ourDPS
Discover A World Of Opportunity Together

Diving Into the Framework for Effective Leadership
### Calendar for Principal & IS/ED Evaluation and P.G.P. Meetings and Conferences

<table>
<thead>
<tr>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
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#### Principal

- **Introduction of Evaluation Process, Review of achievement data/UIP and development of PGP**
- Engage in appropriate Professional Development and seek additional support as needed
- Data gathering and reflection
- IS/ED & principal meet to mark progress on UIP and PGP
- Principal reflection on PGP progress

#### IS/ED

- Data gathering and reflection

#### Supporting Tools

- To be developed

#### Activities

- Mid-year Progress Meeting
- End-of-year review of P.G.P. and Evaluation
- Reflection on PGP progress & Eval. writing
Calibration Purpose

» To support mid-year and end-of-year conversations
  > To ensure the IS/ED team is consistently looking at performance data and reaching similar conclusions
  > To support effective identification of areas of strength and development
  > Deep dives in Fall and Spring, focused on hypothetical and actual school leaders

» To build a deeper understanding by our principal supervisors of the framework
  > What is the evidence for each indicator?
  > What distinguishes the various performance categories?
  > Ongoing PD for the principal supervisor throughout the year
### Spring 2013 Timeline

#### April
- Collect Data
- Prepare Ratings
- Plan Conversations

#### May
- Hold Conversations
- Begin Preparing PGP's

#### June 15th
- Finalize all End-of-Year Conversations (without growth data)
- Finalize PGP's
- Report Evaluation Data to HR in Lawson
Calibration Exercises--#1

» Read the scenario presented.
» What questions do you have?
» Based solely on the information you have, how does the evidence from the scenario match various indicators on the Framework?
» Based solely on the scenario, how would the principal rate in that (those) expectation(s)?
Calibration Exercises--#2

» Map principals in your network against an indicator (e.g. HRL1)

» Group discussion (by Elementary/PSR)
  > Select 1-2 principals in each performance category
    + What evidence supports this decision?
    + Is the evidence similar across the various networks?
  > Move principals up or down to ensure consistent evidentiary usage
  > Identify difficult scenarios and agree upon common treatment (e.g. 1st year of a turnaround school; 1st year principal; alternative high school)
Choose one principal that would score “effective” in one of the expectations.

Write out evidence that makes that person’s performance “effective” in that domain.

Choose another principal that would score “approaching” in the same expectation.

Write out evidence that makes that person’s performance “approaching” in that expectation.
Calibration Exercises--#3

» How do each of these principals compare to the criteria?

» Place all descriptions in a pile.

» We will mix them up and redistribute them.

» Read the two descriptions that you have. How would you rate each and why? How do they compare to the criteria?
<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>EXPECTATION</th>
<th>INDICATOR (foundational indicators are in shaded boxes)</th>
<th>KEY TO SYMBOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture and Equity Leadership</td>
<td>CEL 1</td>
<td>Leads for equity toward college and career readiness ✧✧ ✈ ✳</td>
<td>Cultural Competency—Addressing issues of equity through culturally responsive teaching strategies that are effective for all learners and essential for students of color (all classrooms)</td>
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<td>CEL 2</td>
<td>Leads for culture of empowerment, continuous improvement and celebration ✧✧ ✳ ✇</td>
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<tr>
<td>Instructional Leadership</td>
<td>IL 1</td>
<td>Leads for high-quality, data-driven instruction by building the capacity of teachers to lead and perfect their craft ✧✧ ✇ ✈ ✳ ✇</td>
<td>Common Core -- Strategies that represent the effective implementation of the Common Core State Standards</td>
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<td>IL 2</td>
<td>Leads for the academic and social-emotional success of diverse* student populations ✧✧ ✇ ✇ ✈ ✳ ✇</td>
<td>English Language Learners (ELLs)—Effective instructional strategies for all learners and essential for ELLs (all classrooms)</td>
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<td>IL 3</td>
<td>(ELA Program School Leaders): Leads for effective English Language Acquisition programming ✧✧ ✇ ✇ ✇ ✇</td>
<td>Spanish Native-Language Instruction—Provision of essential Spanish native-language instruction (when observing Spanish native-language instruction)</td>
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<td>Students with Disabilities or Gifted and Talented—Provision of essential supports for students with disabilities and students identified as gifted and talented (all classrooms)</td>
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<tr>
<td>Human Resource Leadership</td>
<td>HRL 1</td>
<td>Applies teacher and staff performance management systems in a way that ensures a culture of continuous improvement, support, and accountability ✧ ✇</td>
<td>Information Literacy and Technology—Effective integration of technology and digital resources in classrooms (all classrooms) and the application of data to decision-making</td>
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<td>HRL 2</td>
<td>Implements strong systems for identifying, recognizing, and distributing talent ✧ ✇</td>
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<tr>
<td>Strategic Leadership</td>
<td>SL 1</td>
<td>Leads the school’s vision, mission, and strategic goals to support college readiness for all students ✧✧ ✇ ✈ ✳</td>
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<td></td>
<td>SL 2</td>
<td>Distributes leadership to inspire change in support of an empowered school culture ✧</td>
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<tr>
<td>Organizational Leadership</td>
<td>OL</td>
<td>Strategically aligns people, time, and money to drive student achievement ✧✧ ✇ ✈ ✳</td>
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<tr>
<td>Community Leadership</td>
<td>CL</td>
<td>Actively advocates for members of the school community and effectively engages family and community ✧ ✇</td>
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Data Sources

» Where in the Framework do each of the following fit?

