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Educational Supervision and Instructional Coaching Course: Classroom Observation and Feedback

14 – 18 March 2027
Riyadh - KAFD district five-star



Educational Supervision and Instructional Coaching Course: Classroom Observation and Feedback

Ref: 1435_23781 **Date:** 14 – 18 March 2027 **Location:** Riyadh - KAFD district five-star **Fees:** 20000 SAR

Introduction:

Educational supervision and instructional coaching, with classroom observation and feedback at its centre, is a 1-week course for educational supervisors, instructional coaches, heads of department and school deputies that ends with a Supervision Cycle Visit Report and Teacher Growth Plan. Many schools run lesson visits as one-off inspections that record impressions rather than evidence, so teaching practice barely changes between visits. Nominees already observe lessons or support teachers, and rehearse every stage through role-play of supervision conferences and coaching conversations. CoreConcept Training Center delivers this educational supervision and instructional coaching course.

Course Objectives:

- Distinguish supervisory, evaluative and coaching roles and select a directive, collaborative or non-directive approach for each teacher
- Run the clinical supervision cycle from the pre-observation conference to post-conference analysis around an agreed observation focus
- Collect low-inference lesson evidence through scripting, participation tracking and learning walks, and map it to Framework for Teaching components
- Lead post-observation and instructional coaching conversations that set student-focused goals and agree concrete practice steps
- Write teacher professional growth plans and support plans for new and underperforming teachers, linked to professional learning community inquiry
- Report supervision visits and judge the effect of supervision on student learning from visit data and student work samples

Target Audience:

- Educational supervisors responsible for visiting schools and developing teachers across one or more subjects
- Instructional coaches who run coaching cycles with individual teachers or subject teams
- Heads of department accountable for teaching quality and professional growth within a subject team
- School deputies and academic coordinators who schedule lesson visits and follow up supervision feedback
- Mentors and senior teachers assigned to supervise new teachers during their first years in post

Course Outline:

Day 1: Educational Supervision Roles, Types and Current Practice Baseline

- Supervisory, Evaluative and Coaching Roles Compared in Schools
- Classroom, Developmental, Varied, Training and Field Supervision Types
- Directive, Collaborative and Non-Directive Approaches by Teacher Readiness
- Supervisor Role Charter Separating Coaching From Appraisal Duties
- Current Supervision Practice Audit Using Sample Visit Records

Day 2: Clinical Supervision Cycle and Teaching Standards Frameworks

- Goldhammer and Cogan Clinical Supervision Cycle Five Stages
- Pre-Observation Conference Agreeing Focus, Evidence and Lesson Context
- Framework for Teaching Four Domains as Observation Lens
- Performance Level Descriptors Calibrated Across Observer Teams
- Impact Cycle Identify, Learn and Improve Stages

Day 3: Classroom Observation Tools, Learning Walks and Developmental Feedback

- Low-Inference Scripting and Timed Evidence Note Taking
- Seating Chart Tracking of Questioning and Student Participation
- Learning Walk Protocol With Focus Question and Sampling Plan
- Evidence-to-Component Mapping Against Framework for Teaching Rubric
- Post-Observation Conference With Strengths, One Lever and Practice

Day 4: Coaching Conversations, Growth Plans and Problem Supervision Cases

- PEERS Goals and Partnership Principles in Coaching Conversations
- Teacher Professional Growth Plan Goals, Actions and Evidence Milestones
- Underperforming Teacher Support Plan and Escalation Thresholds
- New Teacher Supervision Plan With Fortnightly Visit Schedule
- Professional Learning Community Collective Inquiry and Results Focus

Day 5: Role-Play Supervision Cycle and the Visit Report and Growth Plan

- Case Lesson Video Pre-Observation Conference Role-Play
- Observation Evidence Coding and Framework for Teaching Rating
- Post-Observation Coaching Conversation Role-Play With Peer Critique
- Impact Measures From Student Work Samples and Visit Data
- Supervision Cycle Visit Report and Teacher Growth Plan Completion

Skills You Will Gain:

- Low-Inference Evidence Scripting
- Observation Rubric Calibration
- Learning Walk Facilitation
- Developmental Feedback Delivery
- Coaching Goal Setting
- Supervision Report Writing
- New Teacher Supervision
- Learning Impact Analysis

Why Attend This Course:

- Hand the school leadership team a Supervision Cycle Visit Report and Teacher Growth Plan built from a role-played cycle on a case lesson
- Decide which supervisory approach, observation tool and coaching goal suits each teacher on a supervision caseload
- Avoid repeated visits that produce grades without change, disputes over unsupported judgements and new teachers left without structured support
- Share scripting templates, learning walk protocols and conference question banks with fellow supervisors and coaches

Conclusion:

Back at work, the participant gives the school leadership team or supervision unit a Supervision Cycle Visit Report and Teacher Growth Plan that records the agreed observation focus, coded lesson evidence, ratings against the Framework for Teaching, the coaching goal and evidence milestones for the next visits. Leaders use it to decide which teachers need coaching cycles, new teacher support or a formal support plan, and to schedule visits and learning community time. After the first full cycle, the team should review whether student work, participation data and teacher practice moved as planned.

Frequently Asked Questions FAQ:

What should participants know before the educational supervision and instructional coaching course?

Participants should already observe lessons, mentor teachers or lead a subject team, and know the curriculum they supervise. Bringing a recent visit record, the observation form in use and a short lesson video, with consent, helps them apply the role-play to their own setting.

How does the educational supervision and instructional coaching course differ from a school leadership course?

It trains the people who observe and coach individual teachers: evidence collection, supervision conferences, coaching goals and growth plans. School leadership courses address whole-school vision, self-evaluation, operations and improvement planning, while teaching strategy courses train teachers in their own classroom practice.

What is the difference between educational supervision and instructional coaching in classroom observation?

Educational supervision judges teaching against agreed standards and reports to the school, while instructional coaching is a partnership in which the teacher chooses a goal and the coach supports practice. Many supervisors use both, keeping evaluative visits and coaching cycles clearly separate for teachers.

What do participants take back from the educational supervision and instructional coaching course?

Participants take back a Supervision Cycle Visit Report and Teacher Growth Plan from a role-played case cycle, with evidence scripting sheets, a learning walk protocol, conference question banks and a supervision data template ready for their own caseload.