborative teams may want to identify a member to specifically be involved in conducting regular data analysis of observation data to inform the team.

PROGRESS INDICATORS

GETTING STARTED

Following early stages of walkthrough observations (for developing the schedule, process, and calibration among reviewers), broad observational data is provided to teachers after the review by instructional leaders.

GETTING BETTER

Instructional leaders provide regular feedback to all teachers following each review cycle. Data informs all decisions regarding the instructional system and/or the observation process. Themes or trends are revealed in such communication.

KEEP IMPROVING

Instructional leaders provide regular feedback to all teachers following review cycles. Additionally, leaders seek teacher input regularly in the review process to help provide rationale or suggestions for moving forward with the progression of practices within the walkthrough observation process.

RESEARCH REFERENCES FOR THIS INDICATOR:

Crum, K. S., Sherman, W. H., & Myran, S. (2010). Best practices of successful elementary school leaders. *Journal of Educational Administration*.

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

Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). How principals affect students and schools. *Wallace Foundation*.

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

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

PREPARATION (Indicator 8b)

GETTING AWARE

Teacher collaborative groups identify observed practices that would inform and benefit the teachers being observed in order to ensure teachers have a voice in the design of the process. Teachers can utilize data from the process to improve the quality of instruction and curriculum implementation.

GETTING READY

Teacher collaborative groups specifically plan for the use of observational data as one element of a broader plan for instructional improvement. These groups integrate information from walkthrough observations as one type of feedback to inform ongoing collaboration efforts.

PROGRESS INDICATORS

GETTING STARTED

Following early stages of walkthrough observations (for developing the schedule, process, and calibration among reviewers), more specific observational data (disaggregated but not individualized) is shared with teacher collaborative groups for use in planning and support.

GETTING BETTER

Disaggregated and holistic data is provided to teacher collaborative groups regularly with each review cycle. These groups have a voice in amending or refining the observation process or observed practices.

KEEP IMPROVING

Teacher collaborative groups have access to observation data and are able to analyze and manipulate the outcome data on their own. Teachers provide direct input on the design and implementation of the walkthrough observation process for their specific area of focus (grade level or subject area).

RESEARCH REFERENCES FOR THIS INDICATOR:

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

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

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Sebastian, J., Allensworth, E., & Huang, H. (2016). The role of teacher leadership in how principals influence classroom instruction and student learning. *American Journal of Education*, 123(1), 69-108.