



Leadership Connection RUBRIC

**SUPPORTING EQUITY IN
THE SCHOOLS WE NEED**

SECOND EDITION

Leadership Connection Rubric

Supporting Equity in the Schools We Need

Second Edition

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Principal Leadership Institute
Leadership Support Program
Leadership Connection

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In loving memory of W. Norton Grubb, founding Faculty Director of PLI (Cohorts 1-15). His devotion to provide solutions to the questions of equity revealed by his investigations of institutional practices and inequality in America's schools, colleges, and labor markets not only fostered the creation, but also greatly contributed to the growth and success of PLI.

Acknowledgements

The Leadership Connection Rubric supports collective action on the part of multiple constituents for effective leadership and school outcomes. The same process was used for the development of this rubric. For the first edition, the primary authors are Lynda Tredway, Daphannie Stephens, Linda Leader-Picone and Janette Hernandez. The founding Faculty Director, Norton Grubb, and the PLI Program Director, Rebecca Cheung, provided substantial input. Ben Grandy also provided countless hours of support.

The second edition (published 3 years later) was collectively revised by Lynda Tredway, former PLI Program Director, Rebecca Cheung, current PLI Program Director, and Viet Nguyen, LSP Coordinator. Vickie Srago, leadership coach, also made contributions. Unique Wei provided many hours of support and executed all of the changes and additions.

Our students, alumni, and staff are important collaborators in our work. The graduates of the Principal Leadership Institute and the Leadership Support Program consistently take risks with us and share their learning, thereby contributing to the rubric development, second edition, and other work. In tandem with alumni are leadership coaches who offered feedback, advice, and the wisdom of deep experience as school leaders.

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Introduction

The Principal Leadership Institute

University of California at Berkeley's Principal Leadership Institute is composed of three areas of work: leadership preparation, leadership induction, and leadership outreach. The preparation program is a fourteen month program leading to a Master's degree and the issuance of the Preliminary Administrative Services Credential. The induction program, Leadership Support Program, is a two year program leading to the issuance of the Professional Clear Administrative Services Credential. Leadership Connection (outreach) consists of short term programs for supporting PLI alumni, as well as local and visiting educational leaders.

Founded in 2000, the Principal Leadership Institute (PLI) has prepared over 500 educational leaders for the San Francisco Bay Area and beyond. Ninety- five percent of PLI alumni work in public education, 88% in the Bay Area, 50% in our four partner districts: Berkeley Unified School District, Oakland Unified School District, San Francisco Unified School District, and West Contra Costa Unified School District.

The Second Edition

The first edition of the Leadership Connection Rubric was the culmination of more than three years of development and field testing. Since its publication, we have centered our preparation program and leader induction program around its content. Therefore, the second edition of the Leadership Connection Rubric is based on the collective input of our students, alumni, faculty, and field supervisors while using the Rubric over the last three years. While there are no major changes related to content, the second edition does address some organizational and structural details, minor phrasing and word changes, as well as streamlining of references. In addition, we celebrate members of the most recent cohorts (11-15) on the front cover and throughout the book and added a dedication to W. Norton Grubb, founding faculty director of the Principal Leadership Institute.



*In Beauty, hate turns to love
In Beauty, friends become family
In Beauty, life is a song
In Beauty, I can see my future*

—Mural at Wilson Elementary School,
West Contra Costa County USD

Leadership Connection Rubric: Overview

The Leadership Connection Rubric guides effective leadership preparation, induction, ongoing support, coaching, and supervision of school and district leaders. The seven Rubric **ELEMENTS** are essential building blocks of effective leadership. The Elements identify fundamental components of the leadership chemistry and, in the right combination, yield a personal “formula” for effective leadership. The **Elements** are more completely explicated in the **Descriptors of Practice (DoPs)** and in the detailed **Indicators of Practice (IoPs)**.

Elements 1, 2, and 3 focus on essential personal and professional perspectives and attributes. Preparation and induction of leaders support the development of Elements 4, 5, 6, and 7 while continuing to deepen the practices of Elements 1, 2, and 3. Effective leadership relies on the inter-relationship and continuous improvement of all Elements. The leader, in turn, relies on experience as a means of reflecting on his/her knowledge, skills, and dispositions as s/he continues to deepen and broaden his/her effectiveness. The levels in the Rubric include: (1) **emerging** or novice, which typically signals preparation in a credential program, including fieldwork and internships; (2) **developing** encompasses an induction period, which is approximately three-five years, but could be longer depending on the leadership position of the individual; and (3) **practicing** is ongoing as the veteran leader continues to demonstrate growing expertise.

During the field-testing and implementation, this realization became clearer: Effective leaders at the practicing level may not be rated at the highest level of practice in every Indicator to be highly effective in their work. Since leadership potential and effectiveness has a particular chemistry or alchemy for each person, the key is the combination for each leader. In fact, since the key resource in a school is the relational trust of the adults, it is actually more important that the principal and other administrators recognize the merit of collaborative leadership, and rely on other adults to take on leadership roles and assume some of the Indicators in the practicing level. The leader is therefore more effective when s/he can cultivate distributed leadership.

In the Leadership Connection Rubric, the emerging level is used to guide and assess aspiring leaders in the Principal Leadership Institute, a 14 month leadership preparation program. The developing level is used to coach and support novice leaders in the two year Leadership Support Program, a leader induction program. All levels of the rubric are used to coach, guide, support, and assess veteran and practicing leaders.

Leadership Connection Rubric



Several assumptions are embedded in the Rubric:

- (1) As a leader improves and develops “levels” of effective practice from emerging to developing to practicing leader (from novice to more expert practice), s/he incorporates the prior level of learning. It is assumed that each layer of learning and development is in evidence at the next level. The levels of development include: emerging (in preparation); developing (early years of practice); and practicing (veteran years of practice).
- (2) To become a fully practicing and exemplary leader takes many years of focused reflection and continued refinement of leadership knowledge, skills, and dispositions. Through experience at each level, a leader extends the prior learning and develops a more sophisticated, informed, and practiced level of performance.
- (3) A leader does not move lockstep from emerging to developing to practicing in every Element, Descriptor, or Indicator. Thus, s/he may have certain areas of strong performance and may need to focus on some Elements or Descriptors of Practice more than others.
- (4) To the degree possible, the Rubric separates leadership actions from school contexts; however, since the context of the school is both directly a result of and related to the action space of the leader, the self and the institution are not possible to fully separate.
- (5) The practicing leader level signifies the fullest embodiment of leadership in which the leader and the school community are entwined; the leader is able to enunciate and practice the leadership Elements in ways that engage the entire community for which s/he has responsibility.
- (6) Every leader will have a different combination of Indicators that may be used to assess effectiveness, and some DoPs and IoPs will be more in evidence than others. The highly practicing leader does not have to be at the highest level of each individual DoP or IoP to be effective.
- (7) The leader’s equity focus is fundamental to leadership and the Rubric emphasizes a horizontal and vertical integration of the Equity and Advocacy Element in this Rubric.

There is an intentional overlap between and among Elements. In particular, in the areas of managing emotions, persons, differences of opinion, and school culture that are conducive to student learning, the leader’s ability to navigate his/her identity and maintain positive relationships for the benefit of all transcends the individual Elements.

Elements 4, 5, 6, and 7 provide substantial detail in the Indicators. This is an attempt to provide explicit language and direction for the leader in areas that are the typical duties of the leader: supervising curriculum and instruction; managing the operations of the school for the benefit of the learning outcomes; facilitating and directing change and reform efforts; and maintaining focus on assessments and accountability. Often, without clear outcomes, the leader can revert to standard operating procedures and district bureaucratic direction. When the leader can reframe the typical with an intentional equity lens, there is greater possibility of success in distributed leadership, important change projects, and achievements outcomes.

All Rubric leadership Elements are supported by research, and references accompany this Rubric. A set of tools that support the use of the Rubric by peers, coaches, and supervisors serve as companion documents to the Rubric. These tools are used to observe, provide evidence-based feedback using an asset observation process, and develop goals for improvement.

Key terms are highlighted in the introduction to each Element and are defined in the Glossary. References are attached.

Overview: Elements, Outcomes, Descriptors of Practice (DoP), Indicators of Practice (IoP)

The Rubric was collaboratively developed from 2008–2010. The Elements, Descriptors of Practice (DoPs), and Indicators of Practice (IoPs) are research-based. They reflect particular attention to the race, class, and equity characteristics and concerns that are not always represented in leadership studies or rubrics.

A rubric is always a work in progress, but after the field test and feedback, this version was finalized for use in 2011–12. The field test consisted of scripted observations of 25 school leaders who were graduates of the PLI from 2000–2005. These observations were coded to determine a match with Rubric Elements, DoPs and IoPs. Codes or names of practice were refined or added to the Rubric Indicators of Practice.

Feedback was provided on drafts of the Rubric by district leader partners in Spring 2010 and Spring 2011. Please attribute any use of this Rubric to Leadership Connection, UC Berkeley.

Element 1: PRESENCE AND ATTITUDE Communicate a compelling presence and a steadfast belief in the power of the possible.

PROFESSIONAL IMPRINT	FLEXIBILITY	DEMEANOR
Core Values	Reframing	Emotional Acuity
Vision	Buffering	Cultural Consonance
Resiliency	Brokering	Stance and Tone

Element 2: IDENTITY AND RELATIONSHIPS Demonstrate personal and professional self-awareness and nourish trusting relationships in a culturally and racially diverse learning organization.

SELF-ASSESSMENT	INTEGRITY	INTERDEPENDENCE
Identity	Discernment and Action	Modeling and Visibility
Power and Privilege	Decision-making	Optimizing
Initiative	Reflection	Rituals and Celebrations
		Re-engagement

Element 3: EQUITY AND ADVOCACY Advocate for equitable academic, civic, and social-emotional outcomes for students who have been historically underserved by schools and society.

PERSONAL COMMITMENT	DEMOCRATIC LEADERSHIP	ADVOCACY
Equity Framework	Civic Goal	Individual Advocate Role
Equity Knowledge and Action	Participatory Structures: Adults	Community Mapping
Equity Data	Participatory Structures: Students	Collective Advocacy

Element 4: CURRICULUM AND INSTRUCTION

Cultivate high expectations and ensure durable academic, civic, and social-emotional learning outcomes for students and adults.

LEARNING ENVIRONMENT	STANDARDS, CURRICULUM, AND PEDAGOGY	PROFESSIONAL DEVELOPMENT
Expectations	Core Content Standards	Adult Learning
Courageous Conversations	Opportunity to Learn Standards	Formative Feedback
Knowledge Base	Equitable Content of Curriculum	Teacher Outcomes
	Evidence-based Practice	

Element 5: ORGANIZATION AND SYSTEMS

Align systems, structures, and resources that sustain a culturally consonant environment in the service of student learning.

PERSPECTIVE	STRUCTURES	MONITORING
Ecological Mapping	Operations	Organizational Identity
Organizational Readiness	Governance and Legal Structures	Information Flow
Systems Leadership	Resource Management	Organizational Balance
	Discipline Systems	
	Family and Community Engagement	

Element 6: CHANGE AND COHERENCE

Engage all adults in change efforts that respond collectively and coherently to the assets and challenges in schools and communities.

ASSESSING SCHOOL READINESS	COLLABORATIVE GOALS AND ACTIONS	REFRAMING PERSPECTIVE
Preparation for Change	Problem-posing Stance	Optimizing Potential
Approach to Learning	Maintaining Focus	Situational Awareness
Building Capacity		Creativity, Flexibility, and Resilience

Element 7: ASSESSMENT AND ACCOUNTABILITY

Exhibit a persistent focus on teacher and student learning outcomes by developing, aligning, and monitoring an equity-driven assessment system.

PERSPECTIVE AND KNOWLEDGE BASE	MANAGEMENT OF ACCOUNTABILITY	EVALUATION OF EFFECTIVENESS
Standards-Aligned and Equity-Based	Organizing Systems	Impact on Learning
Assessment Literacy	Technology Literacy	Impact on Instruction
Integration	Monitoring Implementation	Supervision and Evaluation
	Communicating Outcomes	



“Broad-scale organizational transformation demands that leaders nurture individual agency and build collective capacity to support fundamental change. Key in this regard is the leader’s ability to inspire teachers, parents, school community leaders, and students around a common vision of reform.”

—Anthony Bryk et al., 2010

ELEMENT 1

Presence and Attitude

Communicate a compelling presence and a steadfast belief in the power of the possible





Every moment happens twice—inside and outside—and it is two different histories.

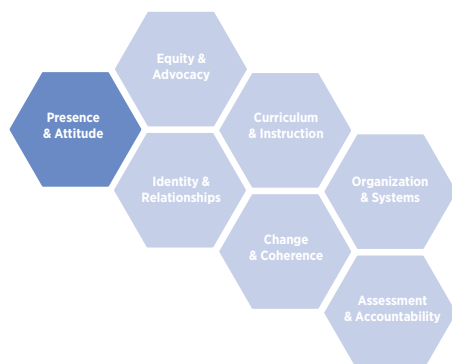
—Zadie Smith, 2000

ELEMENT 1

Presence and Attitude

Communicate a compelling presence and a steadfast belief in the power of the possible

The school administrator operates in a complex and dynamic organization. How s/he “shows up” as an individual in the organizational context has everything to do with how other adults are able to establish and maintain trust, the foundational resource for school effectiveness. There is no substitute for a leader who displays an optimizing, authoritative, and caring presence in the service of the teachers, staff, families, and children. While there is no formula for a leader’s presence, whatever the style, s/he is a key organizational actor who must lead with a compelling and steadfast presence and support others to step up to the leadership plate.





1.1 Professional Imprint

The presence of a leader, including his/her ability to communicate an authoritative stance and tone is a foundational requirement of leadership. Every person establishes his/her professional imprint in different ways – some leaders may be viewed as charismatic and commanding while others have quieter ways of assuming the position. The combination of knowing self, articulating a vision based on core values, and acting on that vision is the artistry of the individual leader. What is held in common is a vision of equity and social justice, and the leader uses that vision to act with assurance, exhibiting resiliency to the teachers, staff, parents, students, and community.

1.2 Flexibility

Leader flexibility is displayed through the ability to buffer or filter information as well as feelings, consistently reframing input and output to communicate the vision and values. Buffering requires decisions about what and how information is shared. The efficacious leader brokers resources in terms of people, time, materials, and good will for the benefit of the school's vision.

1.3 Demeanor

The leader's demeanor is evident in his/her stance and tone. The leader's emotional acuity, gradually sharpened by experience, is a critical component of recognizing how the emotional contagion of the leader's presence can affect the life of the school. As the leader projects a vision, authoritativeness, and a positive presupposition to others, his/her demeanor reflects his/her cultural consonance in terms of personal identity and how s/he interacts with all constituents. As the leader develops and engages in reflection of self, s/he establishes and maintains a collective presence and attitude that builds individual and organizational capacity and defines the organization.

