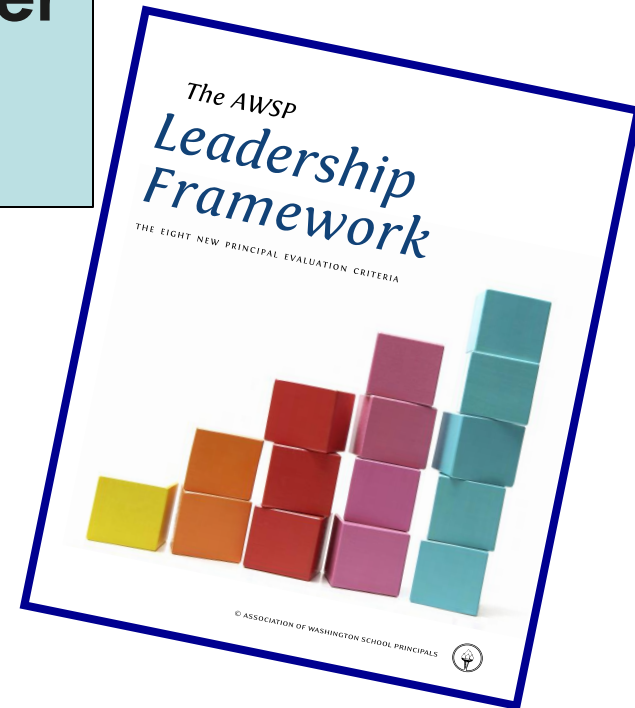


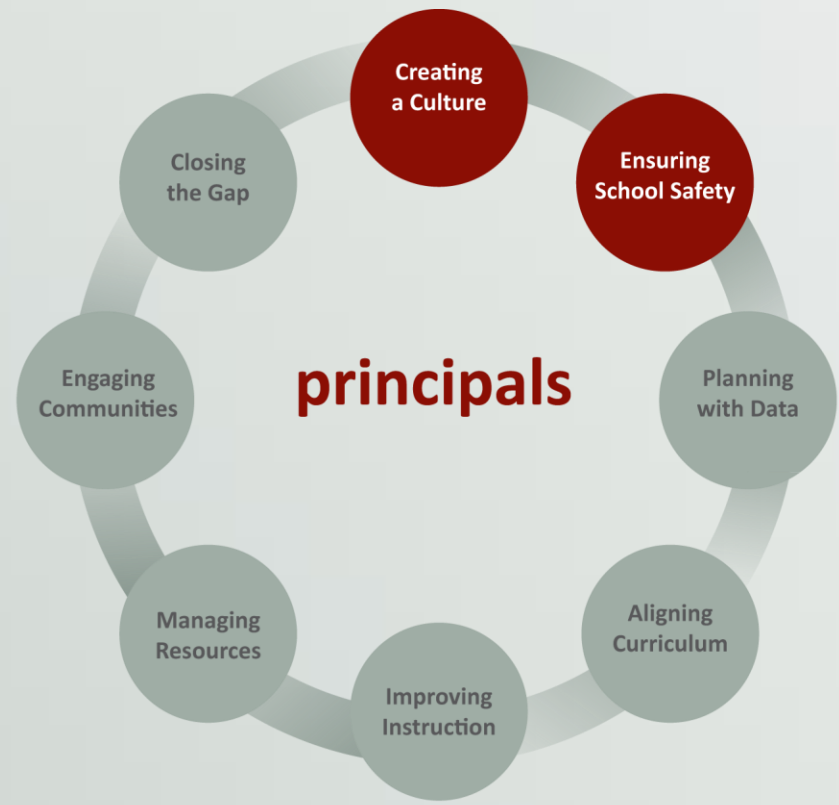
Today's Learning Targets

Have a greater understanding of the leadership criteria and how they are connected to the teacher criteria



Explore how the 8 criteria are evident in the AWSP leadership framework





Culture Data Content Instruction Community

Teachers:

