



Instructional Leadership Routines

Research on effective schools identifies a number of regularly implemented actions that are led by building leaders in schools to ensure the district's instructional system is being effectively utilized with students. These actions, taken collectively, are considered "Instructional Leadership Routines" (or ILR). These routines draw upon district systems to incorporate specific practices in three distinct areas of support, all with the eventual broader goal of increasing collective understanding and efficacy among the building's teachers, leaders, and support staff around classroom implementation of the curriculum through instruction.

Following collective communication and decisions around these processes to orient teachers to these routines, ILRs first Monitor Instructional Practices and Curriculum Use through multiple strategies to develop a variety of indicators of these practices. These practices then support the next stage of ILRs, which are to Guide Instructional System Decisions at the building and district level. Those engaged in these routines Provide Coaching and Feedback to focus on the individual needs of teachers and others to support instructional practice and student well-being. Since there is a focus on gathering and analyzing data to support instruction and non-academic support of students and the school climate, many of these efforts connect directly with Teacher Collaborative Routines. Below are the specific practices that set the stage for Instructional Leadership Routines, followed by descriptors of their implementation.

Monitor Instructional Practices and Curriculum Use

1. District and building leaders identify and communicate high-priority instructional practices and curriculum use expectations.
2. Instructional leaders establish collective coherence on observable qualities of desired instructional practices and curriculum use through shared observation.
3. Instructional leaders routinely observe instruction to gather data on instructional practice and curriculum use.
4. District / building leadership and instructional leaders expand and modify monitoring to prioritize new instructional expectations.

Guide Instructional System Decisions

5. Building leaders review monitoring data to identify instructional strengths and high-performing practitioners to build leadership capacity.
6. Building leaders analyze data for trends, changes and gaps in practice, and correlation to student outcomes to inform instructional decisions.
7. District and building leaders explore new instructional practices or curriculum resources using targeted implementation and monitoring with short term improvement cycles.

Research-Based Practices

Provide Coaching and Feedback

8. Instructional leaders who engage in walkthrough observations provide broad instructional information and feedback to teachers.
9. Instructional leaders provide individual coaching to educators based upon walkthrough observations.
10. Building and district leaders align coaching support with educator evaluation practices.
11. Building and district leaders gather information about professional learning needs for the instructional staff through their coaching of individual educators.
12. Building and district leaders identify instructional leaders who can model instructional practices to others through coaching and mentorship.