DESCRIPTOR OF PRACTICE

1.1 PROFESSIONAL IMPRINT

Communicate core values, vision, and beliefs

Exhibit resiliency, maintaining mental focus, energy, and optimism in the face of challenges

EMERGING INDICATORS

1.1.1 CORE VALUES

- Identify and take actions that reflect core values related to the purposes of education
- Reflect on how to communicate core values to others

1.1.2 VISION

- Articulate and communicate formally and informally a vision that reflects core values concerning equitable education
- Engender a view that meeting expectations for all constituent outcomes is possible

1.1.3 RESILIENCY

- Maintain a healthy balance of personal and professional roles
- Make choices that build stamina and maintain a positive stance
- Recognize how resilience is connected to a commitment to social justice principles
- Maintain productive relationships with like-minded educators

Karling Aguilera-Fort (PLI Cohort 1)



DEVELOPING INDICATORS

1.1.1 CORE VALUES

- Seek feedback to assess how actions align with core values
- Adjust and change actions as necessary to re-align with values
- Assess degree to which change is sufficiently aligned with core values or is situational

1.1.2 VISION

- Engage constituents in co-creating a shared vision based on common core beliefs
- Build shared understanding and action that strengthens staff motivation and commitment

1.1.3 RESILIENCY

- Maintain a resourceful and solution-oriented attitude by noting and learning from successes
- Accept and give purposeful validation
- Model stamina by making healthy and balanced personal and professional choices
- Engage others to focus on positive responsiveness to roadblocks and challenges

PRACTICING INDICATORS

1.1.1 CORE VALUES

- Recognize and support practices that manifest community core values
- When compromise is necessary, support constituents to use core values to guide decisions and actions

1.1.2 VISION

- Take leadership actions that align the practices of all constituents to the vision
- Ensure that the student outcomes reflect belief in the vision
- Support the entire school community to work in concert with the vision as a singular focus

1.1.3 RESILIENCY

- Co-develop systems that increase institutional support for maintaining stamina and a healthy balance for all constituents
- Promote collective positive response systems that address school-wide challenges promptly
- Create and maintain productive professional networks
- Voice the equity and justice agenda on a daily basis to support self and others in accomplishing goals

Christina Velasco (PLI Cohort 9)



DESCRIPTOR OF PRACTICE

1.2 FLEXIBILITY

Optimize the work environment by managing information flow

Surface disagreements and manage micro-political relationships

Remain flexible in the face of complexity

EMERGING INDICATORS

1.2.1 REFRAMING

- Display a positive attitude in service of accomplishing substantive outcomes
- Examine discourse patterns and identify appropriate and non-reactive responses to challenges
- Assess the appropriate language use and register for the situation

1.2.2 BUFFERING

- Demonstrate ability to reflect on and filter multiple and possibly ambiguous inputs for self, colleagues, and constituents
- Articulate the ways in which organizations share information
- Practice an optimizing, non-blaming discourse/approach among and between constituents
- Maintain focus on important work
- Assess level of transparency appropriate to maintaining confidentiality

1.2.3 BROKERING

- Identify and analyze personal areas of strength and learning, useful and not useful school interactions, and individual contributions and needs
- Assess school for micro-political dimensions and be able to identify productive areas for using informal school power structures and working with people

Audrey Amos (PLI Cohort 10)



DEVELOPING INDICATORS

1.2.1 REFRAMING

- Highlight assets of individuals and community
- Navigate the contextual challenges and communicate a solution-oriented stance with all constituents
- Reframe resistance as incorporating alternative points of view that contribute to a diverse community
- Model appropriate language use and register for situation

1.2.2 BUFFERING

- Demonstrate an ability to prioritize based on complexities of the school context
- Investigate rationale(s) for policy decisions that affect the school and reframe for constituents
- Model an optimizing, non-blaming approach that promotes big picture thinking
- Model transparency to the degree possible in maintaining confidentiality

1.2.3 BROKERING

- Model adapting and adjusting to meet people's needs and to collaborate effectively
- Recognize and reflect upon the micro-political structures and the multiple communities and hierarchies in the school environment
- Employ effective informal communication focused on achieving school goals

PRACTICING INDICATORS

1.2.1 REFRAMING

- Act as a driving force for supporting dialogue and planning
- Empower constituents to independently engage in solution-oriented approaches despite contextual, resource, and policy challenges
- Highlight accomplishments and find opportunities to remain engaged and forward-moving on multiple fronts

1.2.2 BUFFERING

- Articulate a system for filtering information, including evaluating relevance to an equitable vision
- Consistently employ optimizing discourse that fosters a “both-and” approach
- Urge constituents to focus on long term and productive solutions and maintain appropriate level of transparency with one another

1.2.3 BROKERING

- Provide strategic support to individuals and groups to adapt and adjust given their individual and group potential contributions and needs
- Build on micro-political structures that support strategic outcomes
- Plan for and facilitate productive engagement, effective resource commitment, and continued forward movement toward goals

Moraima Machado (PLI Cohort 4)



1.3 Demeanor

Exhibit culturally consonant professionalism by balancing personal and constituent values

Appropriately display emotion

Reflect on actions

Attend to the dimensions of leadership that communicate an authoritative, but caring and humble, stance and tone

1.3.1 Emotional Acuity

- Identify and analyze emotional contributions to the social dynamic, including responses to successes, achievements, mistakes, disappointment, and setbacks
- Identify and analyze others' responses to you
- Identify personal areas of growth, in particular in areas of cultural consonance
- Motivate others authentically

1.3.2 Cultural Consonance

- Use culturally responsive nonverbal and verbal choices, including all dimensions of cultural knowledge
- Demonstrate the ability to adjust to different cultural norms related to position/authority within the school and community

1.3.3 Stance and Tone

In the areas of tone (verbal, nonverbal, and written), dress, timeliness, and responsiveness to requests or deadlines:

- Assess the intersection of personal style/assets and leadership requirements
- Choose and practice effective use of personal assets in formal and informal communication
- Display arrogant humility that supports the power of the possible
- Exhibit an ability to accept feedback and alter actions

Christopher Barron (PLI Cohort 9)



DEVELOPING INDICATORS

1.3.1 EMOTIONAL ACUITY

- Choose appropriate emotional responses to situations
- Become aware of dimensions of situational awareness
- Create conditions for others to choose appropriate emotional responses
- Collectively analyze individual and collective affective dispositions in building a positive, supportive, and culturally consonant community

1.3.2 CULTURAL CONSONANCE

- Analyze the school context for cultural competence and responsiveness
- Assume a learning stance in new situations
- Foster a school culture of inclusiveness and respect for difference

1.3.3 STANCE AND TONE

In the areas of tone (verbal, nonverbal, and written), dress, timeliness, and responsiveness to requests or deadlines:

- Reflect on personal assets/style
- Demonstrate ability to make adjustments and change register of tone to fit situation
- Maintain a stance of care and humility while pushing others to believe in the power of the possible
- Determine and act on the degree to which clarity of expectations needs adjustment

PRACTICING INDICATORS

1.3.1 EMOTIONAL ACUITY

- Motivate, inspire, and encourage others to demonstrate an understanding of how individual emotions contribute to the group dynamic
- Support constituents in developing high degrees of situational awareness and engaging in authentic, productive responses
- Facilitate dialogue that supports analysis of individual and collective emotional contributions

1.3.2 CULTURAL CONSONANCE

- Surface and name culturally appropriate and responsive choices for the school and community
- Foster a climate of naming areas of improvement and assisting others in examining choices and making adjustments

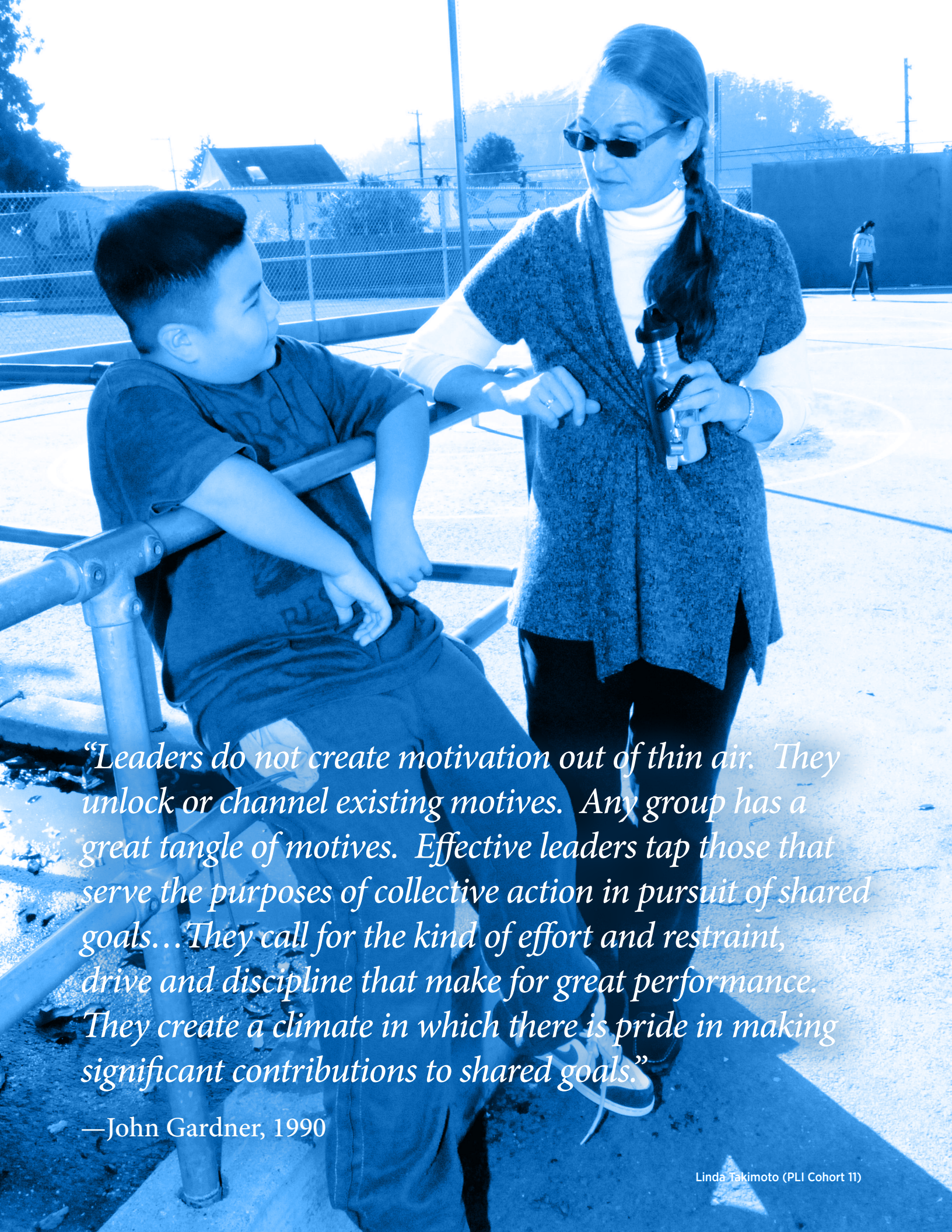
1.3.3 STANCE AND TONE

In the areas of tone (verbal, nonverbal, and written), dress, timeliness, and responsiveness to requests or deadlines:

- Exhibit a professional model that others want to emulate
- Adjust collective stance and tone appropriately for audience
- Institute feedback loop to assess and adjust communication style

Jonathan Osler (PLI Cohort 9)





“Leaders do not create motivation out of thin air. They unlock or channel existing motives. Any group has a great tangle of motives. Effective leaders tap those that serve the purposes of collective action in pursuit of shared goals... They call for the kind of effort and restraint, drive and discipline that make for great performance. They create a climate in which there is pride in making significant contributions to shared goals.”

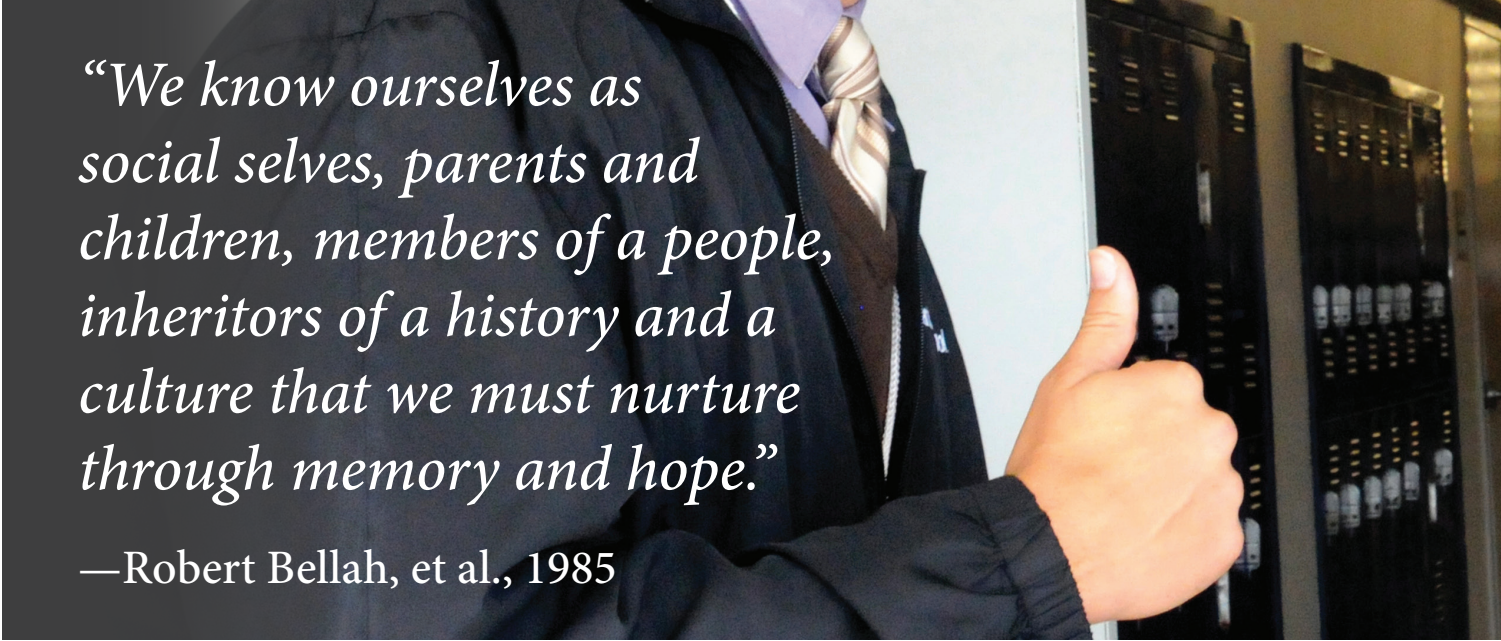
—John Gardner, 1990

ELEMENT 2

Identity and Relationships

*Demonstrate personal and professional self-awareness
and nourish trusting relationships in a culturally and
racially diverse learning organization*





“We know ourselves as social selves, parents and children, members of a people, inheritors of a history and a culture that we must nurture through memory and hope.”

—Robert Bellah, et al., 1985

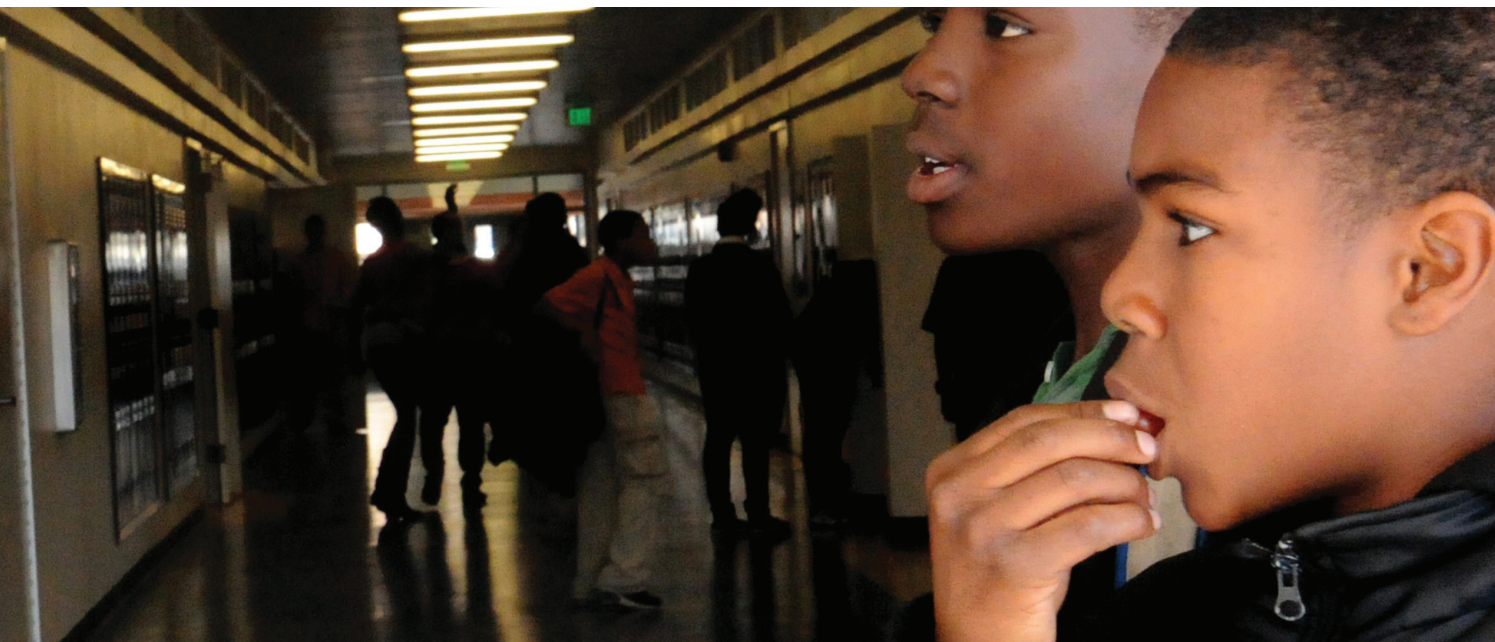
ELEMENT 2

Identity and Relationships

Demonstrate personal and professional self-awareness and nourish trusting relationships in a culturally and racially diverse learning organization

The leader deeply understands his/her identity in the context of a learning organization, speaks openly and appropriately about his/her identity, and fosters relational trust among all constituents. S/he consistently displays cultural consonance and responsiveness. The efficacious leader reflects on how s/he interacts with others and the institution and projects personal and professional integrity.





