

Standard Indicator 4.3: Supporting Instructional Practice

The leader supports improvement of teacher practice through evidence-based, actionable feedback and guidance related to resources and opportunities for continuous improvement of practice.

Accomplished principals are consistently present where teaching and learning occur. They model, coach, and mentor in order to support others to grow in their practice. For example, these principals use regular, structured classroom visits with timely, meaningful feedback on performance as one method of participating in observations of teaching and learning.

Accomplished principals are skilled teacher coaches. In their role of principal as coach, giving feedback indicates opportunities for using language and questioning strategies that promote teacher growth or development for the purpose of achieving a different result or higher quality of implementation. Accomplished principals identify individual teachers' needs and provide appropriate strategic support. They provide feedback that is validating, is action oriented, and grows reflective practice.

Adapted from NBCEL, *Accomplished Principal Standards*, 1st ed. (2010, p. 35), and Gibbons, *Leaders as Coaches: Providing Feedback That Impacts Classroom Practice* (n.d.).

Key Elements of Leader Practice and Questions for Reflection and Planning Related to Standard Indicator 4.3

- Engaging in announced and unannounced observations with a frequency that will allow the leader to gather a rich and accurate picture of the full range of a teacher's practice
 - *Does the frequency with which I engage in classroom visits support ongoing, prioritized, evidence-based feedback conversations about instructional practice with individual teachers?*
 - *Is the postobservation evidence I use specific enough to provide focused, actionable feedback to the teacher? Have I accurately aligned evidence to the standards in the professional practice rubric? Have I removed instances of bias from the evidence I have gathered? Can I support summary statements and interpretations I make with objective evidence of teacher practice and student learning?*
- Engaging in evidence-based, improvement-focused coaching conversations based on what has been observed through classroom visits with the observed practitioner and providing action-based feedback that is specific, including positive reinforcement of teacher strengths and constructive feedback that leads to an action plan for improvement
 - *How can I support teachers in selecting student work and other artifacts of practice to support rich conversations about teacher practice and instructional improvement?*
 - *Am I remembering to reinforce areas of strength in the teacher's practice? How am I using evidence to do this work?*

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- *Am I able to prioritize areas of constructive feedback to make reflection and growth on the part of the teacher both manageable and impactful in the short and long term?*
- *Do teachers emerge from each postobservation conversation with actionable steps for improvement or enhancement of their current practice? Do the action steps clearly outline what specific changes in practice would look like in the classroom? Is successful implementation of the actions outlined within the postobservation conversation(s) feasible in the near future?*
- *What systems and structures are in place in my organization to encourage teacher collaboration in the interest of improved practice and student learning?*
- Understanding the different ways in which adults experience feedback so that varied, differentiated approaches can be employed to foster reflection and growth
 - *What types of questions am I asking teachers to gain further insight into their practice and encourage reflection during the postobservation conference? How might I plan my questions proactively to avoid leading questions or veiled criticism and make good use of time while creating opportunities to learn more about the teacher's practice and the nature of student learning?*
 - *How am I identifying and adjusting the level of direction I need to provide to teachers during postobservation conversations to match individual needs with regard to reflection and growth?*
- ***What concrete sources of evidence will I need to gather to demonstrate effective practice related to these Key Elements?***

Professional Learning to Advance This Leadership Practice

- Engaging in structured opportunities (workshops, courses, webinars, etc.) to learn and refine skills in gathering observation evidence and providing improvement-focused feedback to teachers
- Working with a peer, colleague, or supervisor to observe or analyze a live event or video of a recent postobservation conference and reflect on how well the strategies and skills promoted teacher reflection and growth
- Participating in regular observations alongside an administrative peer to monitor interrater agreement and accuracy and to build a deeper common understanding of the expectations for teacher practice
- Working with teachers, peers, and other individuals to research and collect resources for professional development that are aligned to professional practice standards and identifying alignment among the professional practice standards and existing programs, initiatives, and professional development offerings

