**Becoming an Instructional Leader**

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

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| **Essential Function** | **District/Building Leader Evidence** | **Educator Evidence** |
| EF 1A 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
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| EF 2Leadership 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
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| EF 3Leaders 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
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| EF 4Leaders initiate evidence-based decisions and processesthat 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
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