2.1 Self-Assessment

The efficacious leader examines and re-examines his/her identity to understand the power dynamics that are an ongoing context for relationships among and between constituents. The leader understands the relationships between his/her identity and the relative privilege garnered by membership in groups. S/he appropriately voices the presence of that power and privilege dynamic by basing the conversations on the readiness and capability of constituents. The leader takes initiative to foster, implement, sustain, and monitor the success of those conversations.

2.2 Integrity

To be a leader with integrity, the leader engages in three steps: discerning the appropriate action in a situation, acting on the discernment, and publicly stating the rationale for the action. In the process of discernment, the leader must buffer information and make decisions about what should be shared, with whom, and for what purpose. As the leader gains experience, s/he gains confidence about what decisions can be made immediately and what decisions need consideration and input. This decision-making process includes clarity about which decisions are the leader's individual responsibility and which decisions are collective. The integral leader views reflection as a cornerstone of practice and engages the entire school community in ongoing reflection/action processes.

2.3 Interdependence

Because the school leader needs to enlist all constituents in collective participation in meeting school goals, the leader's role in creating an expectation of interdependence and shared leadership for those goals is vital. The leader models precisely the kind of stance and demeanor that s/he expects as a foundational ethic of relationships. His/her modeling and visibility demonstrates a consistent presence that supports others to engage positively. By optimizing all situations, the leader engages dissension or difference as divergent and necessary components of a healthy organization. The leader institutes rituals and celebrations that respond to the cultural norms of the students and families. These practices represent the daily, steady, and foundational acts that glue a school together and sustain the most important resource in the school: the relationships of the constituents.

DESCRIPTOR OF PRACTICE

2.1 SELF-ASSESSMENT

Demonstrate capacity to assess self in terms of identity, emotional intelligence, interpersonal strengths and areas of growth, working style, and preferences

Articulate the ways identity influences one's role as a leader in a diverse school and society, including the leader's role of relative power and privilege

Integrate conversations about race, class, and equity in the school culture

EMERGING INDICATORS

2.1.1 IDENTITY

- Articulate and deconstruct personal and professional identity with regard to race, ethno-cultural markers (language, religion, etc), ethnicity, ableness, sexual orientation, gender, and class

2.1.2 POWER AND PRIVILEGE

- Identify and discuss one's relative power and agency with respect to identity
- Remain open to examining one's power and privilege in the context of education and society

2.1.3 INITIATIVE

- Initiate and reflect upon with others in conversations about personal and historical circumstances that influence one's role as a leader

Map of Japanese Internment Camps, BRAVO Project (Cohort 11)



DEVELOPING INDICATORS

2.1.1 IDENTITY

- Re-examine personal identity within new contexts and communicate informally to constituents (students, teachers, staff, parents/caregivers, and community)
- Institute practices that help others examine and share identity

2.1.2 POWER AND PRIVILEGE

- Name and analyze the ways in which individual power and privilege contribute to or harm school and societal culture

2.1.3 INITIATIVE

- Facilitate individual and group conversations about race, class, and equity within the context of personal identity
- Successfully navigate identity in professional context

PRACTICING INDICATORS

2.1.1 IDENTITY

- Model re-examination of identity and use of personal narrative to build relationships within the school community
- Consistently provide forums for examining and sharing identity within the school organization

2.1.2 POWER AND PRIVILEGE

- Develop, implement, and monitor systems for regularly examining how to diminish the effects of power and privilege in the school culture

2.1.3 INITIATIVE

- Explicitly integrate conversations about the culture of the school
- Ensure that constituents have experiences and relationships that transcend racism, prejudice, privilege, and oppression

Guayabera Friday at Marshall Elementary School, San Francisco; Hector Lee (PLI Cohort 12) Peter Avila (PLI Cohort 7) Eric Lowy (PLI Cohort 8)



DESCRIPTOR OF PRACTICE

2.2 INTEGRITY

Demonstrate integrity in all interactions and decisions

Model self-reflective practice to constituents

EMERGING INDICATORS

2.2.1 DISCERNMENT AND ACTION

- Question beliefs critically
- Identify when discretion should be used about what to share in order to achieve desired outcome
- Reflect carefully before acting precipitously
- Articulate a willingness to hear other perspectives, to change, and to engage others

2.2.2 DECISION-MAKING

- Enunciate the processes of making decisions of integrity: discernment, publicly acting on decisions, and publicly communicating rationale for decision
- Reflect on the difference between public decisions and private ideas, with a focus on understanding vertical and horizontal mechanisms of bureaucratic communication

2.2.3 REFLECTION

- Identify the most productive personal leadership type and style
- Engage others in providing feedback
- Develop systems for reflective practice that includes reflection/action (praxis) cycle

Ashley Milton (PLI Cohort 10)



DEVELOPING INDICATORS

2.2.1 DISCERNMENT AND ACTION

- Lead by example and support others to engage in critically questioning beliefs
- Examine intended and unintended consequences of actions
- Demonstrate willingness to be held accountable by others
- Practice discretion to achieve desired outcomes
- Take balanced actions, focusing on what can be reasonably accomplished rather than what may be fully desired

2.2.2 DECISION-MAKING

- Analyze decision-making and action according to processes of making integral decisions, with clarity about difference between espoused and enacted beliefs
- Think carefully about intended and unintended consequences
- Reflect on the collective and individual decisions required in a bureaucracy

2.2.3 REFLECTION

- Identify how your actions and your vision are in or out of sync with the constituents
- Reflect on the ways your vision is compromised by the bureaucratic and historical structures
- Constructively analyze self and situation and adjust appropriately
- Develop systems for feedback and internalizing reflective practice
- Demonstrate ability to implement reflection appropriate to context

PRACTICING INDICATORS

2.2.1 DISCERNMENT AND ACTION

- Create space for dialogue, with constant attention to thoughtfully and critically matching beliefs to actions
- Acknowledge divergent opinions as useful to the community
- Assess practices against consequences or outcomes through ongoing feedback and accountability
- Communicate critically and supportively, understanding balance is needed to create a positive, supportive, action-oriented climate for achieving results

2.2.2 DECISION-MAKING

- Integrate the process of making integral decisions into the normative structure of the school community
- Communicate the types of decisions that are collective and individual
- Build and sustain systems that support clear structures of decision-making by leader, small group, or collective

2.2.3 REFLECTION

- Invite feedback on leadership practices from others and use feedback to reflect upon practice
- Build and sustain infrastructure that allows individuals and groups to reflect periodically on practice
- Regularly engage in reflection about the degree to which one's vision of leadership and schooling is actualized in present context

Alysse Castro (PLI Cohort 3)



DESCRIPTOR OF PRACTICE

EMERGING INDICATORS

2.3 INTERDEPENDENCE

Effectively engage all constituents, including teachers and support staff, in forming and deepening personal and productive relationships with each other and students

Recognize successes and contributions to build a mutually respectful and interdependent school community

Re-engage all constituents through processes of coaching and conflict mediation to achieve goals

2.3.1 MODELING AND VISIBILITY

- Assess levels of effective visibility in school context
- Within scope of responsibility, maintain frequent contact with constituents
- Practice mediation and coaching as needed

2.3.2 OPTIMIZING

- Communicate a sense of confidence and power of possible to colleagues
- Identify ways to support the successful work of others

2.3.3 RITUALS AND CELEBRATIONS

- Investigate rituals, recognitions, and celebrations that are useful in maintaining positive culture
- Develop ability to analyze cultural celebrations and curricula as a means of achieving equitable outcomes in school curriculum and honoring historical and cultural contributions of all constituents

2.3.4 RE-ENGAGEMENT

- Distinguish between resistance and difference of opinion by encouraging people to express diverse and divergent opinions
- Articulate coaching strategies and conflict mediation techniques that ensure commitment to school mission and goals

Conflict Mediation Bulletin Board, Harding Elementary School, West Contra Costa USD



DEVELOPING INDICATORS

2.3.1 MODELING AND VISIBILITY

- Maintain visibility in the school and community
- Use informal check-ins with teachers and support staff to promote interdependence
- Maintain frequent contact with students and parents
- Cultivate a presence in the larger community

2.3.2 OPTIMIZING

- Inspire teachers and staff to accomplish goals
- Portray a positive attitude about the ability of teachers and staff to accomplish substantial outcomes

2.3.3 RITUALS AND CELEBRATIONS

- Develop and maintain rituals that foster personal connection
- Recognize the contributions of all constituents and celebrate authentic successes in the school and community
- Assess the level of cultural celebrations and curricula within the school context and identify how to make those meaningful

2.3.4 RE-ENGAGEMENT

- Consider difference of opinion as a data source for purposeful problem-solving
- Use coaching strategies and conflict mediation to keep constituents engaged in mission and goals

PRACTICING INDICATORS

2.3.1 MODELING AND VISIBILITY

- Engage students in classrooms and hallways to take the pulse of the school
- Engage all constituents (teachers, staff, parents and caregivers, community) in roles of promoting positive interdependence

2.3.2 OPTIMIZING

- Use role as optimizer to strategically maintain high morale about important initiatives
- Raise questions of equity with an eye toward keeping all constituents engaged in productive conversation

2.3.3 RITUALS AND CELEBRATIONS

- Support students, teachers, and school in institutionalizing appropriate rituals and recognition that model positive and specific reinforcement
- Deepen level of cultural celebrations and curricular implementation in a diverse community to include social action

2.3.4 RE-ENGAGEMENT

- Actively engage in surfacing differing points of view as a positive approach to collaborative problem-solving and consensus building
- Foresee potential conflicts and mitigate their impact by effectively engaging constituents in collaborative problem-solving

Karen Haynes (PLI Cohort 5) with Lafayette Elementary School Parent Crossing Guards





“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us; we already know more than we need to do that; and whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.”

— Ron Edmonds, 1979

ELEMENT 3

Equity and Advocacy

Advocate for equitable academic, civic, and social-emotional outcomes for students who have been historically underserved by schools and society



What the wisest and best parent wants for his own child, that must the community want for all of its children. Any other idea for our schools is narrow and unlovely; acted upon, it destroys our democracy.

—John Dewey, 1902



ELEMENT 3

Equity and Advocacy

Advocate for equitable academic, civic, and social-emotional outcomes for students who have been historically underserved by schools and society

A primary leadership responsibility is to deeply understand and consistently reflect on one's own identity in a racially and culturally diverse setting (Element 2). Through purposeful training and development, the leader learns to facilitate formal and informal conversations about race, class, and equity in the service of accomplishing substantial academic, civic, and social-emotional goals. The leader maintains the public in public education and recognizes the importance of the civic goals of schooling in preparing citizens for participation in and maintenance of a democratic society. Because equity work is at the core of diminishing the historical predictability of achievement outcomes, the leader practices the role of individual and collective advocate as a cornerstone of his/her commitment to equitable outcomes for students.



Daniel Roose (PLI Cohort 8); Ashley Milton (PLI Cohort 10); Jorge Melgoza (PLI Cohort 8); Kristen Glenchur (PLI Cohort 8); Pasquale Scuderi (PLI Cohort 6)



3.1 Personal Commitment

Effective leadership is based on a deep personal commitment that includes: developing an equity framework that involves a sophisticated understanding of the belief/practice continuum when addressing attitudes as well as pedagogy; framing conversations from an assets perspective; relying on action steps that include systematic and daily attention to equity; and using data effectively to frame the equity conversations and results. The leader is responsible for recognizing, articulating, and maintaining a focus on equity in all conversations, decisions, actions, and outcomes. By sprinkling equity language “in the daily water” of school reform, the leader authorizes a different perspective and conversation.

3.2 Democratic Leadership

The civic purpose of schooling has received diminished attention and needs to be revitalized in schools and communities. Preparing citizens to take part in the democracy is a cornerstone of American educational history and schooling. To emphasize this goal of schooling, the leader has a particular responsibility to develop and maintain participatory structures for adults and students that engage multiple and diverse perspectives in governance, professional development, classroom dialogue, and discipline systems. In turn, this fosters individual and collective responsibility for outcomes.

3.3 Advocacy

The primary role of an advocate is to help others navigate the system and remove or circumvent institutional barriers to student opportunity and achievement. Effective individual advocacy depends on a deep understanding of the context and the role of all constituents through mapping the school and community. As the leader matures in the role, s/he takes on the larger role of collective advocacy, promoting agency among all constituents for the dual purposes of providing necessary services to the students and families/caregivers and empowering them in their own decisions for improving their communities through social and political action. The leader as ally models courage, initiative, appropriate risk-taking, and coalition-building.