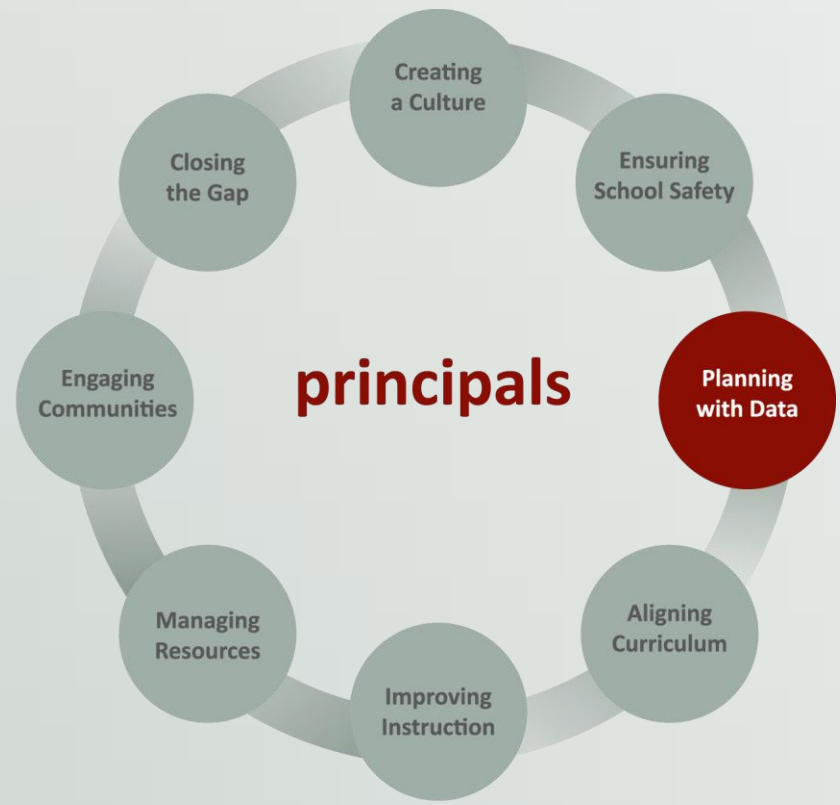
“fostering and managing a safe, positive learning environment.”

“collaborative and collegial practices focused on improving instructional practice and student learning.”

Principals:

“creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.”

“providing for school safety.”



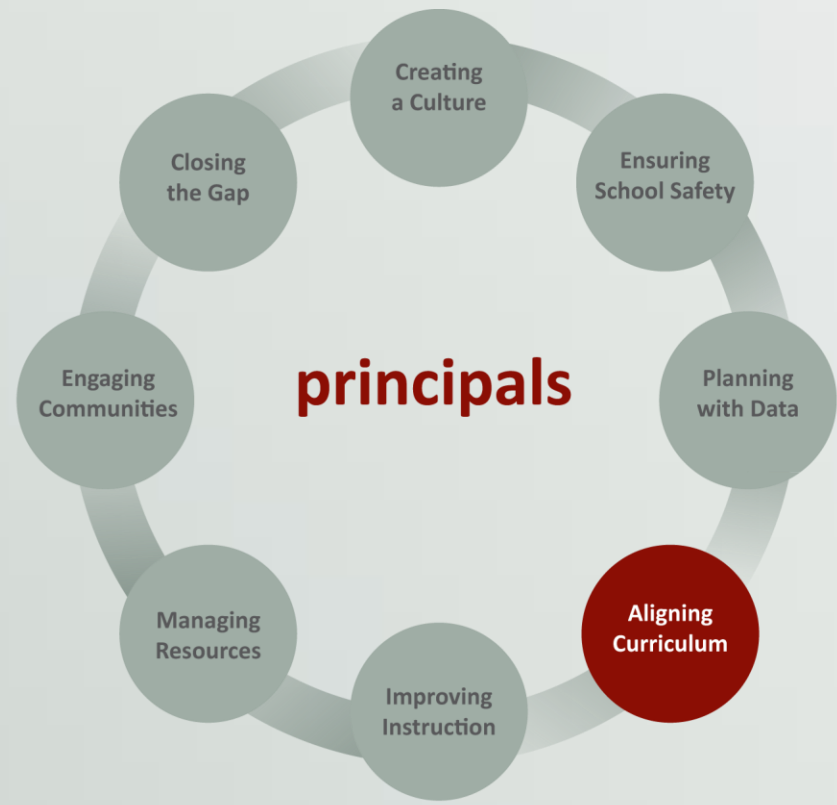
Culture **Data** Content Instruction Community

