

Principal Effectiveness-Progress Monitoring and Discussion Guide

DOMAIN 2: Instructional Leadership

Essential Questions: What can principals and superintendents look for and see to know the Principal Effectiveness process is making an impact? What will change both instructionally and culturally?

Principal Effectiveness Domains	Guiding Questions	Look-Fors (principal focused)	Look-Fors (teacher focused)	Look-Fors (student focused)
Component 1: Effective Use of Data to Support Instruction	<ol style="list-style-type: none"> 1. How do you collect and use data to develop your school improvement plan? 2. What kind of processes, procedures, and protocols do you have in place to analyze school-wide data? 3. How do you ensure time for teachers to analyze and work with data to inform instruction? 4. Do you have a school leadership team, and, if so, how do you engage them in establishing a data driven school improvement plan? 5. How do you engage the leadership team in making plans for the future based on school-wide data? 6. What kind of professional growth do you provide for teachers and how is it connected to school-wide data and data about individual teachers? 	Example: Data charts, notebooks, etc.	Example: Use of formative assessments to inform instruction	Example: Evidence of students using assessment information to further their own learning, i.e. a writing rubric, a science lab rubric/checklist,
Component 2: Involvement in Curriculum, Instruction, Assessment	<ol style="list-style-type: none"> 1. Do you and your leadership team develop a comprehensive School Improvement Plan? 2. How do you involve teachers in the development of rigorous and measurable goals for student achievement? i.e. SLO's, grade level and/or content area goals? 3. How would you involve students in the 	Example: School Improvement Plan	Example: Teaching strategies aligned with goals of School Improvement Plan	Example: Student ability to articulate learning target in any given lesson/activity

	<p>development of rigorous and measurable goals for student achievement?</p> <p>4. How do you align individual teacher/student learning goals with the broader school wide improvement goals? For example, do all SLO's align with the school wide goals for student achievement?</p> <p>5. If you are a Focus/Priority school, how do your goals for student learning align with the Turn Around Principles?</p> <p>6. What kind of professional growth have you developed or made available for your teachers</p> <p>7. How is your professional growth plan aligned with the School Improvement Plan and the goals for student learning?</p>			
<p>Component 3: Distributive Leadership</p>	<p>1. What kind of leadership opportunities do you provide for staff?</p> <p>2. Do you facilitate or make accessible to your staff mentoring programs that promote leadership?</p> <p>3. When you delegate leadership tasks to staff, do you give them the authority to successfully complete the task?</p> <p>4. How do you monitor progress and completion of delegated tasks?</p> <p>5. How do you recognize and/or celebrate staff members who seek out leadership responsibilities?</p> <p>6. How do you work with staff in fashion that develops their ability to manage tasks and responsibilities?</p>	<p>Example: School leadership team</p>	<p>Example: Teacher facilitating a staff development meeting</p>	<p>Example: Student Councils, Peer Leaders, etc.</p>

	<p>7. How are you tying the leadership discussion with the Danielson Model, particularly Domain 4: Professional Responsibilities?</p>			
<p>Component 4: Monitoring and Evaluating Standards and Content</p>	<p>1. How do you monitor and ensure the alignment of the implemented curriculum with the intended curriculum?</p> <p>2. How do you ensure adequate instructional time to cover the content of the intended curriculum at the appropriate depth, i.e. scheduling, mitigation of interruptions, etc.?</p> <p>3. Have you worked with staff or provided staff with appropriate supports to develop pacing guides?</p> <p>4. The PE rubric (2.4) uses the term <i>experienced curriculum</i>. What does that mean? How do you and your leadership team analyze data from the experienced curriculum? How do you connect the <i>experienced curriculum</i> to the <i>implemented curriculum</i> to the <i>intended curriculum</i>? What are you and your leadership team able to learn from making those connections?</p> <p>5. How will you connect and use the teacher evaluation process (Danielson model) to the monitoring and evaluating of standards and content.</p> <p>6. How do you work with teachers to ensure teaching is at the appropriate depth?</p> <p>7. If you have had the Porthan training or are currently enrolled in the training, how would you use the skills learned from the</p>	<p>Example: Regular feedback to staff via evaluations/formative walkthroughs reflecting awareness of curriculum alignment</p>	<p>Example: Lessons/formative assessments aligned to the intended curriculum.</p>	<p>Example: Growth results of formative assessments aligned with intended/implemented curriculum.</p>

	<p>training to more effectively monitor standards and content?</p> <p>8. How will you connect the monitoring and evaluating of standards to your work with the Turn Around Principles (if applicable)?</p>			
Component 5: Continuous Improvement	<p>1. For this component, please refer to the consideration slides for the previous four components.</p> <p>2. Do you have a professional growth plan?</p> <p>3. How do you use data to plan for professional development?</p> <p>4. How do you access and provide training for research based instructional strategies?</p>	Example: Professional growth plan derived from data	Example: Evidence of implementation of strategies learned via professional growth	Example: Student work reflecting teacher professional growth

**Learning Forward: Innovation Configuration Maps for Standards of Professional Learning: School-Based Roles (2012)*