**Becoming an Instructional Leader**

**“Look-For” Tool Aligned with Practice Profile**

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| **Essential Function** | **District/Building Leader Evidence** | **Educator Evidence** |
| EF 1  A collaborative culture and climate is visible through the students, teachers, and administrators. | Leaders create a collaborative culture through the following.   * Create a safe environment evidenced by trust, respect, and communication * Model an attitude of service * Promote a climate of inclusion * Instill a shared belief that positive change occurs when all staff work collectively to impact student outcomes. * Communicate the expectation that all staff support all students * Discover and develop capacity in staff through PD, coaching, and technical support * Use observations that build teacher trust by focusing on strengths, engaging in collaborative dialogue, and providing actionable feedback. * Establish grade level/content area collaborative teams and provide time for collaboration * Ensure all staff receive needed high-quality training/professional development * Ensure school is culturally responsive in a way that is multidimensional, empowering, and transformative | Educators engage in a collaborative culture through the following.   * Help promote a safe environment by showing trust, respect, and clear communication * Participate or have representation on a leadership team * Feel supported by leadership * Receive clear communication regarding the vision and expectations * Believe that the collective goal of all staff members is to develop skills and capabilities to impact student learning. * Act on feedback from observations to improve teaching practices * Accept responsibility and support all students * Encourage and support each other through collaboration * Participate as members of grade/content area collaborative teams * Model an attitude of service * Receive professional development, coaching, and technical support needed to improve student learning * Ensure that classrooms are culturally responsive |
| EF 2  Leadership supports and ensures that teaching and learning practices engage all students in meaningful learning. | Leaders support meaningful learning as evidenced by the following.   * Promote the implementation of evidence-based high impact instructional practices * Set an expectation that all teachers implement evidence-based high impact practices * Gather evidence around areas of effective teaching through observation feedback * Monitor the fidelity of teachers’ use of evidence-based practices by using tools such as practice profiles, walkthroughs, SAPPs, surveys (CWIS), and observations * Set an expectation that student progress is informed through regularly scheduled formative assessments selected by appropriate teams | Teachers engage in meaningful learning as illustrated by the following.   * Implement evidence-based high impact instructional practices that are not content related * Implement evidence-based high impact instructional practices that are tied to teacher standards * Monitor themselves and support others so that evidence-based practices are implemented with fidelity * Build capacity around the use of evidence-based practices * Act on feedback from observations to improve teaching practices * Use formative assessments to assess student progress and guide instruction |
| EF 3  Leaders develop teacher capacity to use formative assessment through supportive data climates facilitating the use of formative data. | Leaders create supportive data climates as evidenced by the following.   * Work with teacher teams to select and/or create formative assessment methods that include clearly defined outcomes, structured assessment criteria, and selected and constructed responses * Create professional learning opportunities for teachers regarding the selection or development of ~~common~~ formative assessments | Teachers engage in supportive data climates as illustrated by the following.   * In collaborative teams, select and/or create formative assessments which include clearly defined outcomes, structured assessment criteria, and selected and constructed responses * Receive adequate training on the selection and development of common formative assessments * Engage students in formative assessment processes |
| EF 4  Leaders initiate evidence-based decisions and processes  that focus on outcomes. | Leaders create evidence-based climate as illustrated by the following.   * Meet regularly and frequently for team-based decision making * Have systems in place that use efficient and effective structures (norms, roles, agendas, minutes, protocols) for data-based decision making * Make decisions based on a review and analysis of multiple levels of data to improve student outcomes * Use a data-based decision-making process (GAINS) to establish priorities for each school year regarding knowledge, time, evaluation, and resources * Assure that all staff understand the data being collected, its purpose, and use to improve outcomes for both students, and the overall effectiveness of the learning institution. | Teachers engage in evidence-based climate as illustrated by the following.   * Feel represented in the decision-making process and have a voice in decisions that establishes priorities for each school year * Use efficient and effective structures (norms, roles, agendas, minutes, protocols) for collaborative team meetings * Understand all data being collected, its purpose, and how it is used to improve institutional and student outcomes. * Use the GAINS process for data-based reflection and decision making based on evidence * Make decisions based on a review and analysis of multiple levels of data to improve student outcomes * Share data with all stakeholders * Celebrate successes with staff, students, and parents |