Teachers:

“using multiple student data elements to modify instruction and improve student learning.”

Principals:

“development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.”



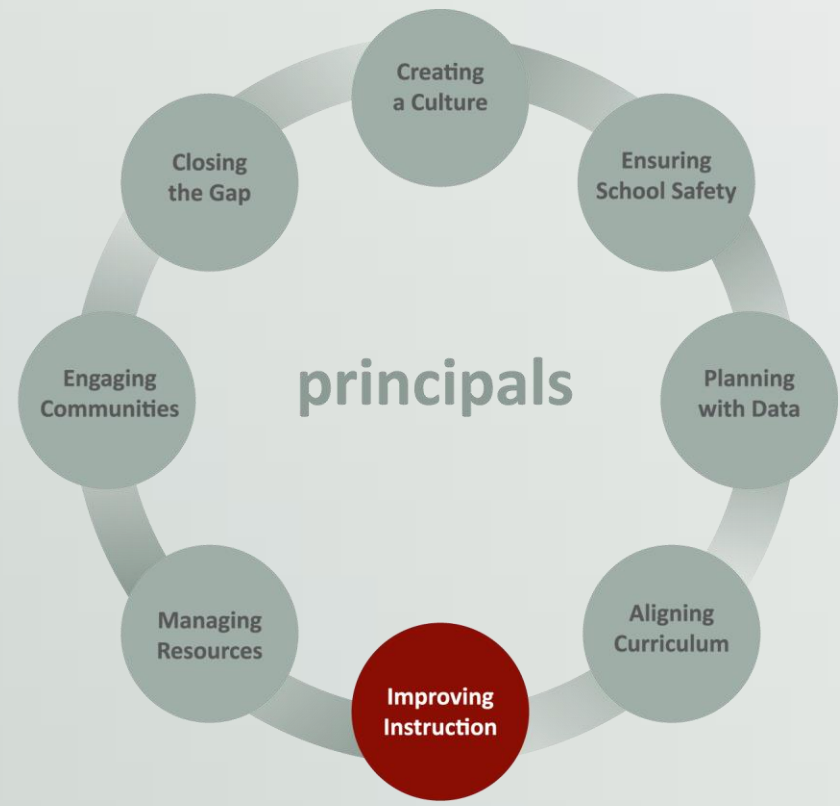
Culture Data **Content** Instruction Community

Teachers:

“providing clear and intentional focus on subject matter content and curriculum.”

Principals:

“assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals.”