DESCRIPTOR OF PRACTICE

EMERGING INDICATORS

3.1 PERSONAL COMMITMENT

Enunciate a deep understanding of equity and social justice in the school and community (historical and present) in its many forms (race, class, gender, sexual orientation, cultural difference, ableness)

Map the school and community assets to surface strengths and frame possibilities

Assess the school situation and the readiness of constituents to engage in conversations

3.1.1 EQUITY FRAMEWORK

- Articulate the differences between changing beliefs and changing practices in the school context
- Distinguish between beliefs and practices that represent diverse perspectives and those that are unacceptable in a school working toward social justice
- Frame conversations from an assets basis

3.1.2 EQUITY KNOWLEDGE AND ACTION

- Analyze the use of the language and systems of equity and inequity: social reproduction, structural racism, white privilege, the intersection of race and class, the difference between equity and equality, interrupting systems of injustice, discourses of power and privilege, and equity traps
- Practice responding to issues of deficit thinking and language

3.1.3 EQUITY DATA

- Identify the differences between achievement gap and opportunity gap
- Analyze student achievement data and school culture with the lens of democratic schooling
- Build participatory responsibility of all constituents by using equity inventories, asset mapping tools, and community mapping processes and protocols
- Assess constituent readiness level for equity conversations
- Identify asset thinking and actions

Karen Haynes (PLI Cohort 5)



DEVELOPING INDICATORS

3.1.1 EQUITY FRAMEWORK

- Support the implementation of changing practices in alignment with changing beliefs, adapting to needs of a particular school
- Develop ways of addressing staff practices and beliefs that are not consonant with a socially just organization
- Engage in conversations with staff based on an appraisal of the school's current assets

3.1.2 EQUITY KNOWLEDGE AND ACTION

- Adapt, translate, and appropriately use the equity language and practices in context, demonstrating situational awareness to make judgments about readiness of constituents
- Address deficit thinking and actions by modeling more productive/asset language and action

3.1.3 EQUITY DATA

- Analyze student achievement and school culture data and identify opportunity gaps
- Support staff and programs to adjust practices
- Use equity data tools (inventories, mapping, readiness of constituents) to establish a clear focus on equity as a school goal
- Model asset thinking and actions by avoiding blaming, shaming, or externalizing issues

PRACTICING INDICATORS

3.1.1 EQUITY FRAMEWORK

- Analyze and provide feedback on alignment of beliefs and practices
- Assess readiness of staff to promote equity-driven outcomes
- Routinely engage the constituents in fostering practices and beliefs that are consonant with a socially just organization
- Frame all conversations and actions based on recurring appraisal of the assets and areas of needed change

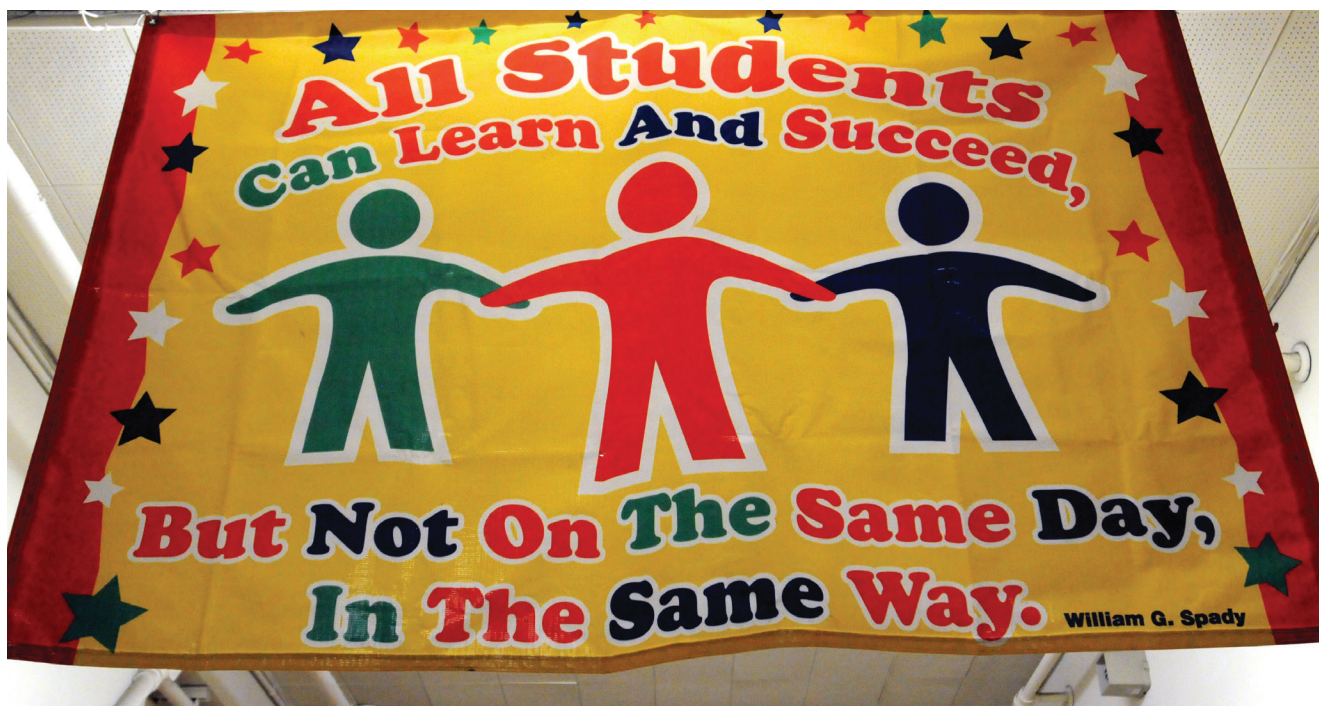
3.1.2 EQUITY KNOWLEDGE AND ACTION

- Routinely engage constituents in systemic analysis of equity and inequity with respect to content, pedagogy, and knowledge
- Focus school on developing a more powerful school culture, increased parent engagement, and improved student learning about diversity and equity
- Address deficit thinking and develop systems for asset language as a collective responsibility of the entire school and every person

3.1.3 EQUITY DATA

- Routinely engage constituents in language and systemic thinking related to equity
- Examine and analyze multiple types student data
- Intersect student outcomes, the readiness of staff, equity inventories, and asset mapping with long-term focus for student learning and parent engagement

Banner at Lafayette Elementary School, Oakland USD



DESCRIPTOR OF PRACTICE

3.2 DEMOCRATIC LEADERSHIP

Articulate the civic goal of education as a key learning outcome

Develop and sustain systems to address conflicts that may arise as a direct result of honoring different perspectives

Systematically build an equitable school culture that values the principles of the democratic schooling in terms of both individual and collective voice and responsibilities

EMERGING INDICATORS

3.2.1 CIVIC GOAL

- Analyze the relationship between equity/social justice and the civic goal of education in developing citizens in a democracy
- Analyze the culture of the school for surfacing the dynamics of racism, prejudice, privilege, and economic oppression

3.2.2 PARTICIPATORY STRUCTURES: ADULTS

- Analyze adult structures to determine how they facilitate the inclusion of multiple voices and perspectives
- Investigate processes for providing differentiated professional development, cultivating leadership opportunities, and celebrating staff's expertise, achievement, and cultural diversity

3.2.3 PARTICIPATORY STRUCTURES: STUDENTS

- Use data and research to analyze systems in schools (discipline, non-classroom student spaces in schools, meetings, etc) to ensure equitable participation and outcomes
- Analyze school-based interventions that support students in classrooms and school community

Leadership Support Program Monthly Seminar



DEVELOPING INDICATORS

3.2.1 CIVIC GOAL

- Articulate the relationship between equity/social justice and the civic goal of education
- Collectively assess and determine practices that embed the civic outcome in all school operations
- Assess discipline, attendance, and curricular/extra-curricular participation to increase student voice, leadership, and engagement
- Analyze the school culture to determine how to assist students and adults in surfacing and addressing the dynamics of racism, prejudice, privilege, and economic oppression

3.2.2 PARTICIPATORY STRUCTURES: ADULTS

- Use democratic and collaborative processes to initiate and sustain the inclusion of multiple adult voices and perspectives
- Provide differentiated professional development
- Cultivate leadership opportunities for all adults
- Celebrate the expertise, achievement, and cultural diversity of staff

3.2.3 PARTICIPATORY STRUCTURES: STUDENTS

- Use data and research to analyze and adjust whole school and classroom-based systems to ensure equitable participation, personalization, and outcomes at every level
- Identify effective interventions to improve current systems and implement effective structures

PRACTICING INDICATORS

3.2.1 CIVIC GOAL

- Build, assess, and adjust the capacity of all systems in the school to foster equity/social justice as the civic goal of education
- Explicitly surface and teach students the culture of the school and make certain that students have experiences and content that assist them in analyzing the dynamics of racism, prejudice, privilege, and economic oppression in schools and society

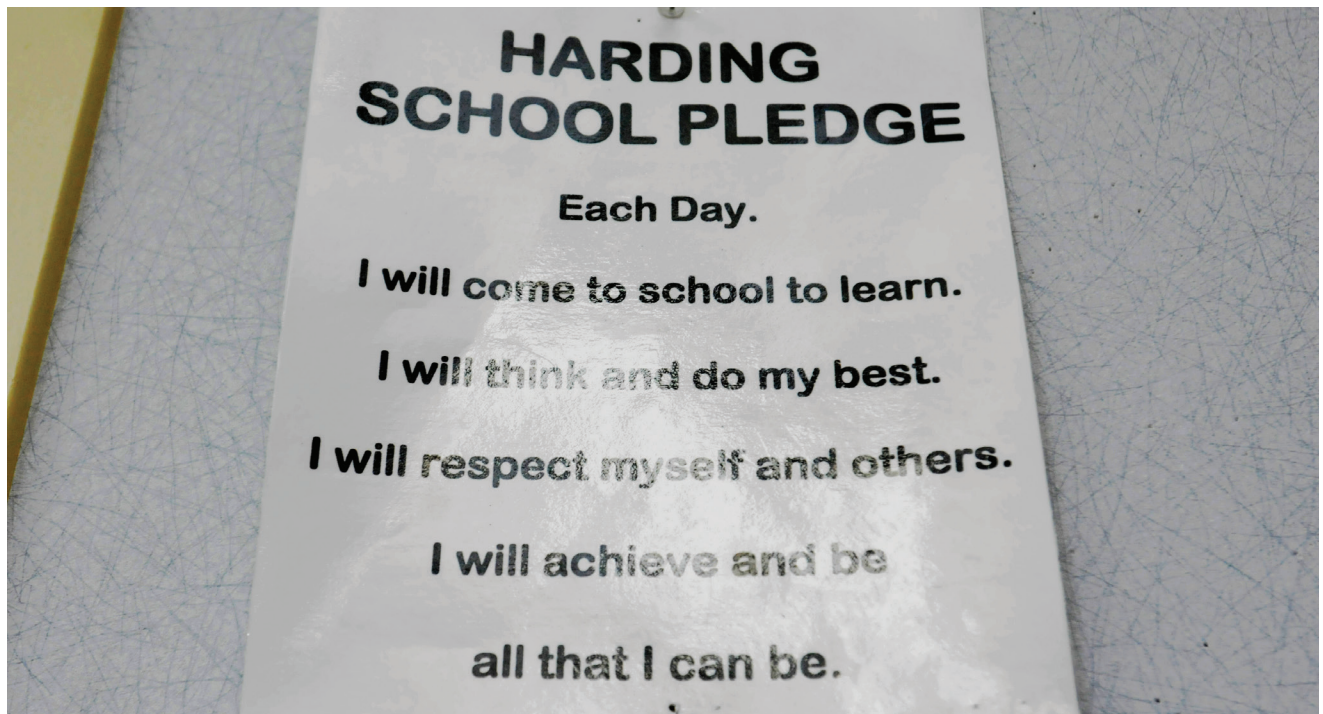
3.2.2 PARTICIPATORY STRUCTURES: ADULTS

- Engage teams of adults in fostering and using equity-based, culturally consonant, and democratic structures across the school in school and community meetings and projects
- Regularly monitor and assess the level to which adults are democratically participating in school structures and processes

3.2.3 PARTICIPATORY STRUCTURES: STUDENTS

- Implement and monitor student systems that foster the principles of democratic schooling and equity
- Develop adult structures of collective responsibility for implementing and monitoring systems that promote democratic participation for students in and out of the classroom

Harding Elementary School Pledge



3.3 ADVOCACY

Purposefully engage and facilitate the development of a school and community culture that builds individual and collective advocacy with and for students and families/caregivers who are historically underserved and under-resourced

Analyze and communicate root causes of oppression

Take action to fully support equitable school and community outcomes

3.3.1 INDIVIDUAL ADVOCATE ROLE

- Analyze situations for appropriate risk-taking and practices to engage in courageous conversations
- Analyze the root causes of oppression in schools and society
- Examine the role of leader as public advocate for justice in the community

3.3.2 COMMUNITY MAPPING

- Determine the assets and needs of the school with a focus on building on strengths and improving learning conditions for students
- Pose problems for social action

3.3.3 COLLECTIVE ADVOCACY

- Identify school, district, and public policy initiatives that affect families and students
- Analyze the methodologies and usefulness of collective action in schools and communities with regard to managing policies and bureaucracy, speaking on behalf of students and families/caregivers, and serving the needs of constituents
- Investigate effective community resources to support needs of students and families and to engage students and families in empowering relationships with community agencies

Ardarius McDonald (PLI Cohort 6)



DEVELOPING INDICATORS

3.3.1 INDIVIDUAL ADVOCATE ROLE

- Take appropriate risks and model courage to staff and school community
- Appropriately communicate the root causes of issues affecting schools and communities
- Practice the role of public advocate for justice in school and community forums

3.3.2 COMMUNITY MAPPING

- Identify resources inside and outside the school and establish community partnerships that correspond to school goals and need
- Pose problems and carry out social action that supports community-school connections

3.3.3 COLLECTIVE ADVOCACY

- Cultivate a collective strength and responsibility for addressing issues for students and families/caregivers
- Remain attentive to and reframe key school, district, and public policy initiatives that affect families and students
- Implement and manage effective community resources to support students and families and to engage students and families in empowering relationships with community agencies

PRACTICING INDICATORS

3.3.1 INDIVIDUAL ADVOCATE ROLE

- Set the tone for a climate and culture in which the views of students and families/caregivers who have been historically underserved and misrepresented are a part of the school culture
- Appropriately advocate for equity and justice in forums inside and outside the school to influence policy decisions and allocation of resources

3.3.2 COMMUNITY MAPPING

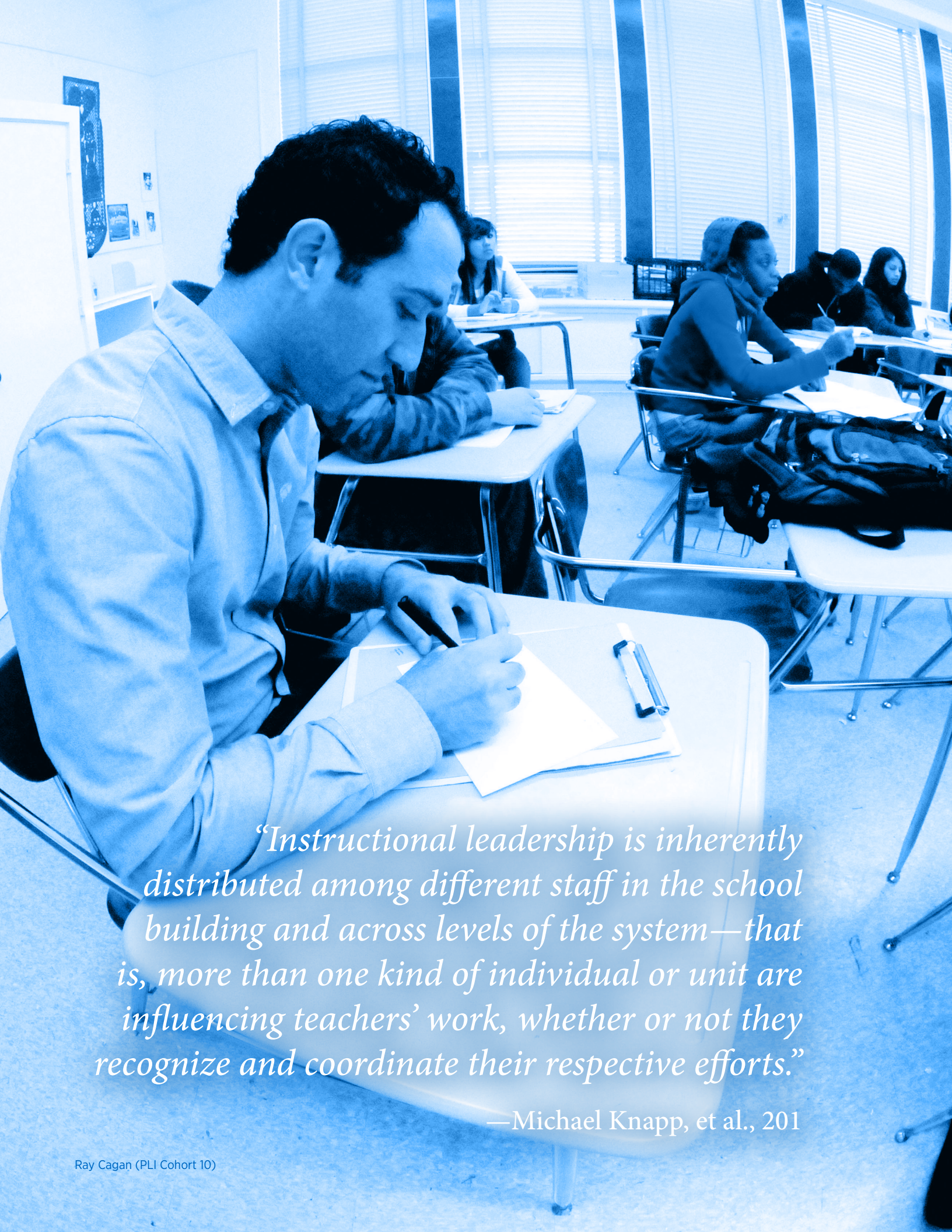
- Coalesce and coordinate community services and district and school-site resources for benefit of improving learning conditions for students, instructional practice of teachers, and engagement of families

