



Practical Measurement and Performance Feedback for School Leaders: Moving Beyond Instructional Leadership

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Globally, there is almost unanimous and consistent agreement that instructional leadership drives school improvement. Research has implemented thousands of studies on instructional leadership with various measures of instructional leadership. However, there is limited attention to the practical measurement of instructional leadership for feedback and local evaluation for leadership development and improvement. Practical measures are specifically designed to provide actionable data, set priorities, assess change, and predict important outcomes.

This paper defines practical measures of instructional leadership for use for feedback and performance evaluation. High quality feedback can support professional growth, motivation, and commitment for school leaders. But providing and receiving feedback is a challenge and often avoided. The paper presents the results of research with teachers and leaders on feedback and coaching approaches using practical measures.

The paper discusses whether the field has overly narrowed the domains of principal leadership to focus solely on instructional leadership, when other domains of leadership, such as problem solving and developing resilience, are emerging in recent research as important domains in principal success. The paper highlights the limited attention given to the practical measurement of instructional leadership and the need to incorporate other domains of school leadership in this approach to feedback and coaching.

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