

Leader Levers

Provide Standards and Data-Driven Instructional Leadership

PREPARE YOURSELF

1. Build expertise and opinions about standards and instruction.

- Give yourself time to build deep understanding of the standards and what they require of students.
- Give yourself time to get and stay informed about what strong Common Core Standards-aligned plans and instruction look like.
- Have an opinion on teachers' current ability to use the standards to drive plans and instruction so that you can match support to their starting points.

2. Build expertise and opinions about data.

- Give yourself time to investigate trends in student data (school-wide, grade level, class, subject, sub-populations).
- Have a strong opinion about teacher strengths and weaknesses (school-wide, grade level or subject, individual).
- Have a strong opinion about which students and teachers need support most (note: grows in scope/depth as capacity grows).

PRIORITIZE

3. Pursue a limited number of school-wide academic priorities through high quality use of time and structures.

- Commit to and invest teachers in a limited number of overarching academic priorities for the school year, and use data to target resources and support throughout the year to achieve that priority.
- Create and ensure high quality use of a school-wide calendar that provides sacred time to advance instruction: peer-to-peer collaborative planning, teaching and learning cycle structures, targeted teacher support, student intervention systems.
- Define expectations and systems for planning and instruction, so that teachers operate within consistent routines, have clear objectives for collaborative planning time, have easy-to-access plans, and know what to expect for observations and feedback.
- Define and protect sacred time for school leadership to observe and give feedback on teacher planning and instructional time.

PREPARE YOUR TEAM

4. Develop teachers to strengthen instruction and adult culture.

- Build and pursue a vision for strong professional development that is grounded in a growth mindset and shapes adult culture.
- Provide regular, hands-on skill-building and practice with standards and planning.
- Support teachers to draw quality conclusions from data by asking questions, pushing their thinking, and thought-partnering on positive action steps to take.
- Give frequent, actionable, and high-impact praise and feedback on teachers' plans and instruction.

5. Develop your leadership team to deepen impact across the school.

- Prepare your leadership team to support teachers by providing guidance and development.
- Distribute leadership of T&L cycle structures based on team member strengths, once school-wide vision and habits are in place.
- Foster a positive sense of accountability on the leadership team by facilitating regular reflection and action planning based on whether efforts are resulting in stronger instruction and student learning.

Practice Outcomes

Foundations; Goal: Level 0

Goal: Level 0 → Level 1

Goal: Level 1 → Level 1.5 or 2

Goal: Level 2 → Level 2.5 or 3

PREPARE YOURSELF

1. Build expertise and opinions about standards and instruction.

- Prioritize time to execute classroom observations.
- Articulate value of classroom/collaborative team observations as learning opportunities for themselves and for teachers.
- Able to determine where there is a disconnect between standards and quality of instruction.
- **Math:** use knowledge of the major work of the grades to set priority standards and use items to define what to look for in plans and instruction.
- **Literacy:** use knowledge of the CCSS shifts and standards to identify the appropriateness of texts by grade level and determine whether questions are text dependent.
- Develop an opinion about teachers' focus on texts and the major work or aspects of rigor in plans/instruction.
- Build sufficient personal knowledge in school-wide instructional priorities to define evidence of success and monitor progress.
- Develop an accurate opinion on teacher plans and instruction in Literacy and/or Math connected to school instructional priorities.
- Build strong personal knowledge and confidence in school-wide instructional priorities to communicate to teachers what change should look like and why it matters.
- Develop an accurate opinion on student impact tied to teachers' plans and instruction, with a particular focus on school instructional priorities.

2. Build expertise and opinions about data.

- Open to reviewing data with an eye towards trends.
- Articulate the value of collaboration with and across schools and require execution support.
- Define top trends and focus areas in data and prioritize teachers needing extra support in data meetings.
- Define what changed in teacher practice and student learning at the end of each T&L cycle.
- Use data to set instructional priorities and monitor progress, and identify teachers, grade levels, or students for extra support.
- Define the impact of each T&L cycle on teacher practice and student learning and make 1-2 improvements for the next cycle.
- Use data to evaluate progress and needs towards instructional priorities.
- Use data independently each cycle to target resources and support to teachers, subjects, standards, grade levels, or students.

PRIORITIZE

3. Pursue a limited number of school-wide academic priorities through high quality use of time and structures.

- Articulate importance of & seek support in developing instructional focus areas.
- Articulates the importance of dedicated time and seek support in creating dedicated time for planning & collaboration.
- Articulate the connection between school improvement and ANet support.
- Define where the academic program needs improvement and communicate to teachers the purpose of the T&L cycle in shaping a culture of learning.
- Protect time for existing T&L cycle structures (esp. collaborative planning) and define purpose and expectations.
- Use priority standards and complex texts to focus existing teacher planning time (as appropriate).
- Communicate purpose behind instructional priorities and affirm teachers' efforts to change practice.
- Use instructional priorities to plan purposeful, regular development for teachers.
- Protect time to give regular feedback on instructional priorities in plans and instruction.
- Include teachers in setting instructional priorities and make priorities a high quality, consistent focus across the T&L cycle.
- Use data throughout the year to evaluate progress on priorities and change in teacher practice, and adapt PD structures/resources to address needs.

PREPARE YOUR TEAM

4. Develop teachers to strengthen instruction and adult culture.

- Demonstrates ability to prioritize and execute formal and informal observation routine.
- Provides regular feedback on teacher plans and lesson execution.
- Lead data meetings and reflection or planning meetings grounded in the instructional purpose of assessments, standards, and data.
- Support prioritized teachers to draw quality conclusions from data, internalize standards, and plan.
- Give actionable praise and feedback on teachers' analysis and action or instructional plans.
- Develop teachers on school-wide instructional priorities using an understanding of strong adult PD (ex. shift from coverage to mastery of priority topics, embedding hands-on practice).
- Give consistent and frequent feedback to support action on instructional priorities—particularly on prioritized teachers' plans and instruction.
- Integrate consistent PD on instructional priorities with implementation support (lesson plan feedback, observation/feedback, celebrations).
- Provide regular, hands-on skill-building on planning and instruction aligned to priorities.

5. Develop your leadership team to deepen impact across the school.

- There is a dedicated leadership team with clear roles and responsibilities.
- Leadership has dedicated time to discuss school wide instruction.
- Establish expectations and structures for ILT responsibilities; identify teacher leaders who should become members of the ILT.
- Support team members to facilitate teacher planning and analysis.
- Develop team members to communicate purpose of instructional priorities and affirm teacher efforts.
- Distribute facilitation of T&L cycle structures to teacher leaders; include teacher leaders in shaping PD and instructional priorities for the coming year.
- Provide coaching and development to ILT members (including teacher leaders) to support their development of teachers.
- Distribute leadership across ILT members (including teacher leaders), so that team members are able to lead progress on priorities independently and in so doing, influence a staff culture of learning.