

# Instructional Leadership Routines

*These routines are designed to position the building principal and other leaders in the role of guiding and leading instructional improvement at scale in the building. Installed organically rather than as events, these routines daily support the ongoing mission of increasing student, teacher, and leader performance in a short amount of time.*

Install Building-Level Processes (to Support Teacher Learning)	
Routine	Impact of Routine
1. Promote alignment between district's vision for high-quality subject-specific instruction and what is enacted in the classroom.	1. Number of leaders engaged in this routine. 2. Frequency by which leaders engage in this routine. 3. Grade levels/content areas impacted by this routine.
2. Promote instructional coordination across general and special education.	
3. Schedule adequate time for teacher collaboration.	
4. Develop and implement a protocol for use of teacher collaboration.	
5. Develop professional learning plan around the district's visions for high-quality subject-specific instruction.	
6. Communicate expectations for implementing instructional strategies.	
7. Secure instructional materials to support teachers' implementation of the district's visions for high-quality subject-specific instruction.	
8. Regularly meet with coaches/specialist/ISD or outside consultants to develop understanding high-quality subject-specific instructional practices aligned to the district's visions.	
9. Meet with coaches/specialists/ISD or outside consultants to discuss teacher learning and implementation of instructional strategies that are aligned to the district's visions for high-quality subject-specific instruction.	

# Coaching

Routine	Impact of Routine
1. Communicate a common and clear vision for high-quality subject-specific instruction.	1. Number of leaders engaged in this routine.
2. Routinely observe instruction (informal and formal).	2. Frequency by which leaders engage in this routine.
3. Provide feedback to teachers that is consistent with instructional expectations as defined by the district's visions for high-quality subject-specific instruction.	3. Grade levels/content areas impacted by this routine.
4. Model high-quality subject-specific instruction that is consistent with the district visions.	
5. Identify supports needed by teachers to implement the high-quality subject-specific visions with fidelity.	
6. Leverage district/building-level supports for teachers (coaches/specialists/outside or ISD consultants).	
7. Assist teachers in the use of assessments to improve instruction.	
8. Support teachers to develop and implement non-instructional routines to assist with meeting the non-academic needs of students, as defined by the Intense Student Support Network vision.	
9. Identify individuals who can share expertise on pedagogical practice or content.	
10. Press teachers to implement district's high-quality subject-specific visions and/or key ideas from professional learning.	

## Monitoring

Routine	Impact of Routine
1. Develop and implement a consistent monitoring protocol for classroom observations that aligns to the districts' visions for high-quality subject-specific instruction, using the district's high-quality instruction data collection tool.	<ol style="list-style-type: none"> <li>1. Number of leaders engaged in this routine.</li> <li>2. Frequency by which leaders engage in this routine.</li> <li>3. Grade levels/content areas impacted by this routine.</li> </ol>
2. Set timelines for instructional improvement.	
3. Monitor curriculum planning and implementation to see that it reflects district's visions/goals for high-quality subject-specific instruction, pacing, and implementation guides.	
4. Collect data on teachers' implementation of instructional strategies aligned to the district's high-quality subject-specific instructional visions and discuss this data with the Building Network utilizing the Performance Management Driver System.	
5. Examine student-learning tasks present during classroom observations.	
6. Examine exemplars of academic work.	
7. Assist teachers to track progress of students.	
8. Collect and analyze student achievement data on a monthly basis, utilizing the Performance Management Driver System.	