3.3.3 COLLECTIVE ADVOCACY

- Build coalitions that foster systemic advocacy and maintain a collective voice and action in the school and community
- Ensure that school, district, and public policy initiatives support outcomes for students
- Foster a community school design in which services and advocacy are linked to student and family/caregiver needs and in which students and families have active and instrumental design, decision-making, and facilitation roles

Sharon Baltazar (PLI Cohort 11)





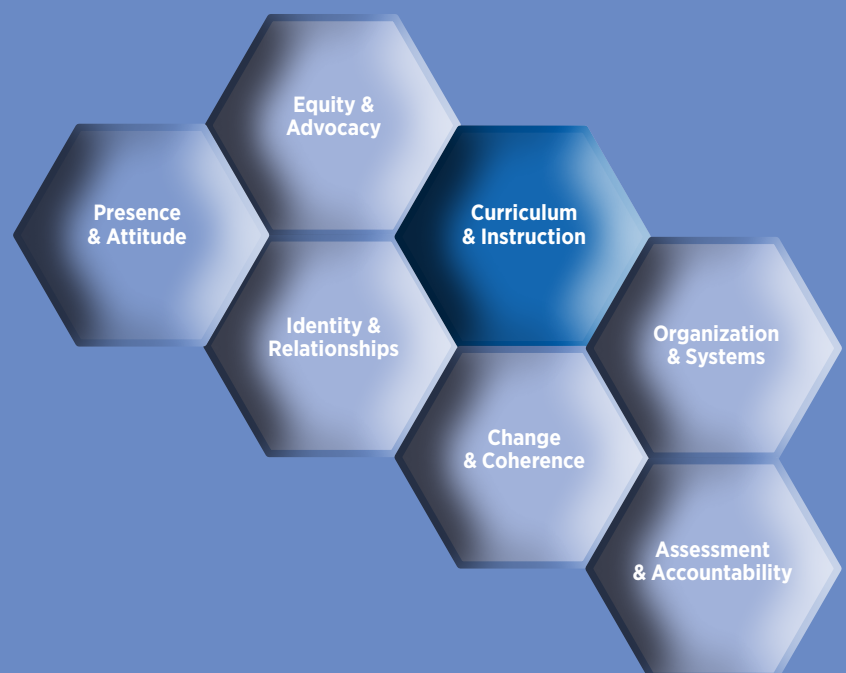
“Instructional leadership is inherently distributed among different staff in the school building and across levels of the system—that is, more than one kind of individual or unit are influencing teachers’ work, whether or not they recognize and coordinate their respective efforts.”

—Michael Knapp, et al., 201

ELEMENT 4

Curriculum and Instruction

Cultivate high expectations and ensure durable academic, civic, and social-emotional learning outcomes for students and adults



“There is no such thing as a neutral educational process. Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes the practice of freedom—the means by which men and women deal critically and creatively with the reality and discover how to participate in the transformation of their world.”

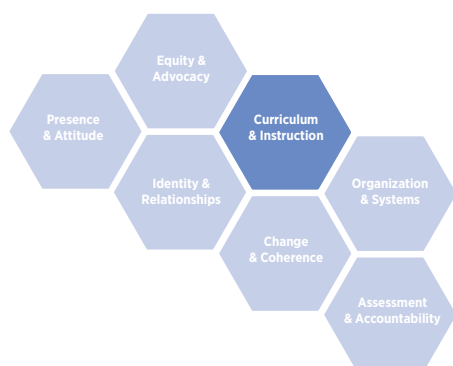
—Paolo Friere, 1970

ELEMENT 4

Curriculum and Instruction

Cultivate high expectations and ensure durable academic, civic, and social-emotional learning outcomes for students and adults

The leader focuses on the multiple and interrelated learning outcomes and ensures that all adult constituents act in concert to support student learning. The leader as principal-teacher needs a foundational knowledge of standards, curriculum, and instruction. Through a culture of high expectations, a focus on rigorous and equitable pedagogy, and ongoing adult learning, the leader fosters and sustains durable learning for all constituents.





4.1 Learning Environment

The leader communicates high expectations for rigor, creativity, and joy in teaching and learning. The leader nurtures a school culture in which diverse perspectives and learning styles are honored and viewed as meritorious and necessary for a democratic learning. By communicating a belief in the whole child, the leader fosters the use of balanced and differentiated curriculum and instruction. While the core content in English and mathematics are mandatory foci, the leader authorizes the importance of all the arts and sciences and supports experiences that attend to the health and well being of teachers and students. S/he models increasing and responsible use of technology in classrooms. The leader's knowledge base in the content is essential, and keeping current on research and new knowledge is an ongoing responsibility.

4.2 Standards, Curriculum, and Pedagogy

The knowledge and implementation of the core content standards is a given. However, by concurrently focusing on both the opportunity to learn standards and equitable content and practices, the leader emphasizes how the needs of vulnerable students can be addressed. That includes initiating conversations and professional development about culturally relevant content and pedagogy and attending to the full range of qualitative and quantitative data needed for evidence-based practice.

4.3 Professional Development

While the leader's primary responsibility is student outcomes, s/he works through teachers as the intermediaries. Thus, the leader's role in the professional development of adult learning cannot be underestimated. The leader emphasizes formal and informal adult learning, provides informal feedback and coaching to teachers and staff, and uses the evaluation process of supervision, observation, and support to improve teaching throughout the school. In the process, s/he builds the capacity of teachers to plan, implement, and engage in collaborative professional development.

4.1 LEARNING ENVIRONMENT

Assess, establish, monitor, and practice implementation of a cohesive and productive school culture focused on teaching and learning

Regularly observe in classrooms and address classroom practice that does not meet expectations

4.1.1 EXPECTATIONS

- Articulate norms of high expectations and rigor for each student and classroom
- Name leadership actions to support instruction
- Devote appropriate time to instructional supervision (observation and conversations)
- Articulate expectations for a curriculum that meets the full scope of student learning, including academic, civic, social-emotional, arts, and health

4.1.2 COURAGEOUS CONVERSATIONS

- Assess and reflect on the impact of adult actions on patterns of interactions with students, student engagement, and student achievement
- Assess the assets and areas of improvement for teachers
- Assess the level of readiness for teachers and groups to engage in instructional conversations
- Practice and reflect on having “hard” conversations about teaching and learning, using coaching questions to achieve desired outcomes

4.1.3 KNOWLEDGE BASE

- Articulate a knowledge-base that supports whole child learning and emphasizes learning theory, standards, curriculum, and pedagogy in the full range of learning necessary for academic, civic, and social-emotional learning
- Engage in analysis of appropriately balanced curricula and assessments and a variety of appropriate content-based instruction and active learning strategies
- Incorporate culturally and linguistically relevant practices
- Model reflection and inquiry
- Use appropriate technology for teaching and learning
- Develop systems for staying “up-to-date” on research and technology that supports and enhances teaching and learning

Roma Groves (PLI Cohort 5)



DEVELOPING INDICATORS

4.1.1 EXPECTATIONS

- Consistently communicate examples of high expectations and rigorous academic work for each student and classroom
- Assess how expectations of instruction and practices align with the collective vision
- Identify instructional successes and challenges to use as a springboard for whole school improvement
- Assess the degree to which the current curriculum meets the full scope of student and adult learning, including academic, civic, social-emotional, arts, and health

4.1.2 COURAGEOUS CONVERSATIONS

- Engage in conversations about values and beliefs, patterns of interactions, student engagement, and responsiveness to students
- Monitor effective lesson planning and implementation
- Engage in quality contact and interactions with teachers based on their level of readiness
- Engage in “hard” conversations about practice for the benefit of student outcomes and adult learning

4.1.3 KNOWLEDGE BASE

- Identify the knowledge base that supports the connection of learning theory, standards, and pedagogy
- Communicate and share examples of best practices and support the development of increasing capacity in using new knowledge
- Distinguish between the more and less useful intervention strategies
- Observe and provide feedback on innovations in practice
- Encourage a climate of intellectual inquiry and use of research for changing practice
- Assess the use of and incorporate appropriate technology in classrooms and professional development of teachers

PRACTICING INDICATORS

4.1.1 EXPECTATIONS

- Prioritize time and create structures that support a culture of high expectations and rigorous academic work for each student and classroom
- Continuously examine and monitor to ensure that the vision and practices are achieving the desired outcomes
- Create and implement structures that respond to lessons learned from looking at individual and group assets and challenges

4.1.2 COURAGEOUS CONVERSATIONS

- Embed courageous conversations about teaching and learning practices in school culture
- Create and sustain a school culture that embodies quality contact and interactions with teachers and students
- Support opportunities for risk taking in instruction
- Reflect on the quality of student-teacher and teacher-leader contact and interactions and the degree to which they support opportunities for taking risks

4.1.3 KNOWLEDGE BASE

- Build structures and checks and balances to ensure that the knowledge base informs the content, curriculum, and pedagogical practices of the school
- Stay current in new research and learning
- Systematically connect all teaching and learning for students and adults to research
- Advocate for the full use of technology and provide professional development opportunities for teachers to use in classroom and assessment practices

Cheryl Lana (PLI Cohort 4)



4.2 STANDARDS, CURRICULUM, AND PEDAGOGY

Align curricular standards and assessments as the basis for teaching and learning

Demonstrate extensive use of multiple and appropriate pedagogy that includes the contributions and the perspectives of different cultural traditions, family groupings, gender, sexual orientation, and multiple perspectives that make up the society

Observe and provide feedback about equitable classroom practice

4.2.1 CORE CONTENT STANDARDS

- Articulate the standards for each grade level and content area
- Conduct audits/inventories of curricular materials to determine alignment to core standards and specific school context
- Relate implementation of standards to complex learning
- Articulate how arts, technology, and health are key components of the learning core

4.2.2 OPPORTUNITY TO LEARN STANDARDS

- Articulate and identify equitable academic content, instructional practices, and instructional minutes that support rigor for all students, especially in special education and English language learning
- Examine school programs and structures to assess how they support equitable academic, civic, and social-emotional outcomes

4.2.3 EQUITABLE CONTENT OF CURRICULUM

- Advocate for a rigorous curriculum for classrooms, professional development, and all school activities that includes the contributions and the perspectives of different perspectives and traditions
- Provide examples of the range of curricular options moving toward a social action curriculum

4.2.4 EVIDENCE-BASED PRACTICE

- Identify and analyze quantitative and qualitative, formal and informal, and summative and formative evidence/data to inform needs of individual teachers and professional development needs of group
- Conduct regular classroom observations to collect and analyze evidence for use in individual and collective teacher practice
- Engage teachers in conversations that de-privatize teaching practice
- Actively design a school space for discussion of teaching and learning improvement

Brent Daniels (PLI Cohort 2) and Monica Guzman (PLI Cohort 4)



DEVELOPING INDICATORS

4.2.1 CORE CONTENT STANDARDS

- Use observation of teachers to ensure implementation of grade level and standards-aligned instruction
- Monitor grade level appropriate use of curricular materials
- Purposefully augment curricular content to ensure standards-based grade level and culturally relevant learning
- Advocate for the arts, technology, and health as key components of the learning core

4.2.2 OPPORTUNITY TO LEARN STANDARDS

- Facilitate conversations and professional development that address implementation of standards and pedagogical practices, support the highest level of cognitive development and access to learning, and represent multiple perspectives
- Provide feedback to teachers about how to increase time on task and address the learning needs of all students
- Identify and interrupt inequitable and harmful practices

4.2.3 EQUITABLE CONTENT OF CURRICULUM

- Implement a rigorous curriculum for classrooms, professional development, and school activities that include the contributions and the perspectives of multiple cultural traditions
- Provide space for both students and educators to bring personal experiences and perspectives into the curriculum
- Encourage constructivist and project-based learning in classrooms that supports social action

4.2.4 EVIDENCE-BASED PRACTICE

- Use quantitative and qualitative, formal and informal, and summative and formative evidence/data to inform daily teacher adjustments and ongoing professional development needs of staff
- Design and implement structures for regular classroom observations and collaboration among staff
- Use evidence to improve teacher practice, including through peer conversations about teaching and learning

PRACTICING INDICATORS

4.2.1 CORE CONTENT STANDARDS

- Build and monitor structures that allow for vertical and horizontal bridging and development of standards-based lessons
- Ensure implementation of curricular materials that support core standards and assessments
- Enhance classroom by use of spiraling curriculum, standards, instruction, and technology that emphasizes cognitive complexity

4.2.2 OPPORTUNITY TO LEARN STANDARDS

- Communicate a clear expectation about the shared responsibility for ensuring equitable access to rigorous academic content, instructional practices, and a robust academic program that includes social-emotional and civic learning outcomes for students
- Monitor and provide observation feedback and effective professional development
- Build and monitor systemic supports for equitable access to learning

4.2.3 EQUITABLE CONTENT OF CURRICULUM

- Co-construct, implement, and sustain a rigorous curriculum for classrooms, professional development, and school activities that includes the contributions of multiple traditions
- Model and sustain the role of social action in curriculum and instruction

4.2.4 EVIDENCE-BASED PRACTICE

- Collaboratively and routinely use evidence/data to make decisions about academic, civic, and social emotional outcomes for students by identifying assets and needs of teacher and best practices among teachers
- Make collective professional development decisions based on evidence
- Collectively identify leverage points for actions

Collaborative Team Meeting, Wilson Elementary School, West Contra Costa USD



4.3. PROFESSIONAL DEVELOPMENT

Consistently demonstrate the value of informal and formal professional development for improving teacher practice and support staff outcomes

Model and facilitate exemplary professional development practices

4.3.1 ADULT LEARNING

- Assess the organizational structure and disposition toward formal and informal professional development of adults (teachers, parents, staff)
- Articulate and analyze leadership structures that foster a productive, collaborative, and systematic learning environment that values formal and informal professional development structures
- Model and practice effective facilitation and pedagogy for adult learning
- Develop understanding of career cycles of teachers and how that relates to professional development support

4.3.2 FORMATIVE FEEDBACK

- Develop awareness of systems of formal and informal formative feedback that supports teacher/adult learning
- Examine, recognize, and implement effective informal communication for engaging in teaching and learning conversations
- Develop a set of coaching practices that assist in providing feedback to teachers
- Examine the role of the leader in cross-pollination of ideas and practices

4.3.3 TEACHER OUTCOMES

- Analyze individual teacher developmental trajectory to ensure professional growth for each teacher through formal and informal conversations
- Analyze and articulate the need for appropriate observation, coaching, and conferencing strategies appropriate to individual, groups, or situation
- View individual and collective assets of the teachers through a social justice lens to inform practice decisions

Griot Project Meeting: Ann Rarden, Facilitator; Glenn Dennis (PLI Cohort 3); Brent Daniels and Theresa Armada (PLI Cohort 2)



DEVELOPING INDICATORS

4.3.1 ADULT LEARNING

- Facilitate and enhance an organizational structure and small and large group meetings that supports formal and informal professional development
- Identify and use the processes of overlapping to make effective use of time in meetings
- Co-develop systems to allocate time and resources to address professional development needs
- Provide opportunities for formal learning for individual, grade/department/team levels, parents, staff, and whole school development and informal structures for learning from one another
- Model best practices for learning in adult meetings and professional development