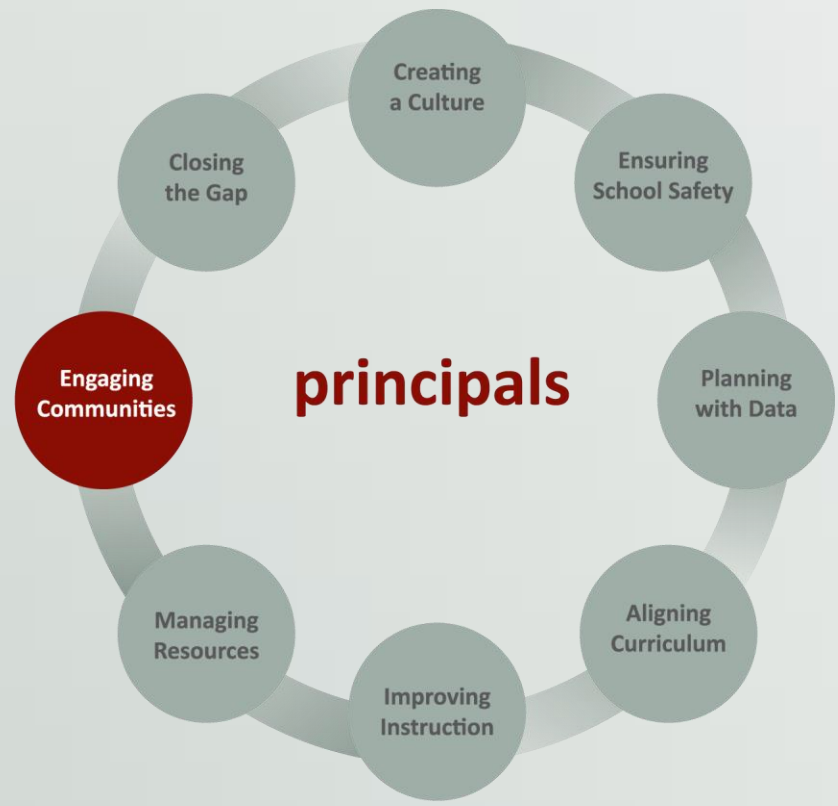
Culture Data Content **Instruction** Community

Teachers:

Implementing the instructional framework

Principals:

