Supervising Instruction

A review of the literature revealed that in schools where at-risk students were making academic progress, principals take a proactive role in the instructional process. They address teachers' basic, professional, and individual instructional needs when they:

1. Support teachers' instructional methods
2. Allocate resources and materials
3. Visit classrooms frequently
4. Provide feedback on instructional methods and techniques
5. Use data to focus attention on improving the curriculum or instruction
6. Use data and faculty input to determine staff development.

Principals can incorporate these behaviors into their role as the instructional leaders. Furthermore, these actions have a direct impact on the instructional program provided to at-risk students. To make a difference in the academic progress of at-risk students, effective principals do for teachers what effective teachers do for students.

<http://www.sedl.org/change/issues/issues13.html>