4.3.2 FORMATIVE FEEDBACK

- Be intentional about a plan for effective informal communication and formal feedback for engaging in teaching and learning conversations
- Demonstrate strategic use of walkthroughs, informal conversations, and small group meetings
- Use coaching practices that support teachers at appropriate stage of their careers
- Assess the effectiveness of the leader's role in cross-pollination of ideas and practices

4.3.3 TEACHER OUTCOMES

- Engage teachers in implementing an instructional program using a collaborative and recursive analysis to ensure professional growth resulting in student outcomes
- Employ appropriate observation, coaching, and conferencing strategies appropriate to the individual or situation
- Develop systems for sharing and discussing range of teaching practices aligned with a social justice lens
- Use observation evidence as content for professional development

PRACTICING INDICATORS

4.3.1 ADULT LEARNING

- Fully implement learning community structures that are premised on distributed leadership and shared facilitation
- Collaboratively design and implement short- and long-term plans based on identified needs
- Share responsibility for facilitation, leadership, engagement, and implementation
- Support teacher-leaders to use best practices for adult learning in meetings and professional development
- Monitor structures to assess effectiveness of implementation

4.3.2 FORMATIVE FEEDBACK

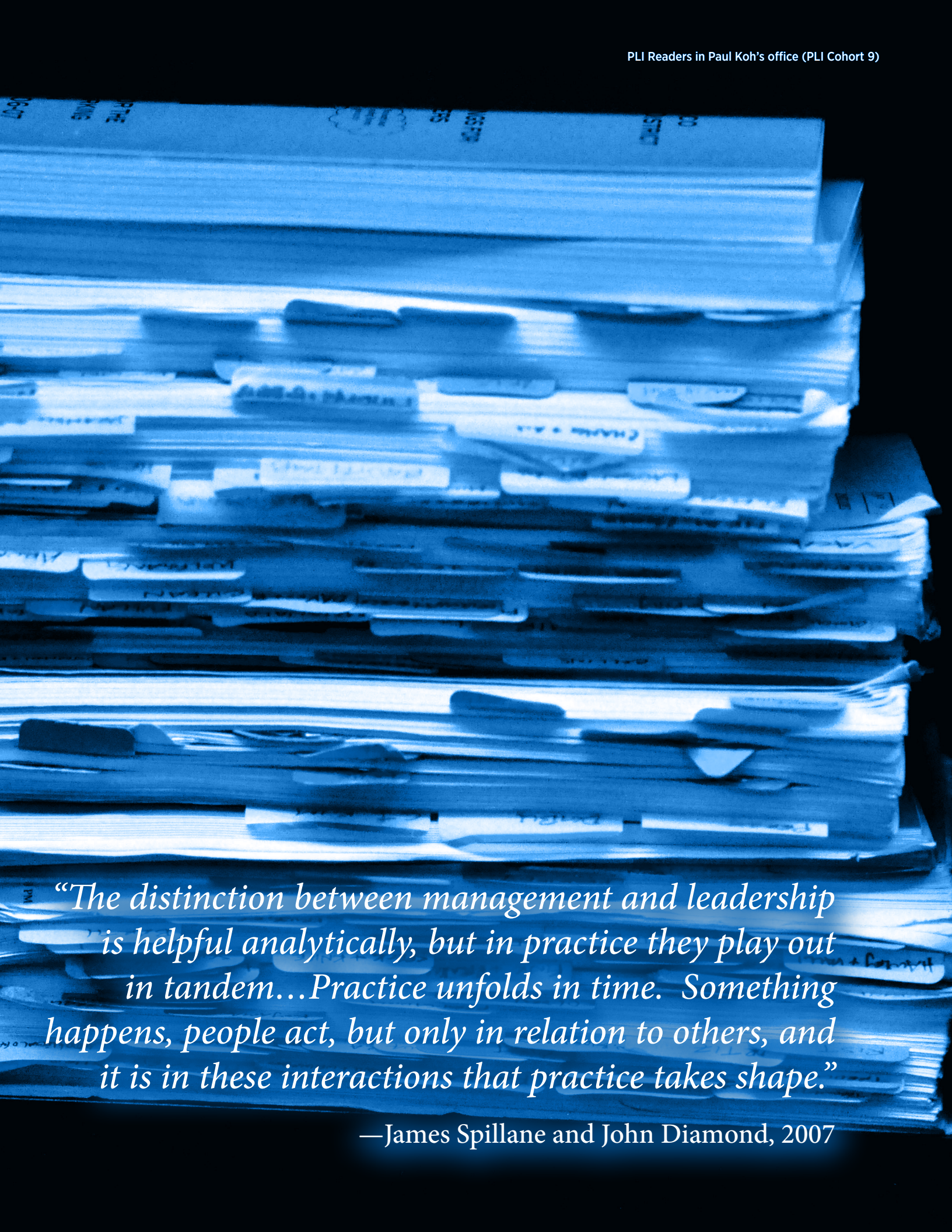
- Institute and monitor a system in which formal feedback is viewed as supportive, productive, and instructive by teachers and staff
- Actively model effective informal communication for engaging in teaching and learning conversations
- Reframe all discussions of teaching and learning to include an equity focus
- Model effective coaching practices that in turn support teachers to independently engage in collaborative critical friends protocols and invite feedback from others to inform their practice

4.3.3 TEACHER OUTCOMES

- Support each teacher to use research, best practices, and a social justice lens to develop and implement a cohesive and outcome-based instructional program
- Monitor the use of appropriate observation, coaching, and conferencing strategies that contribute to individual or collective growth and result in changes in teacher practice
- Use the observations as content for professional development in the school

Pam VandeKamp and Lucius McKelvy (PLI Cohort 8)





“The distinction between management and leadership is helpful analytically, but in practice they play out in tandem...Practice unfolds in time. Something happens, people act, but only in relation to others, and it is in these interactions that practice takes shape.”

—James Spillane and John Diamond, 2007

ELEMENT 5

Organization and Systems

Align systems, structures, and resources that sustain a culturally consonant environment in the service of student learning



“One of the greatest challenges, especially for individualistic Americans, is to understand what institutions are—how we form them and how in turn they form us—and to imagine that we can actually alter them for the better.”

—Robert Bellah et al., 1991

ELEMENT 5

Organization and Systems

Align systems, structures, and resources that sustain a culturally consonant environment in the service of student learning

A leader maintains a focus on equitable student learning by creating, revising, and aligning systems and operations that foster a productive, collaborative, and culturally responsive culture. The school as a learning organization has processes for internal self-analysis and exhibits the ability to monitor and improve policies, procedures, and systems. The school is viewed as a community center that employs the assets and resources of parents, caregivers, and community partners in the service of substantial outcomes for students.





5.1 Perspective

This perspective on management is key: All systems must be managed in service of the learning outcomes. Recognizing that change is constant, the leadership, which includes a collective and representative leadership team, models an optimizing perspective and buffers external demands so that the school community can maintain a focus on the goals that have been internally chosen. In order to accomplish substantial outcomes, the leader uses ongoing ecological mapping of the school's systems and structures for regularly assessing the readiness of individuals and the organization. By relying on the perspective of distributed leadership and fostering adaptive leadership that can adjust to external and internal change without losing its focus, the goals of shared leadership and decision-making can be realized.

5.2 Structures

Designing, aligning, implementing, and continuously improving operational structures are prime responsibilities of the administrator and his/her administrative team, including support staff. The governance systems, disciplinary policy and processes, fiscal management, legal, and personnel policies are the “buck stops here” structures that support the school goals or cause difficulties that interrupt teaching and learning. The structures for family and community engagement are essential for a well-functioning school and contribute to stronger effects on student learning.

5.3 Monitoring

Consistent and timely monitoring of the organization includes: maintaining the organizational identity, attending to information flow, and setting clear expectations about organizational balance. When decisions are made, the collective leadership should consider the organizational values and vision and employ an equity filter. Since information is a source of nourishment and “glue” for the organization, the leader needs to maintain open dialogue and address any barriers that restrict the flow of information, particularly from and to underrepresented groups. The challenge of focusing on important long-term goals while attending to day-to-day urgencies is difficult for individuals and organizations. Therefore, it is critical that the leader promotes and nurtures an organization that keeps its collective “eyes on the prize” of student outcomes through careful management of the organization and its systems.

DESCRIPTOR OF PRACTICE

5.1 PERSPECTIVE

Demonstrate the ability to assess the organizational structure for assets, capacity for systemic change, and level of coherence

Match assets and needs with appropriate strategies and interventions

Set goals for sustaining organizational capacity

EMERGING INDICATORS

5.1.1 ECOLOGICAL MAPPING

- Identify the leader use of time as urgent and/or important
- Identify formal and informal school wide systems that affect a common purpose and reflect core values
- Examine and evaluate the existing interdependence and interrelationships within the system that influence results
- Articulate how school systems contribute to the achievement of student outcomes

5.1.2 ORGANIZATIONAL READINESS

- Assess the will, skill, knowledge, and capacity of the organization to function optimally in the service of fostering and sustaining a shared vision and productive action for building capacity
- Assess the level of constituent access to information and organizational actors

5.1.3 SYSTEMS LEADERSHIP

- Use an analysis of the school's systems and organizational readiness to determine appropriate leadership response(s)
- Recognize the difference between leadership responsibilities that are shared or delegated and/or those reserved for decision by the principal
- Determine where to focus, articulate potential actions/choices, and identify ramifications and trade-offs

Kim Moses (PLI Cohort 7)



DEVELOPING INDICATORS

5.1.1 ECOLOGICAL MAPPING

- Engage constituents in analyzing how individual and collective roles and responsibilities create and impact the school's systems and contribute to the whole
- Engage constituents in identifying and analyzing effective use of time using the urgent/important framework
- Analyze formal and informal systems, their interrelationships, and interdependence to assess effective and ineffective operational structures and systems
- Determine support that is needed to achieve organizational vision

5.1.2 ORGANIZATIONAL READINESS

- Engage the school and community in assessing the will, skill, knowledge, and capacity of the organization to function optimally in the service of a coherent and shared vision and increasing capacity for key outcomes
- Use the analysis to determine changes that need to be made
- Assess the school's capacity to make changes, including level of constituent access to information and capacity of organizational actors

5.1.3 SYSTEMS LEADERSHIP

- Engage others in determining focus
- Articulate potential actions/choices and identify ramifications and trade-offs
- Articulate the responsibilities that are shared or delegated and/or reserved for decision by the principal
- Support distributed leadership practices by positioning informal leaders in ways that allow them to explore difficult challenges or complex answers/responses
- In carrying out the work, support experiment, embrace disequilibrium, and hold each other accountable
- Foster adaptive leadership in self and others

PRACTICING INDICATORS

5.1.1 ECOLOGICAL MAPPING

- Create regular opportunities to review what has been learned about the formal and informal systems and their interconnections
- Provide resources and processes that support the analytical review
- Use the analysis to make the necessary adjustments to enhance the function and operation of systems that support the organizational vision

5.1.2 ORGANIZATIONAL READINESS

- Develop an iterative process of periodic assessment of the school's ability to appropriately adjust the systems
- Provide scaffolding to make the appropriate adjustments
- Ensure that the system is primed for change
- Determine whether the identified changes in the system will be moving toward a coherent and shared vision

5.1.3 SYSTEMS LEADERSHIP

- Model adaptive leadership by using an understanding of context, including interdependence, action and reaction, unintended consequences, and ramifications and trade-offs
- Make decisions about which actions to take and which to strategically abandon
- Use informal and formal leadership to determine areas of focus and lead the work with interdependent, collaborative learning
- Shift the style of thinking by fostering systems thinking at the whole school level to create and maintain systemic equilibrium

Paul Koh (PLI Cohort 9)



5.2 STRUCTURES

Assess, analyze, design, align, implement, monitor, and continuously improve operational and school level policy structures that support the school learning goals

Analyze and align legal requirements with school operations and governance systems

5.2.1 OPERATIONS

- Identify key operations that constitute a high functioning school
- Analyze structures that ensure smooth, safe, and positive day-to-day operations that align the legal, fiscal, policy, and personnel structures to leverage attainment of optimal student learning
- Use inventories and audits to assess the school culture

5.2.2 GOVERNANCE AND LEGAL STRUCTURES

- Articulate the types and processes of decision-making bodies
- Distinguish between types of decisions that require sole choice of administrator or consensus of constituents
- Promote equitable participation of all constituents, including parents/caregivers
- Articulate the ways in which policy becomes part of practice
- Identify key governance areas that are in alignment with mandated legal requirements and policies (i.e., facilities, Special Education, ELL, discipline, intervention, contracts, policy mandates)
- Examine legal structures in relation to policy

5.2.3 RESOURCE MANAGEMENT

- Identify how to align fiscal, human, time, and material resources to support the optimal learning of all students
- Articulate different types of school and district resources and how those resources can be re-aligned to mitigate dynamic inequality

5.2.4 DISCIPLINE SYSTEMS

- Identify and analyze types of discipline systems for equitable outcomes for students
- Analyze the type and effectiveness of discipline systems used in the school settings; identify the legal dimensions of discipline
- Review and use cultural and climate audits for assessing the discipline system
- Participate in and analyze disciplinary actions, including parent conferences, determinations, and reviews at different levels of school and district

5.2.5 FAMILY AND COMMUNITY ENGAGEMENT

- Analyze effective parent involvement processes, viewpoints, policies, and practices, including governance structures
- Analyze processes for parent complaints
- Analyze policy, research, and practices for coordinating services and supports for under-resourced schools and communities
- Analyze how families, students, and caregivers can be most effectively engaged in developing agency for problem-solving and participation in schools and communities

DEVELOPING INDICATORS

5.2.1 OPERATIONS

- Use inventories and audits to assess key operations, including climate and culture
- Ensure that key operations (attendance, fiscal, personnel, governance, legal, day to day systems, culture, and climate) are in place and working effectively
- Establish school structures and processes that engage all constituents in taking ownership of effective operations
- Ensure smooth, safe, and positive day-to-day operations that align the legal, fiscal, policy, and personnel structures to leverage attainment of optimal student learning

5.2.2 GOVERNANCE AND LEGAL STRUCTURES

- Assess the decision-making bodies for level of function and equitable participation
- Utilize decision-making authority to foster leadership throughout the school
- Align, implement, and monitor site plan goals and actions in ways that foster school coherence and adhere to policy and legal mandates
- Communicate key legal rights and responsibilities of administrators, teachers, support staff, family/caregivers, and students
- Develop appropriate district contacts to assist in assessing and making decisions with regard to legal and policy issues

5.2.3 RESOURCE MANAGEMENT

- Acquire and align fiscal, human, time, and material resources to support learning of all student subgroups
- Engage others in assessing the effective use of resources to achieve equitable goals
- Regularly assess the ways in which resources diminish dynamic inequality and are aligned to equity goals of school

5.2.4 DISCIPLINE SYSTEMS

- Collect and analyze discipline data for patterns
- Analyze the school's discipline system for level of equitable responsiveness to students and families
- Analyze the ways in which the administrative discipline responsibilities interfere with attention to teaching and learning
- Develop systems for connecting classroom observations to discipline oversight
- Maintain balance between dual role of student advocate and teacher advocate
- Inform teachers of rights and responsibilities with respect to disciplinary practices
- Investigate alternatives to disciplinary practices that create an equitable response to students and families

5.2.5 FAMILY AND COMMUNITY ENGAGEMENT

- Develop and implement systems for assessing service provider connection with school goals and parent complaints
- Redefine and broaden conceptions of parent/caregiver involvement
- Cultivate effective relationships with onsite staff related to afterschool programs and family services
- Develop policies and procedures for all adults working with students on the school campus
- Investigate and implement strategies to address conflicts that arise among constituents

PRACTICING INDICATORS

5.2.1 OPERATIONS

- Create a system to regularly review implementation of operations
- Ensure that the operational systems advance the achievement of optimal student academic, civic, and social-emotional outcomes

