



Leadership System - *Develop Capacity for Instruction and Student Support*

District and building leaders regularly monitor instruction and student support efforts to ensure effective implementation and continuous improvement.

PRACTICE 11

Indicator 11a - Monitoring Instruction Through Instructional Leadership Routines

PREPARATION

GETTING AWARE

District and building leaders review the practices and research-based resources on instructional leadership routines. District leaders work with building leaders to observe and document instruction from brief, random walkthroughs of classrooms throughout the district. Building leaders review school specific schedules to identify opportunities for regular observation and monitoring that would reach a majority of teachers or classrooms.

GETTING READY

District leaders review informally gathered observational notes and data from classroom walkthroughs and use this to engage in planning discussions about implementing instructional leadership routines. District leaders schedule time with building and instructional leaders to conduct collaborative walkthroughs in order to come to shared understandings about what is being observed.

PROGRESS INDICATORS

GETTING STARTED

District and building leaders establish instructional leadership routines and initiate walkthrough observation practices in classrooms as a means of monitoring instructional and student support practices.

GETTING BETTER

District leaders identify norms and expectations for instructional walkthrough observations and student support efforts and refine the practices for observation once a majority of educators are implementing desired practices with fidelity. District leaders oversee building leaders' use of instructional leadership routines to focus on continuous improvement of instruction.

KEEP IMPROVING

District leaders monitor the implementation of instructional leadership routines by building and instructional leaders and expand observation practices to incorporate peer observation and other teacher collaboration routines. District and building leaders transition the observational focus to new areas of instruction and student support when implementing new practices or when fidelity of practice is observed.

Indicator 11b - Utilizing Instructional Data

PREPARATION

GETTING AWARE

District leaders review comments and/or feedback from building leaders, community members, and other educators about creative or innovative instruction taking place within their district. District and building leaders make regular observations of instruction in classrooms to identify innovators or early adopters among their instructional staff.

GETTING READY

District and building leaders identify opportunities for educational innovations based upon classroom observations, staff suggestions, or reviews of current instructional practice or student support programming. District and building leaders collaborate to identify capacities and resources needed to implement innovations. Leaders plan a process that would provide flexibility in instruction, facilities, academic load, and anticipated student outcomes for such innovations, setting the stage for a planned pathway for approval and monitoring of pilot innovations.

PROGRESS INDICATORS

GETTING STARTED

District and building leaders recognize instructional and support staff who explore, create, and use innovative instructional strategies. Leaders review such practices and determine how to encourage others to observe or collaborate with these individuals to model exemplary or innovative practices.

GETTING BETTER

District and building leaders recognize innovative educators and support staff and encourage them to explore or implement new strategies that the district might wish to implement. These innovative educators provide advisory or planning support for improvement or innovation efforts within the district, and they use their classroom for pilot implementation efforts.

GETTING BETTER

District and building leaders regularly utilize innovative educators and support staff to model instruction and mentor other educators in implementing innovative instruction or student support. The district incorporates several such individuals to form an innovation advisory group to specifically explore innovative resources or strategies. Leaders ensure that innovators participate in collaborative teams to promote exploration and implementation of new ideas.

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