

## Ustadi School Leadership Institute – Phase II Monthly School Leader Coaching Tool

Education Officer Name	
School Name	
School leader Name	
School leader role	
Head teacher/Deputy HT Name	
Coaching Visit Date	
Coaching Support Start Time	
Coaching Focus Area	

### **PART A: Instructional Leadership Implementation Tracking**

**Instructions:** Please record the number of **documented times** the school leader implemented the following within the last one month or since the last coaching visit. If the school leader has not implemented any of the items, please indicate 0 (zero).

1. Lesson observation and coaching	
2. Reviewed teachers' documents and learners' work	
3. School walkthroughs	
4. Facilitated debrief sessions with teachers	
5. Communities of Practice (COPs)	
6. Implemented the school strategic plan	
7. Implemented the school culture plan	

### **PART B: Instructional Leadership Competencies**

**Instructions:** Based on your observation (s), documentation review, and conversation with the school leader; please select the option that is most suitable on each of the statements.

Section notes are provided under every question on ODK.

<b>Output</b>	<b>Indicator</b>	<b>Questions</b>	<b>Evidence</b>	<b>Options</b>	<b>Level</b>
1.1.Enhanced knowledge and capacity of school leaders to coach effectively	1.1.1Coaching and Feedback	1.1.1aWhat is the school leaders' tone throughout the coaching/feedback conversation?	Observing SL conduct observations and provide feedback to teachers	The school leader keeps criticizing the teacher	Beginning Mastery
				The school leader points out 1-2 positives but is mostly critical	Approaching Mastery
				The school leader is largely positive although tends to slip to a negative tone at times	Mastery
				The school leader is able to point out positives and areas of development throughout the conversation	Advanced Mastery
	1.1.1bHow does the school leader share their instructional expertise with the teacher? (modelling classroom instruction)	Observing SL conduct observations and provide feedback to teachers	The school leader does not share any specific ways of improving classroom instruction	Beginning Mastery	
				The school leader offers suggestions that the teacher could incorporate in the classroom but does not discuss how the teacher can implement this	Approaching Mastery
				The school leader and teacher mutually discuss specific ways in which the teacher can introduce/change a classroom practice ( <i>Examples: planning for the lesson, incorporating learning materials as part of the lesson, introducing group work, providing opportunities for learners to participate in the lesson</i> )	Mastery
				The school leader models/demonstrates the classroom practice for the teacher/The school leader asks the teacher to observe his/her classroom to observe that technique or observe another teacher's classrooms to learn that classroom practice	Advanced Mastery

	1.1.1c How does the school leader participate during the coaching conversation? (observation/ask teachers)	Observing SL conduct observations and provide feedback to teachers	The school leader provides feedback in one shot and does not allow the teacher to contribute to the conversation at all	Beginning Mastery
			The school leader asks the teacher 1-2 questions but tends to directly offer suggestions	Approaching Mastery
			The school leader asks probing (use of why, what could have been done, where etc.) questions throughout the conversation but offers solutions without asking the teachers to come up with suggestion	Mastery
			The school leader asks the teachers to come up with solutions and asks follow up questions to refine the plan of action.	Advanced Mastery
	1.1.1d To what extent does the school leader use data in their feedback? (observation/ask teachers)	Observing SL conduct observations and provide feedback to teachers	The school leader does not point out any specific data points throughout the feedback	Beginning Mastery
			The school leader points out 1-2 instances but says their opinions vs. facts (uses language like I feel without providing any examples)	Approaching Mastery
			The school leader provides specific examples for all their points of feedback from the lesson they observed	Mastery
			The school leader is able to refer to past examples as well as the current classrooms to show the teacher how they have improved	Advanced Mastery
	1.1.1e To what extent does the school leader establish trust	Observing SL conduct observations and	The teacher does not participate at all during the conversation	Beginning Mastery

		with the teachers? (observation/ask teachers)	provide feedback to teachers	The teacher participates but do not discuss the solutions/problems with the school leader	Approaching Mastery
				The teachers actively discuss the pros/cons of the solutions and problems with the school leader	Mastery
				The teachers are willing to share their struggles and admit their mistakes openly to the school leaders	Advanced Mastery
		1.1.1fTo what extent does the coaching conversation include next steps?	Observing SL conduct observations and provide feedback to teachers	There are no actionable next steps	Beginning Mastery
				The school leader tells the teachers to pursue 1-2 action items	Approaching Mastery
				The school leader and teachers mutually agree upon areas of improvement and action items	Mastery
				The school leader and teachers agree upon next steps and arrive at a plan of action to follow through with that	Advanced Mastery
	1.1.2Facilitating TPD	1.1.2aHow frequently does the SL facilitate debriefs or meetings to cascade the Ustadi training to the teachers?	Debrief schedule/Mins of debriefs	No debrief meetings at all	Beginning Mastery
				Once in 6 months	Approaching Mastery
				Once a term	Mastery
				Once a month or more frequently	Advanced Mastery
		1.1.2bTo what extent does the school leader plan and deliver TPD for teachers?	Schedules/TPD plans	No plan is created	Beginning Mastery
				The school leader creates a school-wide plan but does not schedule specific follow up steps for teachers	Approaching Mastery
				The school leader creates a school-wide plan and includes specific follow up steps for a group of teachers	Mastery
				The school leader creates an individual plan for each teacher	Advanced Mastery
			No plan is created	Beginning Mastery	