5.2.2 GOVERNANCE AND LEGAL STRUCTURES

- Maintain systems for periodic monitoring and review of adherence to policy, implementation of action plan(s), and decision-making on key challenges or questions
- Utilize decision-making and authority in a manner that builds the capacity and leadership of others while maintaining coherence, consistency, and systemic efficacy
- Remain updated and current in terms of policy and legal requirements for all constituents and facilities

5.2.3 RESOURCE MANAGEMENT

- Ensure that fiscal, human, time, and material resource decisions are known, reviewed, supported, monitored, and result in the academic achievement of all students
- Create and maintain systems that allow for periodic, collaborative review of resource alignment with school goals

5.2.4 DISCIPLINE SYSTEMS

- Develop alternative disciplinary practices to systematically diminish student absence and tardiness and decrease the number of referrals and suspensions
- Conduct yearly audits/surveys of students and parents/caregivers in terms of safe climate, including disciplinary practices, to improve structures that support student access to the curriculum
- Investigate current research on effective alternative discipline systems that support a culturally consonant climate for children and youth

5.2.5 FAMILY AND COMMUNITY ENGAGEMENT

- Develop and implement a comprehensive plan for connecting all persons and organizations serving students and families/caregivers to vision and goals
- Assess the parent/caregiver community for strong advocates who can act as agents for change at the school
- Develop and implement processes and rituals for individual and organizational contributions to achieving school goals
- Develop, implement, and monitor effective program evaluation of all organizations and programs at the school site

5.3 MONITORING

Develop, align, implement, and monitor organizational and programmatic evaluation systems that support equitable student academic, civic, and social-emotional outcomes

5.3.1 ORGANIZATIONAL IDENTITY

- Identify the school's vision and a shared sense of purpose in the articulation and implementation of the school's systems
- Analyze how the systems manifest evidence and history that reinforces the collective sense of purpose
- Analyze inequities in systemic structures

5.3.2 INFORMATION FLOW

- Identify the elements of high functioning communication systems, including advocacy and public relations
- Analyze organizational systems to determine how they foster an information-rich environment that allows for emerging and more complex understandings
- Analyze how the many levels of the organization and informal and formal power contribute to the development of the organization

5.3.3 ORGANIZATIONAL BALANCE

- Plan and articulate how to balance day-to-day tasks and urgent needs with important long-term goals
- Identify strategies and structures that support people working together quickly, effectively, and productively with a spirit of collegiality
- Identify ways to recognize and affirm constituent contributions to the organization for the purpose of increasing organizational connectedness

Academy of Alameda Bell Schedule

The Academy of Alameda 2011-2012 Bell Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 - 9:20 (65 min.)	1	7	6 8:15 - 9:14 (59 min.)	3	2
9:23 - 10:23 (60 min.)	2	1	7 9:17 - 10:12 (55 min.)	5	3
10:23 - 10:35 (12 min.)	AM Break		AM Break 10:12 - 10:22 (10 min.)	AM Break	
10:38 - 11:38 (60 min.)	3	2	1 10:25 - 11:20 (55 min.)	6	5
11:41 - 12:32 (51 min.)	4	4	8	4	8

DEVELOPING INDICATORS

5.3.1 ORGANIZATIONAL IDENTITY

- Engage others in continuous review of the core values and vision as evidenced in the school's systems
- Establish routine processes for dialogue to reinforce and refine the school's systems
- Align practices and processes with an equity mission that is embedded in a vision
- Design and implement formal and informal public relations plan and messaging to support organizational assets

5.3.2 INFORMATION FLOW

- Encourage others to look for fluctuating and conflicting information that contributes to or detracts from a dynamic and productive organization, including messaging, public relations, and advocacy
- Utilize formal and informal processes that support discussions across the organization and lead to the possibility of cultivating new levels of understanding
- Use regular exchanges and dialogue to support staff contributions, involvement, and generation of new information

5.3.3 ORGANIZATIONAL BALANCE

- Balance day to day tasks and urgent needs with progress toward important and long-term goals
- Identify and determine how to respectfully engage the complex network of constituents who contribute to the organization
- Create processes that routinely honor and celebrate how diversity benefits the organization
- Strengthen individual and collective management skills by strategically supporting constituents to clarify individual and collective work, navigate systems, and collaborate to attain goals

PRACTICING INDICATORS

5.3.1 ORGANIZATIONAL IDENTITY

- Make decisions about change that incorporate the values articulated in the organizational vision for high leverage outcomes and collective engagement
- Maintain consistency with respect to purpose and organizational messaging in public arena
- Determine and implement the actions that will be consistent with the purpose
- Be explicit about and monitor practices that enhance the systems in the service of equitable student outcomes
- Utilize effective and nurturing practices to achieve organizational balance

5.3.2 INFORMATION FLOW

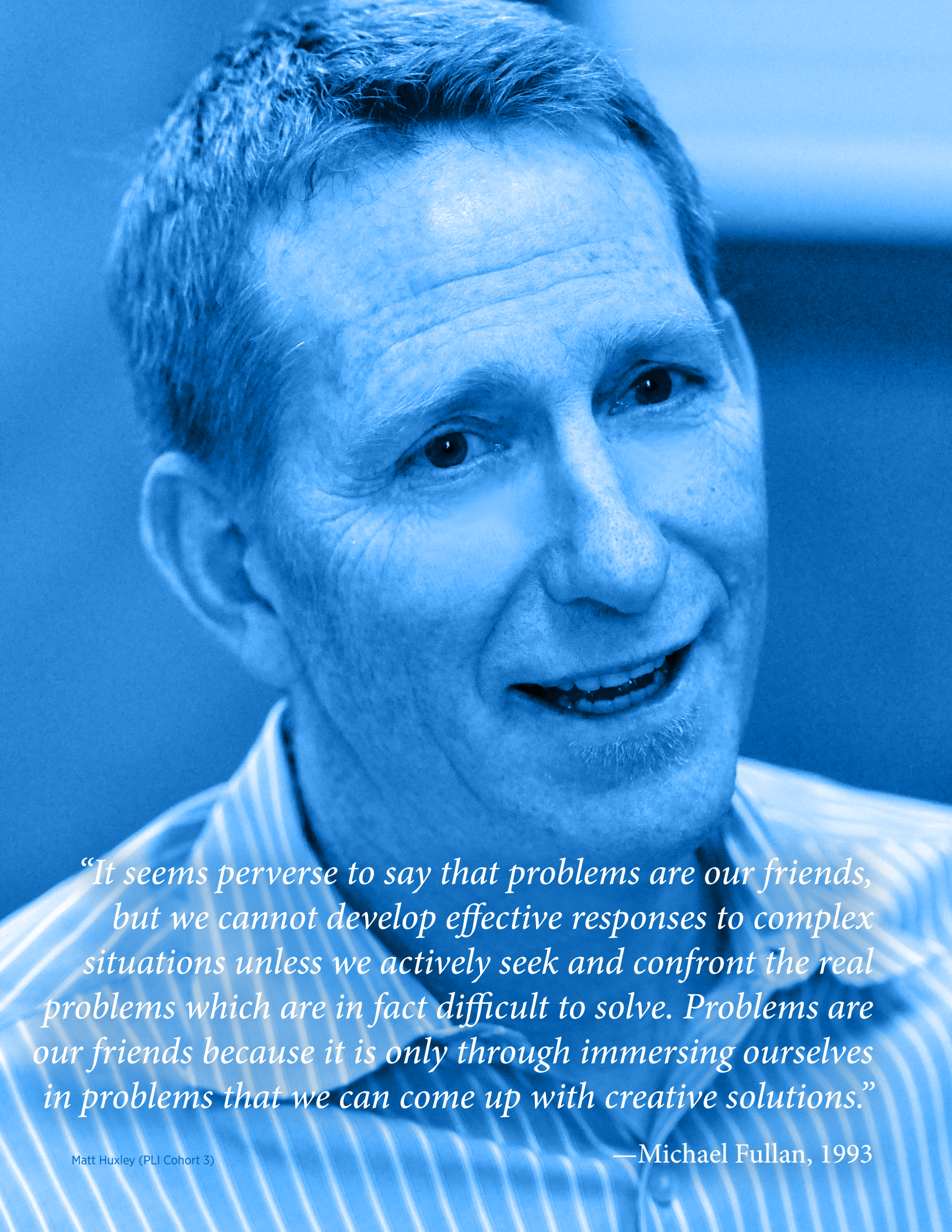
- Communicate the value of information as a primary source of organizational nourishment
- Support effective information flow, including communication with all constituents that facilitates collaboration, collegiality, and efficacy
- Support constituents in surfacing and discussing unsettling/disconfirming information
- Engage constituents in dialogue needed to achieve the desired results
- Develop tools for regular and comprehensive feedback from all constituents

5.3.3 ORGANIZATIONAL BALANCE

- Operate a school in which day-to-day tasks flow smoothly, urgent needs are addressed effectively, and progress toward school-wide goals is visible and consistent
- Leverage formal relationships to support the school's systems and identify how those relationships can be used differently
- Identify other relationships that can contribute to the organizational effectiveness
- Create and sustain constituent access to relationships that are most strategic in supporting the effectiveness of the organization
- Review school-wide relationships and collegiality as a part of the evaluation of the organizational health

Daniel Roose (PLI Cohort 8) and Pasquale Scuderi (PLI Cohort 6)





“It seems perverse to say that problems are our friends, but we cannot develop effective responses to complex situations unless we actively seek and confront the real problems which are in fact difficult to solve. Problems are our friends because it is only through immersing ourselves in problems that we can come up with creative solutions.”

—Michael Fullan, 1993

ELEMENT 6

Change and Coherence

Engage all constituents in change efforts that respond collectively and coherently to the assets and challenges in schools and communities



“Real education means to inspire people to live more abundantly, to learn to begin with life as they find it and make it better.”

—Carter G. Woodson.

ELEMENT 6

Change and Coherence

Engage all constituents in change efforts that respond collectively and coherently to the assets and challenges in schools and communities

The level of readiness of each school’s constituents and context determines the components and pace of change and reform. The rate and content of change depends on the leader’s ability to assess the assets and challenges and respond appropriately. Thus, the change process depends on the leader’s astute eye and ear to the formal and informal processes, choosing evidence that indicates progress toward desired changes, and strategically celebrating effort and outcomes. As the leader develops organizational systems of authentic shared leadership, the responsibility for change becomes more collaborative.





6.1 Assessing School Readiness

Similar to assessing organizational readiness in the systems arena, the ability to assess the individual and collective assets is a crucial first step in choosing goals and actions. By assessing the current level of cohesion in the school and maintaining an inquiry stance as a learning organization, the leader models how to engage in school reform efforts. As the school constituents gain agency over change efforts, they build capacity to analyze and use data and evidence, to review and revise their collective approaches to school reform and change, and to make substantive change.

6.2 Collaborative Goals and Actions

When schools decide to examine their current assets as the primary starting point for organizational change, they are better equipped to pose problems of practice for engaging in school change and reform. When those goals and actions are grounded in a collective vision of equity, the constituents can organize the processes, actions, and systems for self-evaluation. By fully implementing systems focused on an unfailing commitment to students' academic, social-emotional, and civic success, the constituents maintain focus and engage in reframing problems as dilemmas they can solve by collective action.

6.3 Reframing Perspective

Since “problems are our friends” in school reform, the leader needs to develop norms and procedures for viewing resistance as an opportunity instead of a challenge. By optimizing potential, the leader displays a high degree of situational awareness. S/he consistently analyzes the relationships and connections of formal and informal groups, attending to the cultural discontinuity that can derail change and reform efforts. The leader relies on the trio of creativity, flexibility, and resilience — qualities of the individual identified in Presence and Attitude, but necessary characteristics of all members of an efficacious learning community.

DESCRIPTOR OF PRACTICE

6.1 ASSESSING SCHOOL READINESS

Demonstrate how to be an effective change agent in these ways:

Assess, recognize, and employ individual and collective assets for adult and student learning

Assess and apply appropriate change theory

Mobilize all constituents to action, drawing on leadership that is distributed across a community of practice

Identify and build on key moments of forward progress

Demonstrate the capacity to effectively accomplish substantial outcomes

EMERGING INDICATORS

6.1.1 PREPARATION FOR CHANGE

- Articulate the various tools and processes that will facilitate data collection and analysis of school's readiness for change
- Collect and analyze data (coherence, assets, need, student achievement, teacher level of experience, and practice)
- Enunciate and analyze the levels of cohesion
- Recognize and analyze the relationship of the school to external accountability

6.1.2 APPROACH TO LEARNING

- Identify and evaluate current practices in terms of the connection of the school systems to student outcomes
- Enunciate an informed perspective about the value and processes of inquiry
- Articulate the theory of change appropriate for the situation based on an analysis of evidence/data
- Articulate concrete examples of evidence and evidence-based practices that demonstrate movement towards goal achievement

6.1.3 BUILDING CAPACITY

- Analyze the theory and practice of distributed leadership and why its use is essential to build capacity of constituents in a reciprocal teaching and learning community
- Explain the causal relationship between and among leader actions, teacher practice, and student outcomes
- Analyze the variety of roles a leader must play in order to build and reform

Greg Ko (PLI Cohort 2); Christina Velasco (PLI Cohort 9) and Sarah Van Velsor (PLI Cohort 11)



DEVELOPING INDICATORS

6.1.1 PREPARATION FOR CHANGE

- Engage staff to implement tools and processes to assess level of readiness, school coherence, assets, needs, student achievement, and teacher practice
- Engage staff in the data collection and analysis processes to articulate the levels of cohesion in the school and the relationship of the school to external accountability measures and school vision
- Collectively identify and address technical and logistical issues by distinguishing between managing dilemmas and solving discrete problems

6.1.2 APPROACH TO LEARNING

- Engage collaboratively in data/evidence analysis
- Collaboratively analyze patterns and effectiveness in relation to desired outcomes
- Design and implement a plan for desired changes that uses an appropriate theory of change and includes capacity-building, collaboration, and collaborative sense-making as core elements
- Collaboratively identify and implement examples of success in the school and in research to reframe the approach to identified challenges

6.1.3 BUILDING CAPACITY

- Engage others in an analysis of the root causes of current assets and school dilemmas
- Examine level of school and personnel readiness to assume leadership roles
- Assess relationship between leaders' actions, teacher practice, and student outcomes
- Evaluate staff readiness to engage in change efforts
- Employ the theory and practice of distributed leadership to engage adults in the change process
- Build the capacity of the adults in the school to make needed changes

PRACTICING INDICATORS

6.1.1 PREPARATION FOR CHANGE

- Engage the staff and community in the analysis of systems necessary for school cohesion
- Analyze the issues as dilemmas toward reaching comprehensive outcomes rather than discrete problems to solve
- Assess the school's readiness for the systems to operate effectively
- Develop a process to address technological and logistical supports for analysis and cohesion

6.1.2 APPROACH TO LEARNING

- Develop structures that support continuous and regular best practices for organizational learning
- Employ systems that recursively use inquiry process to examine assets, challenges, data, and leader actions
- Systematically collect, analyze, and share data
- Make adjustments based on evidence
- Develop structures that solidify the regular use of the effective internal practices for organizational learning
- Monitor the connection between implementation and results

6.1.3 BUILDING CAPACITY

- Systematically and collectively engage others in determining assets and areas of need
- Co-develop expertise to build individual and collective leadership capacity
- Systematically review student outcomes and determine both the changes needed in leadership actions and teacher practice to institutionalize assets/successes and address challenges
- Implement and monitor school-wide structures that support the collaborative and regular review of current distributed leadership practices

Meeting of Griot Project for Veteran Leaders



DESCRIPTOR OF PRACTICE

6.2 COLLABORATIVE GOALS AND ACTIONS

Lead with collective vision

Select appropriate and high leverage goals that take into account student perspectives and experiences

