EPISODE 337

What Is Tier 2
Instructional
Leadership?
Coaching For
Teacher Growth

INSTRUCTIONAL
LEADERSHIP SHOW

THE PRINCIPAL CENTER
TIER3

Essential Question

What is Tier 2 instructional leadership, and how does it relate to Tier 1 and Tier 3?

3 Tiers of Instructional Leadership

Tier 1: Feedback on specific teaching

Tier 2: Coaching to grow each teacher

Tier 3: Systems for learning

The Human Capital Paradox

What if we invest in developing
people...and they leave?
What if we don't...and they stay?

When Does Tier 2 Happen?

- Goal-setting process
- Formal observation process
- Walkthroughs
- Additional coaching processes

3 Types of Accountability

- *Process accountability* ensures that everyone takes certain actions intended to lead to improved performance

- *Performance accountability* ensures that teachers are meeting evaluation criteria, regardless of what actions have been taken

- *Outcome accountability* allows us to assess the alignment between our process & performance accountability measures

Psychological Safety

- Coaching and professional growth require a degree of psychological safety and willingness to take risks
- *Performance* (rating) and *outcome* (student data) accountability in teacher evaluation are inherently high-stakes
- Process accountability is most conducive to growth

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Using Evaluation Criteria for Reflection

- Print criteria in hardcopy, or mark up electronically

- Highlight words describing *current practice* in one color

- Highlight words describing *next-level practice* in another color

Example: Highlighted Words

2c: Maintaining Purposeful Environments

Unsatisfactory	Basic	Proficient	Distinguished
Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures, established or managed primarily by the teacher, support opportunities for student learning and development.	Shared routines and ==efficient procedures== are largely ==student-directed== and maximize opportunities for student learning and development.	==Students have a voice and play an active role in designing and adjusting routines and procedures== that actively create a respectful learning environment and support the growth of each community member.

Example: Highlighted Words

3b Using Questioning and Discussion Techniques

| Unsatisfactory	Basic	Proficient	Distinguished
Questioning and discussion are absent or do not support learning and development.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.

Accountability & Goals

- Professional growth goals create *process* accountability
- SMART goals create *outcome* accountability
- Note: no separate goals are needed for performance accountability—satisfactory in all areas is the goal

Looking At Data Too Soon

Results usually get worse
before they get better,
so looking at data too soon
can cause
discouragement and
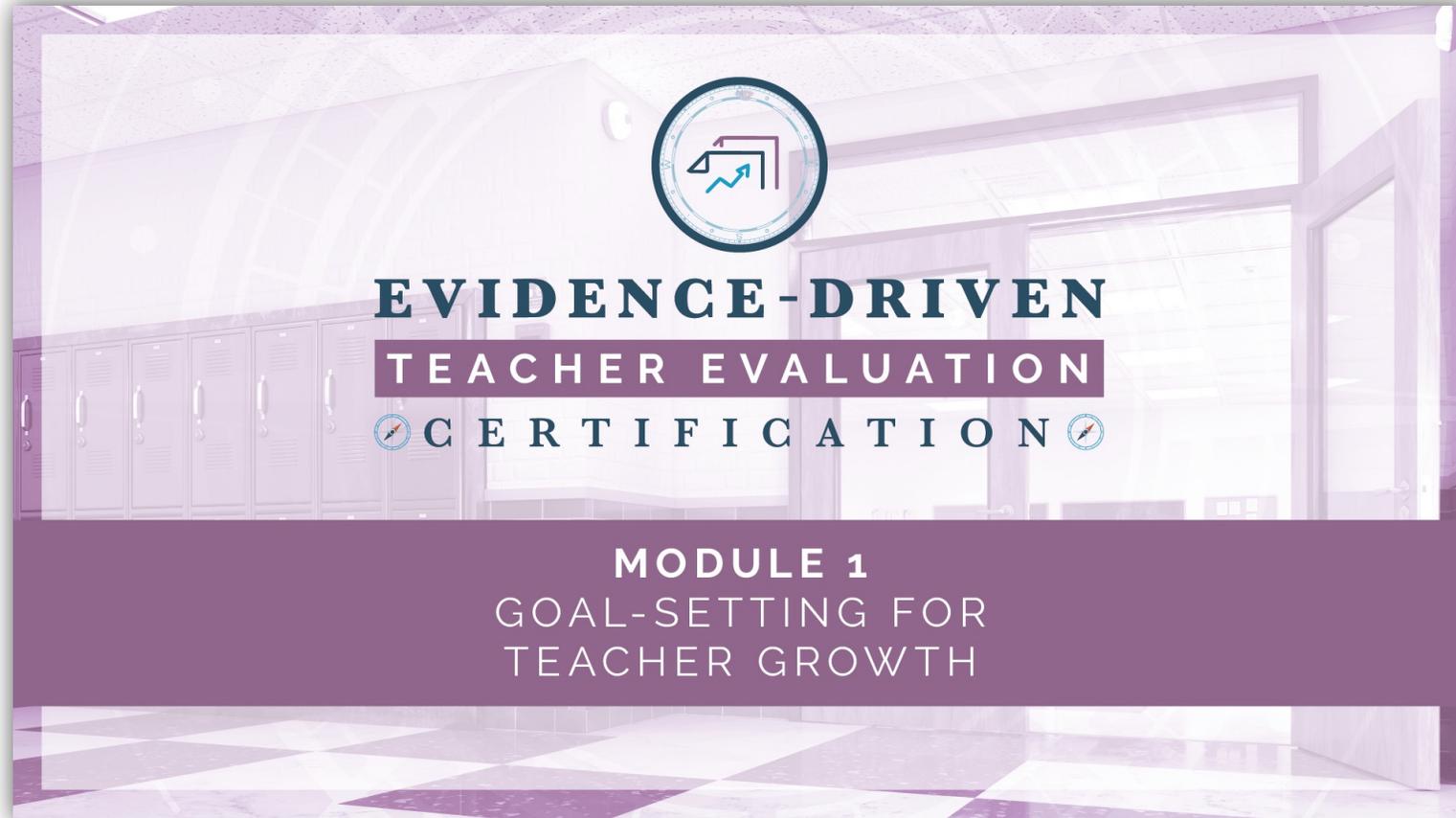premature quitting.