“monitoring, assisting, and evaluating effective instruction and assessment practices.”



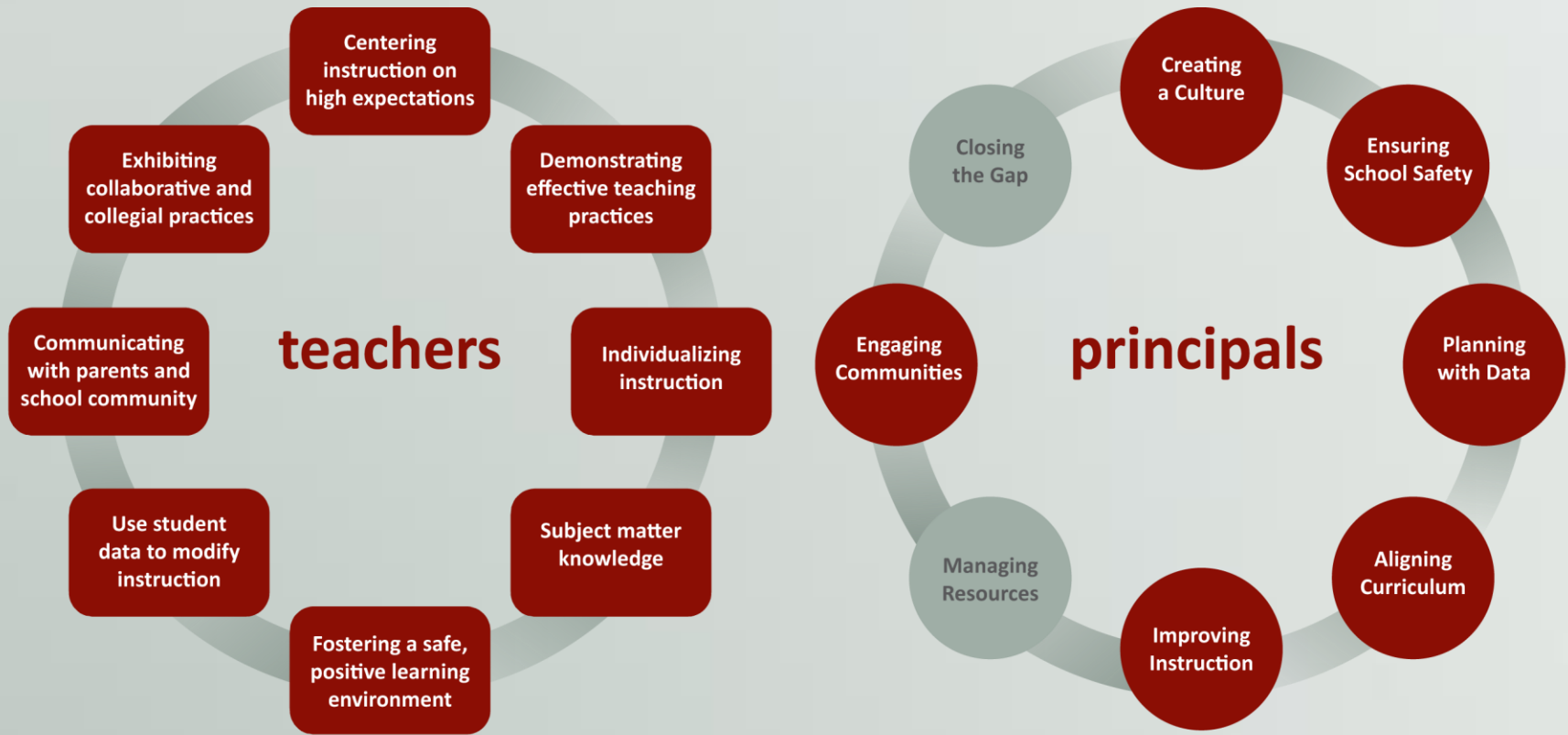
Culture Data Content Instruction **Community**