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	Ineffective (1) At this level, the leader...	Developing (2) At this level, the leader...	Effective (3) At this level, the leader...	Distinguished (4) At this level, the leader does one or more of the following. The leader...
LEPG Rubric Performance-Level Descriptors	<ul style="list-style-type: none"> ▪ Does not provide the teacher with completed evaluation forms in writing or they are completed but do not reference the classroom observation. ▪ Does not avoid preobservation and postobservation meeting interruptions. ▪ Does not adequately prepare for the meeting by setting an agenda or reviewing observational or other data. 	<ul style="list-style-type: none"> ▪ Provides teachers completed evaluation forms in writing. ▪ Accurately connects evidence with appropriate standards and indicators and uses vocabulary from the LEPG rubric. ▪ Creates a professional preobservation and postobservation meeting by using respectful language, making eye contact with teachers, listening without interruption, and responding to teachers' viewpoints. ▪ Asks factual and reflective questions that prompt the teacher to reflect on evidence and the rubric and to explain his or her thinking. ▪ Paces the conversation to focus primarily on no more than two areas of growth and two areas of strength based on observation evidence and framework indicators. ▪ Creates a teacher professional development plan. 	<ul style="list-style-type: none"> ▪ Centers conversation on evidence collected during the classroom observation. ▪ Encourages teachers, either during preobservation³ or postobservation meetings, to bring additional evidence to determine effectiveness of observed teaching. ▪ Facilitates a conversational and balanced meeting, providing multiple opportunities for the teacher to discuss practices. ▪ Engages with teacher's responses by paraphrasing teachers' statements to acknowledge, clarify, or summarize teachers' thoughts. ▪ Asks questions that help the teacher connect the observation feedback to student learning and prompt the teacher to brainstorm potential improvements or alternative strategies. ▪ Ends meetings and conferences with an action plan that is aligned with observation results and encourages teachers to try new instructional approaches. 	<ul style="list-style-type: none"> ▪ Encourages and responds positively when the teacher disagrees with on the principal's suggestions or interpretations of performances. ▪ Converses with the teacher to identify and apply innovative practices intended to improve student learning. ▪ Asks questions that prompt the teacher to reflect on the feasibility of potential improvements or alternative instructional strategies. ▪ Discusses the actions that school leadership (e.g., principal, other administrators, teacher leaders, instructional coach) will take to support instructional improvement. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ▪ Coaches or otherwise builds the capacity of assistant principals, coaches, or others to give high-quality feedback to teachers and other staff and make targeted professional growth plans based on observation evidence. <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> ▪ Motivates teachers and staff to perform at highest levels of professional practice and to continuously learn and improve. ▪ Develops teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

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Possible Examples	<ul style="list-style-type: none"> During a postobservation conference, the leader spends most of the time complaining how many teachers do not use the correct lesson planning template. The leader does most of the talking during the postobservation conference. The leader focuses on recalling the details of the observation and does not include suggestions for professional development. 	<ul style="list-style-type: none"> During a postobservation conference, the leader explains what evidence was observed for each component of the teacher observation rubric. The leader asks the teacher a few clarifying questions at the beginning of the postobservation conference but spends most of the meeting talking. The leader recommends that the teacher connect with a colleague who has strong classroom management skills to observe that classroom and discuss strategies but does not follow up to determine whether that has occurred. 	<ul style="list-style-type: none"> During a postobservation conference, the leader and teacher discuss what evidence was observed for each component of the observation rubric. The leader asks the teacher multiple reflection questions and weaves in evidence seen while paraphrasing the teacher's reflections. The leader leaves the meeting with several "to do" items based on the framework. 	<ul style="list-style-type: none"> The leader reviews student work the teacher brought to the meeting and connects the evidence seen to the teacher's professional growth plan. The leader takes the teacher's evidence of practice into consideration and changes the score when applicable. When a teacher suggests using a new approach, the principal supports the teacher in trying new instructional strategies. After the teacher reflects and chooses an area of practice to improve, they collaboratively determine next steps that the teacher and the principal will do and a timeline for completing the steps. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> The leader facilitates a PLC with fellow principals about having difficult conversations. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> The leader and assistant principal conduct three observations together. The principal leads the postobservation conference with the first teacher but then lets the assistant principal lead the next two, providing the assistant principal with coaching on how to effectively lead the meeting. The leader and assistant principal divide the rest of the evaluations between them.

^a Evaluators can gather evidence for this indicator during their preobservation meetings with the principal or by reviewing the principal and teacher's preobservation meeting forms.