The Implementation Dip
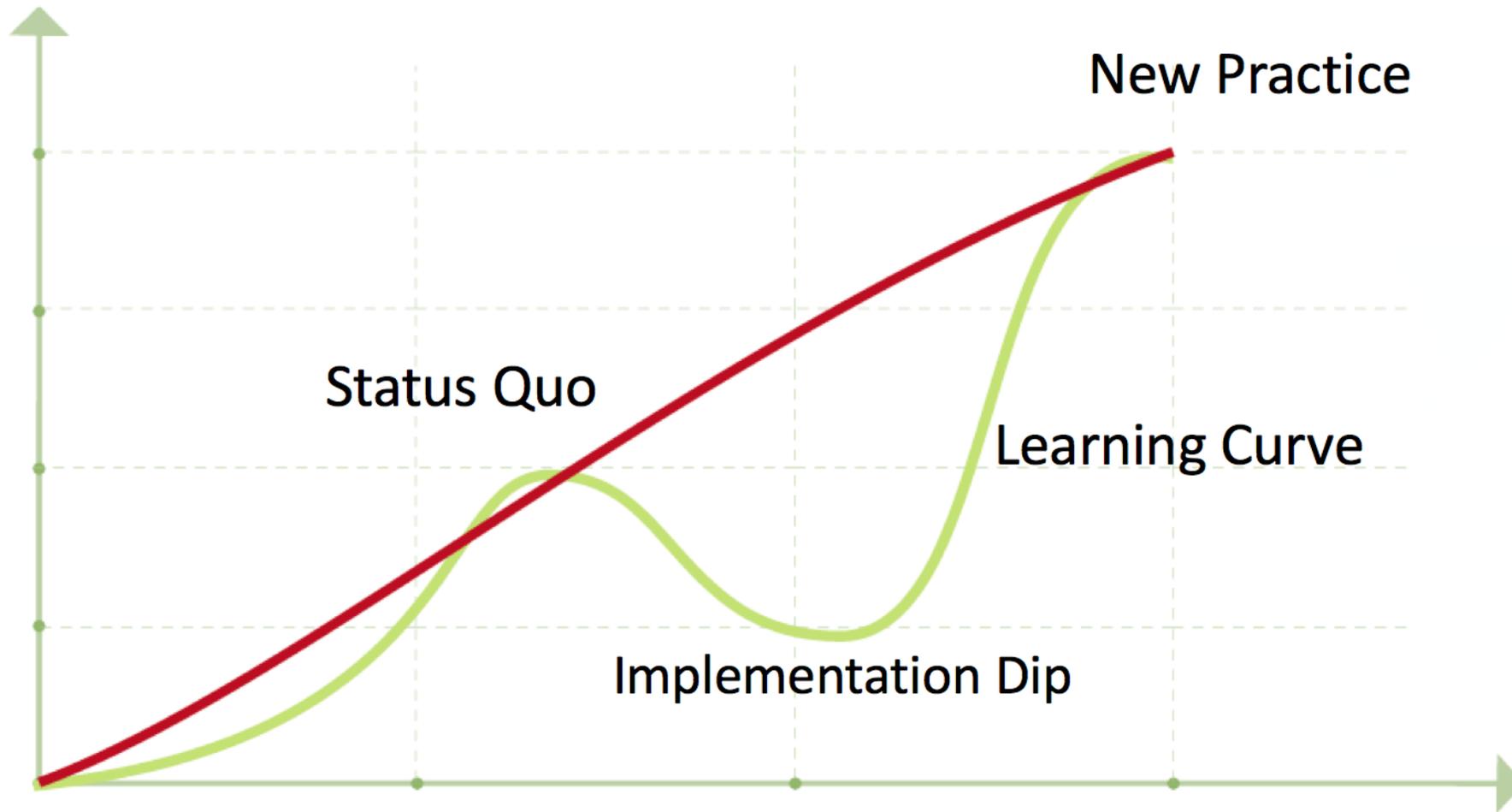
Getting Through The Dip

To get through the Implementation Dip, teachers need *process* accountability, NOT *outcome* accountability

More on Teacher Growth

From Teacher to School Goals

- School improvement often requires teacher growth
- School goals often shape what specific areas teachers need to grow in
- Tier 3 systems are often a more direct path to better results than individual teacher growth

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