

<u>INSTRUCTIONAL LEADERSHIP DESCRIPTORS</u>	<u>EXAMPLES</u>	<u>Notes for SAM and Principal</u>
<b>Student Supervision:</b> principal assists while a teacher is teaching students.	<ul style="list-style-type: none"> <li>• using proximity to redirect student(s)</li> <li>• verbally redirecting a student so he/she pays attention—engages in the manner the teacher expects</li> <li>• provides a pencil for a student, materials, etc.</li> </ul>	Student Supervision also allows the principal to better understand what is happening in a classroom. It allows the principal to both observe and assist.
<b>Work with Student(s):</b> principal teaches student(s) or engages in conversation about content	<ul style="list-style-type: none"> <li>• teaching an individual or a group of students without a teacher present</li> <li>• talking with an individual or group of students while their teacher is present—assisting the teacher by engaging the students in a conversation about content</li> <li>• correcting or improving student knowledge or performance</li> </ul>	Work With Students can also be used to help the principal to understand what is happening in the classroom. Some SAMs schedule their principal to work with a specific student who is having difficulty as the leader can assist the student while seeing how the teacher manages instruction.
<b>Feedback: Directive:</b> principal gives direction concerning instructional practice to an individual teacher. (directive feedback)	<ul style="list-style-type: none"> <li>• principal tells teacher to put the learning objective on the board</li> <li>• principal tells teacher to move around the classroom while teaching</li> <li>• principal tells teacher to include a variety of strategies in lesson plans</li> </ul>	Employee Supervision is instructional practice direction. SAMs sometimes schedule principals for Employee Supervision sessions when it is not clear to the teacher what is expected.
<b>Office work/prep:</b> principal is individually doing work in or out of the office tied to curriculum, instruction and/or assessment that is preparatory in nature	<ul style="list-style-type: none"> <li>• principal is reviewing lesson plans</li> <li>• principal is preparing instructional feedback, evaluations, etc.</li> <li>• principal is preparing for an instructionally focused meeting</li> </ul>	Some SAMs make a point of scheduling instructional office work/prep time for their principal prior to an employee supervision or feedback session.
<b>Walkthrough:</b> principal is observing instruction briefly in one or more classrooms—less than fifteen minutes in any one room	<ul style="list-style-type: none"> <li>• principal observing, taking data or notes</li> <li>• monitoring climate in instructional places</li> <li>• can be an informal way for a principal to understand what is happening in a classroom in order to assist a teacher</li> </ul>	Time/Task Analysis data collection, or shadowing, combines Observation and Walkthrough as the data collector does not know how long the principal will stay in the classroom.

<p><b>Observation:</b> principal is observing instruction in one classroom for fifteen minutes or more</p>	<ul style="list-style-type: none"> <li>• principal observing, taking data or notes</li> <li>• monitoring climate in instructional places</li> <li>• can be part of a formal evaluation process with specific time requirements</li> <li>• can be an informal way for a principal to understand what is happening in a classroom in order to assist a teacher</li> </ul>	<p>Time/Task Analysis data collection, or shadowing, combines Observation and Walkthrough as the data collector does not know how long the principal will stay in the classroom.</p>
<p><b>Feedback: Non-Directive:</b> principal is conversing with an individual teacher about instruction in a non-directive manner</p>	<ul style="list-style-type: none"> <li>• conversation with the teacher about a lesson where the principal is non-directive</li> <li>• coaching a teacher using a reflective approach</li> </ul>	<p>SAMs makes sure that the principal couples walkthrough and observations with feedback, employee supervision or celebration.</p>
<p><b>Parents/guardians:</b> any interaction the principal has with parents or guardians about instructional practice, student achievement, curriculum and/or assessment</p>	<ul style="list-style-type: none"> <li>• conversation with parent or guardian regarding instruction</li> <li>• conversation with parent or guardian concerning a student grade, test or progress</li> </ul>	<p>SAMs sometimes schedule principals to meet with individual parents about student progress as a way to increase engagement.</p>
<p><b>Decision making committees, groups, meetings:</b> principal participates with formal or informal instruction/curriculum/assessment decision making groups (anytime the principal is seeking input about decisions that impact instruction)</p>	<ul style="list-style-type: none"> <li>• instructional discussions (CIA) with a formal group—like PTA, PLC, site advisory committee, etc.</li> <li>• instructional discussions (CIA) with an informal group—like a group of teachers or parents in the staff room</li> </ul>	<p>Some SAMs will schedule the principal to meet in focus group sessions with diverse members of the school community to discuss instructional issues in order to give the principal a greater degree of understanding.</p>
<p><b>District: meetings, supervisor, others:</b> any time the principal spends with supervisors and others at a district level</p>	<ul style="list-style-type: none"> <li>• supervisor calls principal to discuss assessment results</li> <li>• district science coordinator meets with principal to discuss implementation of science modules</li> </ul>	
<p><b>External: officials, others:</b> anyone from outside the school or district that engages in the principal with instructional (CIA) issues</p>	<ul style="list-style-type: none"> <li>• principal works with Kiwanis Club to develop a mentoring program for students</li> <li>• principal talks with advocacy group about assessment results</li> </ul>	
<p><b>Modeling/teaching:</b> principal teaches a class or group of students while a teacher watches</p>	<ul style="list-style-type: none"> <li>• principal is teaching the teacher by modeling an instructional practice or technique—teacher is present</li> </ul>	<p>Some principals will have multiple teachers attend a modeling/teaching session.</p>

<p><b>Professional development:</b> principal delivers professional development or participates in a professional development session</p>	<ul style="list-style-type: none"> <li>• principal presents on instruction, curriculum or assessment</li> <li>• principal attends a session on instruction, curriculum or assessment</li> </ul>	<p>Many SAMs encourage their principal to attend teacher professional development sessions and then schedule the principal for focused walkthroughs and feedback sessions to support teacher success.</p>
<p><b>Planning, curriculum, assessment:</b> principal attends and/or participates in a group session of teachers and/or others</p>	<ul style="list-style-type: none"> <li>• principal meets and or participates with a group focusing on curriculum, instruction or assessment</li> <li>• principal gives feedback or employee supervision to a group</li> </ul>	
<p><b>Feedback: Celebration:</b> principal gives celebratory feedback to an individual about curriculum, instruction or assessment</p>	<ul style="list-style-type: none"> <li>• principal congratulates a teacher on improvement or performance</li> <li>• principal congratulates a student for academic progress or success</li> <li>• principal congratulates parent success in engaging child/student</li> <li>• principal congratulates support staff and/or others for CIA success</li> </ul>	<p>Many SAMs will ask a principal to identify at least one person he/she was impressed with after a walkthrough. The SAM then schedules the principal for a Celebration meeting with the person identified.</p>