Teachers:

“communicating and collaborating with parents and school community.”

Principals:

“partnering with the school community to promote learning.”



Culture Data Content Instruction Community



Teacher and Principal Common Criteria



- Divide into 5 groups
- Each group will take one common area for criteria (Ex: Culture)
- Prepare to report out similarities and differences between teacher and principal evaluation criteria. (10 minutes)

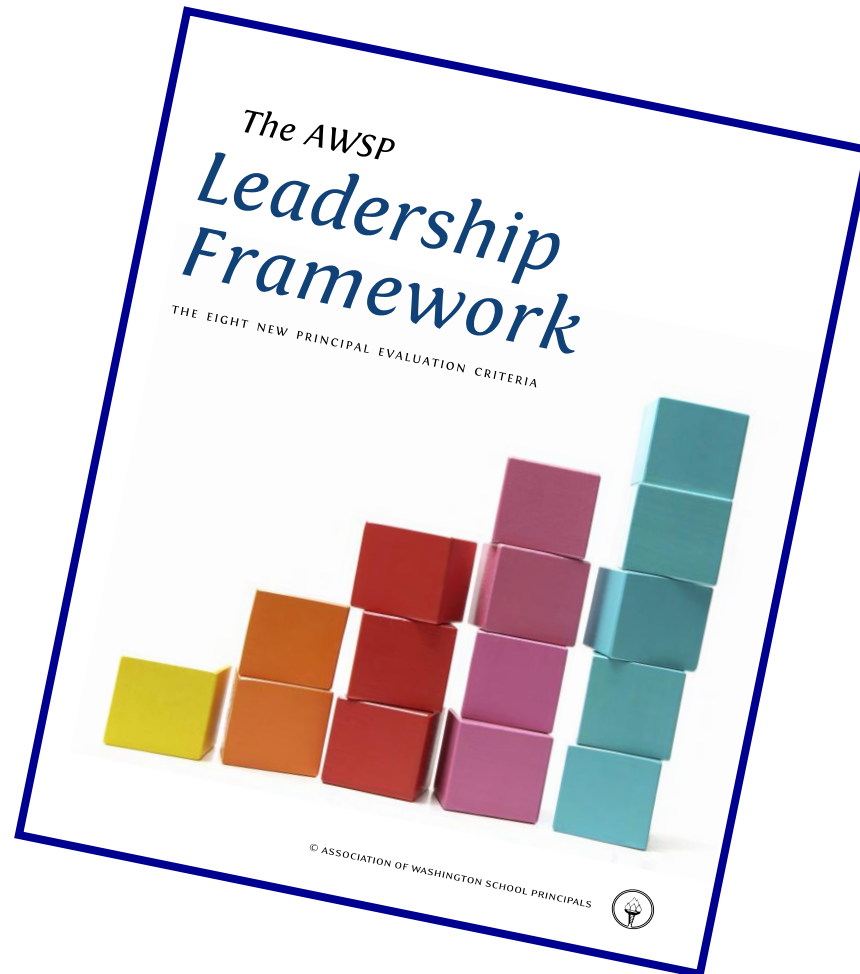


Teacher and Principal Common Criteria Report out....



- What are the similarities between the role of teacher and principal?
- What are the differences between the role of teacher and principal? (10 minutes)

AWSP Model



Best Practice in Principal evaluation



- Self Reflection
- Self assessment using data-survey, rubric, school data
- Goal Setting
- Formative conferences and observation
- Summative conference



Diving into the Frameworks

Criterion



Improving Instruction

Monitoring, assisting, and evaluating effective instruction and assessment practices.

Recommended Components

Criterion 5 Recommended Components | Improving Instruction

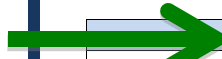
EXAMPLES OF KNOWLEDGE/SKILLS	EXAMPLES OF EVIDENCE/MEASURES	EXAMPLES OF SYSTEM CONSIDERATIONS
		SUPPORT
		AUTHORITY
<ul style="list-style-type: none"> Consistently advance the School Improvement Plan (SIP) Engage each staff member in their annual evaluation Implement the SIP Utilize teacher-leaders to focus and model the improvement of practice Evaluate in a way that distinguishes effective teachers from ineffective teachers Guide staff through the change process while maintaining focus on student learning goals Assist staff in self-evaluation leading to effective practice Use a variety of data to inform and support decisions about instruction and assessment of learning Use a variety of monitoring structures (e.g., informal observation, assessment and lesson plan analysis, formal lesson observation) to improve instruction and assessment of learning Clearly communicate effective instructional and assessment practices for staff Develop collaboration and peer mentoring among staff Develop an induction process for new staff Seek opportunity to support capacity-building for individuals and teams 	<ul style="list-style-type: none"> Effective employee evaluations that follow contractual and legal requirements Planning/scheduling for new teacher mentoring and meetings Evidence of agendas of staff/department/grade-level meetings and staff development Achievement data trends over time Staff development plans that address identified needs Principal portfolio of other evidence or work in progress Examples of growth in specific staff 	<ul style="list-style-type: none"> Superintendent shares vision and assists in follow-through on a long-term basis versus viewing the short-term problem District personnel, including superintendent, who understand the complexity, legal liability and political elements of change and remain supportive of school efforts Administrator's job description that reflects priority of student achievement goals Reduction of tasks that are not directly related to achievement goals from administrator performance expectations Training in performance-based evaluation and development of the SIP Training/collaboration among school administrators to define and apply evaluative criteria consistently for all staff District support for administrators in evaluation/probation process Time and resources for staff collaboration Supplemental summer and after-school programming
		<ul style="list-style-type: none"> Authority to provide input to alter negotiated agreements for consistency of effective school practices and maximizing student achievement Authority to match staff selection and retention to program needs Authority to accept/reject staff assigned to school based upon demonstrated skill in promoting student achievement