		1.1.2c To what extent does the school leader use data from the coaching and PLCs to design the TPD plan for teachers?	TPD plans/Coaching data/PLC meeting mins	The school leader creates a plan with no reference to data from coaching/plc/meetings etc.	Approaching Mastery
				The school leader creates a plan with specific reference to data from other sources such as coaching/plc/meetings	Mastery
				The school leader monitors progress towards achieving the TPD plan referring to data from coaching/plc/meetings	Advanced Mastery
1.2 Enhanced knowledge and capacity of school leaders to plan effectively	1.2.1 Strategic planning and implementation	1.2.1a What type of goals does the strategic plan contain?	Strategic plan/school implementation plans	The strategic plan does not include any school-wide goals	Beginning Mastery
				The strategic plan addresses infrastructural/administrative school-wide goals	Approaching Mastery
				The strategic plan includes student learning goals and a teacher professional development plan	Mastery
				The strategic plan includes termly SMART student learning goals, teacher professional development plans and student safety goals	Advanced Mastery
		1.2.1b What type of evidence does the strategic plan point to?	Strategic plan/school implementation plans	The strategic plan does not refer to any prior data collected by the school leader	Beginning Mastery
				The strategic plan makes 1-2 references to data collected by the school leader but does not address the data-points	Approaching Mastery
				The strategic plan is aligned to the data referred by the school leader	Mastery
				The strategic plan is based on data collected by the school leader, specifically looking at student performance and teacher performance data	Advanced Mastery
		1.2.1c To what extent does the school leader delegate responsibilities?	Strategic plan/school improvement plan	The strategic plan was entirely formulated by the school leader and does not have any role for teachers	Beginning Mastery

				1-2 teachers have a role to play in executing the plan	Approaching Mastery		
				Most teachers in the school have been assigned specific role in the strategic plan	Mastery		
				School leaders have a plan to bring about collaboration through the implementation of the strategic plan	Advanced Mastery		
				1.2.1d To what extent do school leaders follow through on the strategic plan	Documents/schedule/strategic plan updates/meeting mins	The school leader does not have any evidence of monitoring progress towards strategic plans	Beginning Mastery
				The strategic plan has a list of action steps for each goal mentioned	Approaching Mastery		
				The school leader monitors progress towards completing action steps	Mastery		
			The school leader reviews progress towards completing action steps with teachers and other stakeholders	Advanced Mastery			
	1.2.2 Supporting teachers in planning and implementation of effective classroom practice	1.2.2a How frequently does the school leader support teachers in planning and implementing classroom practice	Schedules/Mins	The school leader does not schedule any specific support for teachers in planning and implementing classroom practice	Beginning Mastery		
				The school leader schedules time once a term with their planning and implementation	Approaching Mastery		
				The school leader schedules time once a month to support the teachers with their planning and implementation	Mastery		
				The school leader schedules time once in 2 weeks or more to support teachers with their planning and implementation	Advanced Mastery		
		1.2.2b What kind of support does the school leader offer?	Lesson plan review notes/observation notes/meeting	The school leader does not offer any specific support	Beginning Mastery		
The school leader conducts ad-hoc meetings on long-term and short-term				Approaching Mastery			

			mins/feedback notes/coaching notes	planning for classroom practice but does not follow-up	
				The school leader reviews the teachers' lesson plans, conducts meetings, has individual conversations on planning classroom practice and schedules specific follow-up to these practices	Mastery
				The school leader reviews and shares exemplar planning practices with all teachers and provides individual feedback to teachers	Advanced Mastery
1.3Enhanced knowledge and capacity of school leaders on collection, analysis and usage of data for decision making	1.3.1Data collection, analysis, and usage	1.3.1aWhat kind of data does the school leader collect?	Data records	The school leader does not have a set of data that he/she routinely collects	Beginning Mastery
				The school leader collects some parts of student attendance, teacher attendance, teacher performance, and/or student performance data	Approaching Mastery
				The school leader collects student attendance, teacher attendance, and teacher performance data but does not aggregate student learning data	Mastery
				The school leader consistently collects student learning data	Advanced Mastery
	1.3.1bHow frequently does the school leader review the data they collect?	Data records/schedules	The school leader does not set aside any time to analyse or review data	Beginning Mastery	
			The school leader has an ad-hoc schedule to review data with teachers	Approaching Mastery	
			The school leaders reviews different types of data at least once a month with the teachers	Mastery	
			The school leaders reviews data on a weekly basis with the teachers	Advanced Mastery	
	1.3.1cTo what extent does the school leader use the data	Ask school leader/review any	The school leader does not have recorded evidence of using data	Beginning Mastery	