> Discipline Records
> Attendance Rates
> Teacher Perception Survey Results
> Parent Survey Results
> Teacher Tenure, Renewal and Dismissal
> LEAP Observation Data
> Teacher Perception Survey
> Other data to review with every principal: SPF, UIP Goals and Progress
### Domain: School Leadership

**Expectation: Instructional Leadership**

**Indicator IL1:** Leads for high quality, data driven instruction by building the capacity of teachers to lead and perfect their craft

<table>
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<tr>
<th>Observable Evidence</th>
<th>Not Meeting (1–2)</th>
<th>Approaching (3–4)</th>
<th>Effective (5–6)</th>
<th>Distinguished (7)</th>
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<tr>
<td><strong>Principal Behaviors</strong></td>
<td>Provides little feedback to teachers, or if feedback is given it is of the nature that is only positive or unclear in terms of next steps and growth areas.</td>
<td>Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps.</td>
<td>Engages staff as an instructional leader who understands the curricula and pedagogical best practices that should be present in the classroom.</td>
<td>In addition to “Effective:” Works with staff to create cycles of action research, where data is used to test hypotheses, discover new strategies and reduce achievement gaps.</td>
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<td>Does not ensure that a focus on the CCSS, the CAS and the ELD Standards are embedded into site-based Professional Development.</td>
<td>May participate in reflective data-driven conversations with teachers to review student-level data, but may not support clear next steps or supports for those next steps.</td>
<td>Consistently engages in classroom observations in order to develop a deep understanding of the teaching and learning behaviors currently being practiced.</td>
<td>Provides regular, actionable, and meaningful feedback to teachers.</td>
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<td>Does not set expectation for teachers to use data on a regular basis, and may fail to help teachers be aware of or use district and state data.</td>
<td>May provide teachers with data, when available, from the district or state, but does not create systemic collection of or protocols for use of data (district data sources) by teachers.</td>
<td>Holds teachers accountable for trying new instructional strategies based on feedback.</td>
<td>Shares his/her use of data and strategies for supporting staff with data-driven decisions with other leaders in the district.</td>
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<td>Is not well versed in accessing and using district online data resources (principal/teacher portals) and likewise, has low expectations for teachers in this regard.</td>
<td>May understand student-level data for the school, but may not set, communicate, and garner support for rigorous, timely targets for student progress toward standards and college/career readiness.</td>
<td>Ensures that teachers understand and deliver instruction that leads to student success with English Language Development (ELD), Common Core State Standards (CCSS), and Colorado Academic Standards (CAS).</td>
<td>Ensures that teachers independently engage in data driven conversations that include using district online data sources and teacher developed formative assessments.</td>
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<td>Includes standards as part of teacher supports and site-based professional development but may not make connections for teachers between different, but related, standards (e.g., ELD Standards and CCSS).</td>
<td>Teachers may collaborate outside the classroom, but may not have opportunities to share practice with one another within classrooms.</td>
<td>Ensures that sufficient time is set aside for collaborative professional learning and development by teachers.</td>
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<td>Use of technology in classrooms may be intermittent and not consistent across classrooms.</td>
<td>District online data resources (principal/teacher portals) are occasionally accessed, but are not used by leader and teachers to inform school-wide decision making and to differentiate student instruction.</td>
<td>Sets expectations and provides support for all teachers to be competent users of formative, interim, and summative data in order to make sound instructional decisions.</td>
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<td>District online data resources (principal/teacher portals) are regularly accessed, discussed, and used both by leader and teachers to inform school-wide decision making and to differentiate student instruction.</td>
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Cultural Competency  Common Core  ELLs  Spanish Native-Language Instruction  Students with Disabilities or Gifted/Talented  Information Literacy/Technology
IL-1: Leads for high quality, data-driven instruction by building the capacity of teachers to lead/perfect their craft.

Observe

- Leaders engaged in classrooms, observations (LAP) -> LEAP
- DATA Teams
- Observe PD in school specific
- DD & WIP
- PD Data Inquiry Cycle
- 12 week cycle
- Ongoing actionable feedback to guide instruction practice
- Students own learning targets

Additional...

- Evidence that PD leader is competent w/ CIA
- PD/Inquiry cycles in collaborative plan time
- Performance (data)
- Should see results of PD at CIG (How?)

Plan for Data Inquiry Cycles (PD, ind. teachers, plans for students)

-> Data Notebooks, student goal setting.