The Framework:
 Criterion 5
 and
 Recommended
 Components

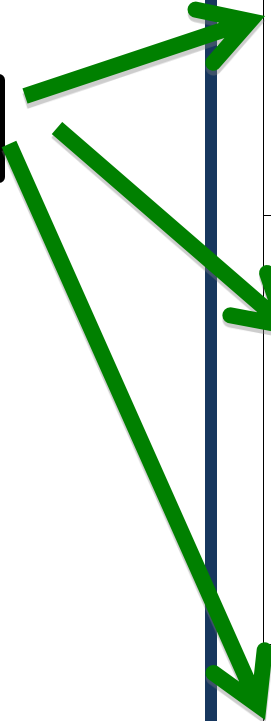
Criterion's Rubric



4-Tier Rating Scale



Elements

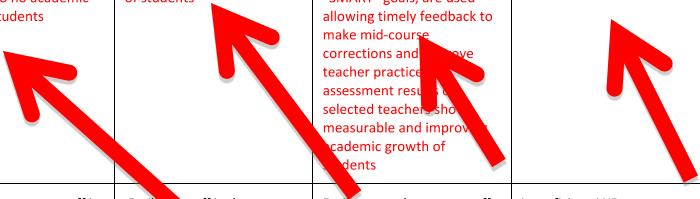


Criterion 5 Rubric | *Improving Instruction*

Monitoring, assisting, and evaluating effective instruction and assessment practices.

An effective leader is knowledgeable about and deeply involved in the design and implementation of the instructional program; prioritizes effective teaching by visiting classrooms regularly and working with teachers on instructional issues; consistently supports colleagues in their efforts to strengthen teaching and learning in classrooms; works tirelessly to support staff in doing their best work.

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
5.1 Monitor instruction and assessment practices	Does not adequately monitor instruction and assessment practices of staff; untimely and irregular evaluations; provides insufficient feedback to staff regarding instruction and assessment practices	Develops and uses observable systems and routines for monitoring instruction and assessment practices; provides some effective feedback to staff; feedback is linked back to instruction and assessment; partly familiar with evaluating technology-rich instruction	Develops and uses observable systems and routines for monitoring instruction and assessment; uses data consistently to provide staff meaningful, personal feedback that is effective for improving instruction and assessment practices; ensures that teachers go beyond what students fail to learn and delve into why (root causes); deep understanding of evaluating technology-rich instruction	Is proficient AND consistently demonstrates leadership in the practice of monitoring effective instruction and assessment practices; develops exemplary systems and routines for effective observation of staff; shares systems and routines with colleagues and stakeholders; regularly monitors, reflects on and develops or adjusts systems as needed to improve assessment practices
5.2 Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness	Does not meet with faculty members to develop, review and modify student growth plans; student growth plans do not meet minimum requirements; does not assist staff in the identification of performance indicators or performance indicators are not sufficient; assessment results of selected teachers show little to no academic growth of students	Meets minimum teachers' contract requirements to develop, review and modify student growth plans (individual or group plans) based on identified areas of need; assists identification of performance indicators to monitor and benchmark progress; assessment results of selected teachers show minimum academic growth of students	Meets with faculty members regularly (beyond minimum teachers' contract) to develop, review and modify student growth plans (individual or group plans); assists identification of performance indicators to benchmark progress; research-based planning and performance-linked goal setting strategies, such as "SMART" goals, are used allowing timely feedback to make mid-course corrections and improve teacher practice; assessment results of selected teachers show measurable and improved academic growth of students	Is proficient AND consistently demonstrates leadership in the practice of developing comprehensive student growth plans; regularly meets with faculty members to reflect on student growth plans and progress; assessment results of selected teachers show consistent academic growth of students
5.3 Assists staff in implementing effective instruction and assessment practices	Does not fully support staff in their efforts to improve teaching and assessment; does not have knowledge or understanding of best instruction and assessment practices; does not make assisting staff in improved teaching and assessment a priority	Facilitates staff in the implementation of effective instruction and assessment systems; uses knowledge of applied learning theories to create a personalized and motivated learning environment	Facilitates and supports staff in the implementation of effective and appropriate technologies to support teaching and learning	Is proficient AND serves as a driving force to build capacity



Student Growth Descriptors



Criterion 1 Research | *Creating a Culture*

Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.

"Leaders ask 'what is essential, what needs to be done and how can we get it done.' An effective leader maintains visibility and transparency and creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that promotes student learning and staff professional growth. They lead by "creating powerful, equitable learning opportunities for students, professionals, and the system, and motivating or compelling participants to take advantage of these opportunities" (Knapp, Copland, Talbert, 2003, p.12, as quoted in Murphy, 2006).



