

<u>INSTRUCTIONAL LEADERSHIP DESCRIPTORS</u>	<u>EXAMPLES</u>	<u>Notes for SAM and Principal</u>
Student Supervision: principal assists while a teacher is teaching students.	<ul style="list-style-type: none"> • using proximity to redirect student(s) • verbally redirecting a student so he/she pays attention—engages in the manner the teacher expects • provides a pencil for a student, materials, etc. 	Student Supervision also allows the principal to better understand what is happening in a classroom. It allows the principal to both observe and assist.
Work with Student(s): principal teaches student(s) or engages in conversation about content	<ul style="list-style-type: none"> • teaching an individual or a group of students without a teacher present • 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 • correcting or improving student knowledge or performance 	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.
Feedback: Directive: principal gives direction concerning instructional practice to an individual teacher. (directive feedback)	<ul style="list-style-type: none"> • principal tells teacher to put the learning objective on the board • principal tells teacher to move around the classroom while teaching • principal tells teacher to include a variety of strategies in lesson plans 	Directive Feedback is instructional practice direction. SAMs sometimes schedule principals for Directive Feedback sessions when it is not clear to the teacher what is expected.
Office work/prep: 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"> • principal is reviewing lesson plans • principal is preparing instructional feedback, evaluations, etc. • principal is preparing for an instructionally focused meeting 	Some SAMs make a point of scheduling instructional office work/prep time for their principal prior to an employee supervision or feedback session.
Walkthrough: principal is observing instruction briefly in one or more classrooms—usually less than fifteen minutes in any one room	<ul style="list-style-type: none"> • principal observing, taking data or notes • monitoring climate in instructional places • can be an informal way for a principal to understand what is happening in a classroom in order to assist a teacher 	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>Observation: principal is observing instruction in one classroom for fifteen minutes or more</p>	<ul style="list-style-type: none"> • principal observing, taking data or notes • monitoring climate in instructional places • can be part of a formal evaluation process with specific time requirements • can be an informal way for a principal to understand what is happening in a classroom in order to assist a teacher 	<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>Feedback: Non-Directive: principal is conversing with an individual teacher about instruction in a non-directive manner</p>	<ul style="list-style-type: none"> • conversation with the teacher about a lesson where the principal is non-directive • coaching a teacher using a reflective approach 	<p>SAMs makes sure that the principal couples walkthrough and observations with the three kinds of feedback: directive, non-directive and celebration.</p>
<p>Parents/guardians: 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"> • conversation with parent or guardian regarding instruction • conversation with parent or guardian concerning a student grade, test or progress 	<p>SAMs sometimes schedule principals to meet with individual parents about student progress as a way to increase engagement.</p>
<p>Decision making committees, groups, meetings: 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"> • instructional discussions (CIA) with a formal group—like PTA, PLC, site advisory committee, etc. • instructional discussions (CIA) with an informal group—like a group of teachers or parents in the staff room 	<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>District: meetings, supervisor, others: any time the principal spends with supervisors and others at a district level</p>	<ul style="list-style-type: none"> • supervisor calls principal to discuss assessment results • district science coordinator meets with principal to discuss implementation of science modules 	
<p>External: officials, others: anyone from outside the school or district that engages in the principal with instructional (CIA) issues</p>	<ul style="list-style-type: none"> • principal works with Kiwanis Club to develop a mentoring program for students • principal talks with advocacy group about assessment results 	
<p>Modeling/teaching: principal teaches a class or group of students while a teacher watches</p>	<ul style="list-style-type: none"> • principal is teaching the teacher by modeling an instructional practice or technique—teacher is present 	<p>Some principals will have multiple teachers attend a modeling/teaching session.</p>