		analyzed for school/instructional decisions and setting school goals?	meeting notes/strategic plans/ school board displays	The school leader refers to data occasionally in the school plans/teacher professional development plans/strategic plans but does not have thorough conclusions or next steps	Approaching Mastery
				The school leaders consciously refers to the analyzed data in monitoring progress, designing strategic plans or setting SMART goals	Mastery
				The school leaders sets SMART high behavioural and academic expectations based on the data that they review with the teachers and these goals are visible in the school (mentioned in the school assembly, put up in notice boards, discussed during meetings etc.)	Advanced Mastery
1.4Enhanced knowledge and capacity of school leaders to promote an effective and a vibrant school culture that engages parents	1.4.1Developing strong school culture	1.4.1aHow often does the school leader host meetings with the parents/community groups?	Meeting mins	No meetings	Beginning Mastery
				Once a term or less frequent	Approaching Mastery
				Once a month	Mastery
				Once in two weeks or more	Advanced Mastery
	1.4.1b How do the teachers feel about the school leader?	Interaction with teachers	Teachers fear the school leader	Beginning Mastery	
			Teachers approach the school leader only if they need his/her permission	Approaching Mastery	
			Teachers feel comfortable to share their issues with school leaders	Mastery	
			Teachers feel that the school leader is open to listening to their issues and helping them solve any issues	Advanced Mastery	
1.4.2Vision, mission and values	1.4.2aHow does the school leader operationalize the school vision, mission, and values	Display of vision, mission , and values, documented plans, assembly, awards etc.	The school does not have any vision, mission, and values displayed	Beginning Mastery	
			The school has the vision, mission, and values displayed in the school notice board	Approaching Mastery	

				The school leader consistently refers to the vision, mission, and values during meetings/assemblies etc.	Mastery
				The school leader has designed a plan to implement the vision, mission and values	Advanced Mastery
1.4.3 Positive Behaviour Management	1.4.3a To what extent does the school leader incorporate positive behaviour management in the school culture	Documentations, awards, assembly etc.		The school culture plan has no mention of positive behaviour management	Beginning Mastery
				The school culture plan lists the school and classroom rules in a positive manner. School leader does not follow implementation in the classroom.	Approaching Mastery
				The school leader sometimes follows up with teachers to ensure that discipline plans are implemented in the classroom.	Mastery
				The school leader ensures implementation of discipline plans is harmonized across the school.	Advanced Mastery
1.4.4 Conducive school environment for learning	1.4.4a To what extent does the school leader design and implement a conducive environment for learning	Interaction with teachers?		The school leader rarely interacts with teachers or learners in the school to get feedback.	Beginning Mastery
				The school leader sometimes interacts with teachers and learners to get feedback but does not use it to improve the school.	Approaching Mastery
				The school leader interacts freely with teachers and learners to get feedback on how to improve the school.	Mastery
				The school leader interacts freely with teachers and learners. School leader encourages teachers and learners to share for feedback and ideas on how to improve the school.	Advanced Mastery
1.4.5 Facilitating PLCs	1.4.5a How often does the school leader facilitate PLCs?			No PLCs scheduled or happens in an ad-hoc manner	Beginning Mastery

			Ask for documented evidence- calendar, mins, photos etc.	Scheduled: Once a term or less	Approaching Mastery		
				Scheduled: Once a month	Mastery		
				Schedule: Once in 2 weeks or more	Advanced Mastery		
		1.4.5b How does the school leader prepare for the PLC?	Ask for agendas/preparation documents/slides/presentations			No preparation is done	Beginning Mastery
						SL does the preparation on his/her own/SL delegates 1-2 teachers to prepare for the PLCs	Approaching Mastery
						PLC agenda includes participation by most teachers/group activities	Mastery
						All teachers have a role to play in the PLC- with all of them having a specific task	Advanced Mastery
		1.4.5c What is the focus of the PLCs?	Ask for PLC agenda			Administrative issues/School infrastructural issues	Beginning Mastery
						School vision/mission	Approaching Mastery
						Interaction with students/Teaching quality	Mastery
						Student learning/experiences	Advanced Mastery
		1.4.5d What is the extent of follow up from the PLCs?	Review PLC meeting mins and SL follow up documentation			No action steps mentioned	Beginning Mastery
						Action steps are set up but there is no plan for follow up (for e.g., goals set but no responsibilities are not allocated)	Approaching Mastery
						Action steps are set up and school leader specifically allocates time to follow up on the action steps	Mastery
						School leader tracks progress towards action steps	Advanced Mastery



**PART C: Conclusion and Next Steps**

**Instructions:** Please indicate any next steps agreed upon during the coaching visit. This may include areas of strength for the school leader or specific areas of focus during the next visit.

<b>Conclusion and next steps notes.</b>	
<b>Please record any additional notes or information here.</b>	

Please record the time the coaching support ended with the school leader

<b>Coaching Support End Time</b>	
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Thank you for completing this data collection form