SUPPORTING RESEARCH AND LEARNING RESOURCES	
<p>1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching</p>	<p>Establishing and sustaining a school climate of trust, strong relationships and stakeholder commitment are fundamental to school success. The school leader influences the school climate. There is a positive correlation to school effectiveness and school climate.</p> <p><i>Cotton, K. (2003). Principals and Student Achievement: What the Research Says. Alexandria VA: ASCD.</i></p> <p><i>Sergiovanni, T. (2000). The lifeworld of leadership: Creating culture, community and personal meaning in our schools. San Francisco: Jossey Bass.</i></p> <p><i>Shannon, G.S. & Bylsma, P. (2004). Characteristics of Improved School Districts: Themes from Research. Olympia, WA: OSPI.</i></p> <p><i>The Wallace Foundation. The Principal Story video and field guide retrieved from 20www.wallacefoundation.org/principal-story/Pages/default.aspx</i></p> <p><i>The NYC Leadership Academy, http://www.nycleadershipacademy.org/</i></p>
<p>1.2 Engages in essential conversations for ongoing improvement</p>	<p>Conversation between principals, teachers and students create a culture of ongoing improvement as well as fulfill our needs to connect with each other in the school in positive ways. Ongoing discourse helps to support first-year teachers as well as encourage teachers to mentor each other.</p> <p><i>Price, H. E. (2012). Principal-teacher interactions: How affective relationships shape principal and teacher attitudes. Educational Administrative Quarterly, 48(1), 39-85.</i></p> <p><i>Zmuda, Kuklis & Klein (2004). Transforming schools: Creating a culture of continuous improvement. Alexandria VA: ASCD.</i></p> <p><i>Mezirow, J. (2003). Transformative learning as discourse. Journal of Transformative Education, 1(1), 58-63.</i></p> <p><i>Boreen, J., Johnson, M.K., Niday, D. & Potts, J. (2000). Mentoring beginning teachers: guiding, reflecting, coaching. York, Maine: Stenhouse Publishers.</i></p>
<p>1.3 Facilitates collaborative processes leading toward continuous improvement</p>	<p>The development of a collective process designed to facilitate the purposefully examination, reflection and improvement of outcomes, can be used to empower teachers with voice and the ability to take action in the continuous improvement cycle in the school environment.</p> <p><i>Blankstein, A.M. (2004). Failure is Not an Option: Six Principles that Guide Student Achievement in High-Performing Schools. Thousand Oaks, CA: Corwin Press and HOPE Foundation</i></p> <p><i>Gordon, S. (2004). Professional development for school improvement: Empowering learning communities: Boston: Pearson Education.</i></p> <p><i>Leonard, L. & Leonard, P. (2005). Achieving professional community in schools: The administrator challenge. Planning and Changing, 36(1/2).</i></p> <p><i>Sullivan & Glanz (2006). Building effective learning communities: Strategies for leadership, learning and collaboration. Thousand Oaks, CA: Corwin Press.</i></p> <p><i>Fetterman, D. (1999). Reflections on empowerment evaluation: Learning from experience. The Canadian journal of</i></p>



BREAK!



- Lets play with the 8 criteria:
- Get into 8 groups-each group will be assigned one criteria
- In each group divide up so that each person takes a different element.



Each group member looks at their element to answer these questions.



- What would a principal be doing to demonstrate their proficiency in each of these criteria?
- How would they demonstrate that they are distinguished?
- What would be the observables or collectibles for a principal to demonstrate this? (5 minutes)

Group prepares to present their criteria to the whole group by answering these questions:



- What would a principal be doing to demonstrate their proficiency in each of these criteria?
- How would they demonstrate that they are distinguished?
- (summarize on poster paper)
- What would be the observables or collectibles for a principal to demonstrate this? (put on sticky notes)