<p>Professional development: principal delivers professional development or participates in a professional development session</p>	<ul style="list-style-type: none"> • principal presents on instruction, curriculum or assessment • principal attends a session on instruction, curriculum or assessment 	<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>Planning, curriculum, assessment: principal attends and/or participates in a group session of teachers and/or others</p>	<ul style="list-style-type: none"> • principal meets and or participates with a group focusing on curriculum, instruction or assessment • principal gives feedback or employee supervision to a group 	
<p>Feedback: Celebration: principal gives celebratory feedback to an individual about curriculum, instruction or assessment</p>	<ul style="list-style-type: none"> • principal congratulates a teacher on improvement or performance • principal congratulates a student for academic progress or success • principal congratulates parent success in engaging child/student • principal congratulates support staff and/or others for CIA success 	<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>

<u>MANAGEMENT DESCRIPTORS</u>	<u>EXAMPLES</u>	<u>Notes for SAM and Principal</u>
<p>General Management: principal is doing management work where curriculum, instruction and assessment are absent.</p>	<ul style="list-style-type: none"> • completing payroll forms • dealing with a student’s behavior issue • working on the budget 	<p>TimeTrack is designed for the SAM and principal to focus on increasing instructional time. Many SAMs use the General Management descriptor as a time saver rather than identifying the specific management work.</p>
<p>Student Supervision: principal assists in monitoring and guiding students for safety and rule observance</p>	<ul style="list-style-type: none"> • hallway monitoring • recess, bus and cafeteria duty • discussions with students about behavior without consequence 	<p>Student Supervision also allows the principal to get to know students.</p>
<p>Student Discipline: principal engages students about behavior problems or transgressions—includes consequences</p>	<ul style="list-style-type: none"> • principal dealing with student discipline referrals • giving a student a consequence for misbehavior • correcting student behavior and applying or implying a consequence 	
<p>Employee Supervision: principal gives direction concerning a non-instructional issue—also includes conversations with staff about non-school issues</p>	<ul style="list-style-type: none"> • principal tells secretary to call a parent • principal tells an aide to make copies for a meeting • principal tells a recess duty aide to make sure students are wearing their coats outside • principal talks about a sports team with a staff member 	
<p>Employee Discipline: principal give an oral or written warning or takes other punitive action</p>	<ul style="list-style-type: none"> • principal gives a custodian an oral warning about a cleaning procedure • principal gives an aide a written reprimand about student supervision 	
<p>Office work/prep: principal is individually doing any work in or out of the office not tied to instruction and/or assessment that is preparatory in nature</p>	<ul style="list-style-type: none"> • principal is reviewing recess duty assignments • principal is completing payroll forms • principal is preparing the lunch schedule 	<p>As the principal increases instructional time, some SAMs make a point to schedule a daily office briefing session with the principal so he/she is current and the support staff in doing management work the way the principal desires</p>

<p>Building Management: work the principal does related to custodial and maintenance in the school</p>	<ul style="list-style-type: none"> • principal directing custodian on a cleaning issue • principal consults with maintenance person about painting a room 	
<p>Parents/Guardians: any interaction the principal has with an parent or guardian devoid of CIA</p>	<ul style="list-style-type: none"> • principal talking with parent about bus issue • principal working with parents on playground project 	
<p>Decisions making committees, meetings: principal participates with formal or informal decision making groups about anything that is not curriculum, instruction or assessment</p>	<ul style="list-style-type: none"> • conversation with teacher advisory group about the lunch schedule • meeting with PTA Fall Festival planning group • informal focus group on dress policy 	
<p>District: meetings, supervisor, others: any time the principal spends with supervisors and others at a district level about management, non-CIA issues</p>	<ul style="list-style-type: none"> • supervisor calls principal to discuss vandalism report • district buildings and grounds director calls to schedule fire alarm upgrade 	
<p>External: officials, others: anyone from outside the school or district that engages in the principal about management issues, non-instructional</p>	<ul style="list-style-type: none"> • principal works with Kiwanis Club to develop a new playground • principal talks with fire marshal about sprinkler system 	
<p>Celebration: principal gives celebratory feedback to an individual about personal, management or non-instructional issues</p>	<ul style="list-style-type: none"> • principal congratulates a teacher on wife's promotion at IBM • principal congratulates a student for scoring a touchdown • principal congratulates parent 	<p>Many SAMs will remind the principal of important life events for staff members so he/she can be supportive and build better relationships.</p>