Make decisions based on equity focus, results, and evidence

Ensure that all resources are linked to student learning goals

EMERGING INDICATORS

6.2.1 PROBLEM-POSING STANCE

- Explain and practice use of a problem-posing stance
- Articulate the benefit of a problem-posing stance in building community and collaboration in change efforts
- Identify the steps to move from problem-posing to goal articulation to broad-based collective action

6.2.2 MAINTAINING FOCUS

- Articulate and demonstrate processes that could lead to significant and high-impact change actions
- Identify the contexts and constituents that support and hinder change efforts
- Analyze impact on and for equitable student outcomes
- Analyze leadership habits that do and do not contribute to the area of focus
- Analyze and engage multiple leverage points at the school site to support the focus

Jerome Gourdine (PLI Cohort 1); Rebecca Cheung (PLI Coordinator); Ron Smith (PLI Cohort 4); Eyana Spencer (PLI Cohort 3); Cliff Hong (PLI Cohort 8) at community forum in Oakland



DEVELOPING INDICATORS

6.2.1 PROBLEM-POSING STANCE

- Use a problem-posing stance that uses assets to pose dilemmas of practice
- Seek multiple perspectives to examine and analyze root causes to affirm shared goals and outcomes before moving to decisions or solutions
- Analyze the context and build relationships with all constituents
- Connect change efforts on multiple fronts to key teaching and learning goals

6.2.2 MAINTAINING FOCUS

- Use collaborative processes to maintain a focus on significant and high impact change actions
- Collaboratively review change efforts to ensure focus on students' academic, civic, and social emotional outcomes
- Create and adhere to norms and processes that allow the group to collectively analyze work habits regularly
- Develop systems for reciprocal accountability among adults

PRACTICING INDICATORS

6.2.1 PROBLEM-POSING STANCE

- Pose all challenges and issues in appropriate language that leads to a collective problem-posing stance (Discourse II)
- Build structures that authentically and appropriately engage students, parents, and community
- Systematically use structures and processes that ensure respect for differing ideas and lead to the inclusion of divergent voices

6.2.2 MAINTAINING FOCUS

- Fully implement and use systems to lead with unfailing commitment to ensuring rigorous academic, civic, and social emotional outcomes for students
- Create structures that allow the school to remain focused on significant and high-impact changes across the school and community
- Reframe dilemmas to reflect focus areas
- Create structures that include individual and collective participation and focus
- Monitor the impact of change in achieving goals

Richard Zapien (PLI Cohort 3)



6.3 REFRAMING PERSPECTIVE

View discomfort, disagreement, and conflict as potential positive forces

Exhibit resilience, flexibility, and decisiveness

Imagine what is possible

Support creative solutions in the service of collective learning

6.3.1 OPTIMIZING POTENTIAL

- Analyze resistance as surfacing important tensions or differences of opinion
- Develop and use norms for addressing conflict
- Analyze instances of success for developing positive leadership habits of mind and action

6.3.2 SITUATIONAL AWARENESS

- Analyze informal relationships among teachers and staff
- Analyze how issues in the school that have not surfaced could create discord
- Predict issues, particularly related to the presence of cultural discontinuity at the school

6.3.3 CREATIVITY, FLEXIBILITY, AND RESILIENCE

- Identify multiple solutions to dilemmas and engage in out-of-the-box thinking
- Reflect on how to remain open to other ideas and build upon them
- Depersonalize the conflict and utilize appropriate processes for reflection
- Engage in conversations with individual or groups that support individual or school change efforts

Leadership Coaches Ann Rarden and Margo Fontes (PLI Cohort 3)



DEVELOPING INDICATORS

6.3.1 OPTIMIZING POTENTIAL

- Develop norms and procedures that provide regular opportunities for the exchange of ideas and encourage diverse opinions
- Engage in collective analyses of conflicts as a way to better understand challenges toward achieving the goal

6.3.2 SITUATIONAL AWARENESS

- Analyze the relationship of informal groups (teachers, staff, parents) and improve connections for the purpose of more cohesive change efforts
- Create space and norms for addressing issues that create discord, paying special attention to issues of cultural discontinuity, root causes, teacher or constituent engagement and practice, and bureaucratic and systemic challenges

6.3.3 CREATIVITY, FLEXIBILITY, AND RESILIENCE

- Regularly model exploring and employing multiple solutions to dilemmas
- Remain open to other ideas and collaboratively discuss the links between and among ideas
- Remain engaged despite temporary conflict and setbacks using reflection to move beyond challenges
- Connect to individuals or groups who can provide regular critical friend feedback
- Support individual and collective reflection as a consistent norm of practice to advance goal achievement

PRACTICING INDICATORS

6.3.1 OPTIMIZING POTENTIAL

- Model and engage others in surfacing resistance
- View conflict as a positive part of the change process and strategically reframe resistance in the service of substantial and focused change
- Model authoritative and authentic responses that reframe and optimize complex situations

6.3.2 SITUATIONAL AWARENESS

- Analyze the relationship of informal groups (teachers, staff, parents) and connect groups for the purpose of cohesive change
- Provide space and norms for the leadership team to consistently predict and address issues that could create discord
- Continuously and regularly reflect on collaborative work assets and issues
- Support the community in gaining and maintaining momentum for substantive change

6.3.3 CREATIVITY, FLEXIBILITY, AND RESILIENCE

- Actively seek input and multiple perspective in and outside of the organizational setting
- Encourage collective out-of-the-box thinking to reshape the way individuals and the collective group engage in change
- Set up processes that support whole group reflection
- Focus on assets, intentionally looking for new solutions and possibilities
- Remain open to new ways of interacting and how to work as an organization; encourage flexibility, resulting in organizational resiliency

Roots of Racism and Quilt of Hope by PLI Cohort 14 July 2014





“Between the nearly and the utterly lies a small space that leaders enlarge with beliefs—beliefs about what children might accomplish, about how schools might function, about what accountability might really mean.”

—Joseph McDonald, 1996

ELEMENT 7

Assessment and Accountability

Exhibit a persistent focus on teacher and student learning outcomes by developing, aligning, and monitoring an equity-driven assessment system



“Gaps don’t just happen. There is a generative element inside them, a welling motion as when cold waters shoulder up through warmer oceans.”

—Kay Ryan, Poet Laureate US 2008–2010

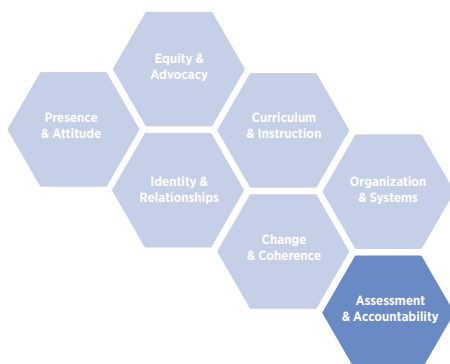


ELEMENT 7

Assessment and Accountability

Exhibit a persistent focus on teacher and student learning outcomes by developing, aligning, and monitoring an equity-driven assessment system

The leader’s actions must consistently demonstrate a laser focus on improving student learning. As the leader responds to district, state, and federal accountability policies and mandates, s/he holds fast to a more comprehensive and complex system using multiple measures of academic, civic, and social-emotional outcomes. The leader exhibits a deep understanding of data and leads school-wide data analysis that guides intentional and thoughtful change efforts. Effective use of data requires that the leader remains up-to-date in the use of technology and programs that support student learning and assessment. The leader is responsible for the quality of teaching and learning in the school, and that requires considerable and consistent attention to the supervision, support, and evaluation of teachers and programs.





7.1 Perspective and Knowledge Base

The leader cultivates a high degree of assessment literacy for the purpose of providing direction and information to the school community. The leader analyzes current systems of accountability and assessment to determine the degree to which they are equitable and standards-based. In this process, the leader must be aware of current research and policy discussions and use a data system with a range of assessments for determining the academic, civic, and social-emotional outcomes.

7.2 Management of Accountability

In organizing systems for accountability, the leader has to maintain a high degree of technological literacy, communicating individual and collective expectations and 21st century learning standards for using and monitoring technology, data, and data systems to inform instruction and organization. This requires that the leader be transparent about the data and communicate outcomes to multiple constituencies in ways that make the data accessible and usable.

7.3 Evaluation of Effectiveness

Every effective learning organization engages in cycles of evaluation that examines its outcomes, programs, and individuals. Thus, the leader has a responsibility to assess how teachers and programs impact the instruction and learning of students. This requires attention to the federal, state, and district accountability measures, but demands that the leader institute and use multiple measures and effective feedback systems to provide evidence to students and teachers about their learning and teaching. In the supervision and evaluation of teachers, the leader has a special and recurring responsibility to students and families. By maintaining high standards for teachers and supporting teachers to improve their practice, the leader influences the learning outcomes for students.

7.1 PERSPECTIVE AND KNOWLEDGE BASE

Collaborate with all constituents to clearly articulate standards-aligned and equity-based academic, civic, and social-emotional outcomes for students

Develop and consistently inform the assessment and accountability conversation by maintaining a high degree of assessment literacy

Implement effective and equitable data systems that attend to the emotional impact of data on staff, students, and community

7.1.1 STANDARDS-ALIGNED AND EQUITY-BASED

- Frame assessment and accountability as a valued tool for facilitating teacher and student learning
- Articulate the need for an aligned relationship among standards, curriculum, and assessments
- Evaluate assessments for ability to surface student needs, inform instruction, and identify levels of knowledge and performance
- Describe the interconnected relationship among student strengths, successful and equitable instructional strategies, and teacher professional development

7.1.2 ASSESSMENT LITERACY

- Access and analyze a variety of assessments (i.e., diagnostic, formative/summative, criterion and norm-referenced, performance-based, multiple choice, essay, etc.) and tools (rubrics, grading, etc.) to ensure a multiple-measures approach to assessing student learning
- Identify and articulate the benefits of indicators of progress and multiple measures in terms of usefulness for assessing student academic, civic, and social-emotional learning
- Deconstruct the merits and unintended consequences of assessments and tools
- Make appropriate choices about matching assessments to daily, benchmark, and formative outcomes

7.1.3 INTEGRATION

- Identify ways in which qualitative and quantitative data can be continuously engaged through cycles of inquiry, grade level/department meetings, classroom observations, checking for understanding, etc.
- Articulate the emotional impact of data on staff and students, how to review and analyze disaggregated data, the meaning of data trends and outliers, and how to use both formative and summative assessments to inform instruction, programmatic decisions, and resources
- Articulate the need for a reporting and grading system that communicates to parents the child's achievement in relationship to grade level standards
- Articulate appropriate types of data for use with different constituencies

DEVELOPING INDICATORS

7.1.1 STANDARDS-ALIGNED AND EQUITY-BASED

- Affirm the perspective that all students can achieve high standards and effective assessments enhance learning
- Engage others in leveraging data to strengthen collective actions for increasing student learning and achievement
- Ensure alignment among standards, curriculum, and assessment
- Use valid, reliable, and equitable assessments that are aligned with key standards
- Model use of students' strengths and capacity for growth as the foundation for identifying successful strategies
- Engage teachers in constructing professional development and utilizing the data that emphasizes student strengths and successful instructional strategies

7.1.2 ASSESSMENT LITERACY

- Develop fluency in discussing the merits and unintended consequences of a variety of assessments and tools
- Advocate for and provide appropriate and multiple measures for student academic, civic, and social-emotional learning
- Engage others in collaboratively aligning lesson plans and instruction to student needs and strengths surfaced through multiple measures
- Engage in conversations about what data and information are gained through current assessments and what other kinds of data and assessment would be useful to inform instructional practice
- Reach agreement about levels of quality to calibrate teacher and school expectations for performance
- Determine the resources and support needed to build a comprehensive assessment toolkit

7.1.3 INTEGRATION

- Collaborate with staff to collect and review qualitative and quantitative data
- Engage staff in making data-driven decisions based on insights gained from cycles of inquiry, grade level/department meetings, classroom observations, and effective checking for understanding
- Disaggregate and analyze data regularly
- Incorporate structures and processes in data analysis that respect the emotional impact of data on staff and students
- Develop an equitable grading and reporting system that is aligned with grade level standards
- Ensure calibration among teachers in grade levels or departments
- Engage community in reviewing outcome data to provide input into programmatic decisions

PRACTICING INDICATORS

7.1.1 STANDARDS-ALIGNED AND EQUITY-BASED

- Develop systems for the analysis and use of regular, ongoing assessments to monitor student growth and inform instruction
- Use assessments that are aligned with the standards and curriculum
- Institute checks and balances that ensure that data are used for facilitating student learning rather than categorizing, labeling, and tracking
- Create, implement, and monitor a data/evidence system that surfaces students' strengths, supports successful instructional strategies, and informs professional development

7.1.2 ASSESSMENT LITERACY

- Ensure the implementations of and monitor processes to ensure consistent use of assessment data in making informed decisions about instruction
- Support staff to ensure the implementation of appropriate learning experiences based on academic, civic, and social-emotional assessments
- Systematically engage the entire staff in reviewing the school-wide assessment data and systems to strengthen instruction and increase student learning
- Use knowledge and awareness about assessments and their outcomes to leverage district resources
- Use the district systems to strengthen the capacity of the school to achieve academic, civic, and social-emotional goals

7.1.3 INTEGRATION

- Develop and monitor systems to ensure that data informs instructional decisions
- Engage in regular data conversations with all constituents, including all staff, parents, and community
- Support students, staff, and the community in navigating the emotional content of data
- Use disaggregated data to monitor progress of all sub-groups and the impact of instructional decisions
- Maintain a culturally and emotionally responsive disposition to data with staff and constituents that fosters conversations about and addresses issues of equity
- Develop a calibrated reporting and grading system in collaboration with staff and parents that aligns the use of report cards and grading systems to the achievement of grade level standards
- Integrate information from multiple data points to create a clearer picture of student, teacher, and school growth and needs

DESCRIPTOR OF PRACTICE

7.2 MANAGEMENT OF ACCOUNTABILITY

Develop, manage, and integrate consistent and coherent structures to properly analyze and communicate accessible accountability and assessment data

Regularly communicate individual and collective expectations and 21st century learning standards for using and monitoring technology, data, and data systems to inform instruction and organization

EMERGING INDICATORS

7.2.1 ORGANIZING SYSTEMS

- Articulate the leader's role and responsibility regarding routine systems for data collection, reporting, and presentations
- Identify the types of resources and technology that allow for timely and comprehensive collection and analysis of data
- Articulate expectations that encourage the appropriate and systematic use of data across the school
- Articulate key leadership decisions that can be informed by student achievement, instructional practice, and programmatic data
- Articulate checks and balances that will let you to know whether actions are informed by or aligned with data

7.2.2 TECHNOLOGY LITERACY

- Develop facility with specific programs that support school assessment and accountability
- Become proficient in the use of data systems that support instructional and organizational outcomes

7.2.3 MONITORING IMPLEMENTATION

- Inventory the effectiveness of current level of assessment and accountability systems
- Articulate clear understanding of what practices and actions need to be observed in an effectively operating system

7.2.4 COMMUNICATING OUTCOMES

- Articulate multiple ways to communicate assessment and accountability data
- Review data to assess level of systemic attention to goals and outcomes
- Identify resources and supports that are needed and available for challenge areas

El Cerrito HS, WCCUSD, Administrative Team: Sharon Baltazar (PLI Cohort 11); David Luongo (PLI Cohort 6); Nancy Ivey (PLI Cohort 4)



DEVELOPING INDICATORS

7.2.1 ORGANIZING SYSTEMS

- Build in a feedback loop to ensure that data systems and technology supports are implemented and beneficial
- Solicit feedback on the types of information that should be considered when making leadership decisions about student achievement, instructional practice, and programs
- Assign roles and support others to fulfill those roles and responsibilities in data collection, reporting, and presentation
- Communicate expectations for appropriate and systematic use of data

7.2.2 TECHNOLOGY LITERACY

- Set up and maintain data and technology systems that serve learning and organizational outcomes
- Design and implement structures for continuously improving technological capacity of school and constituents
- Communicate expectations to students, teachers, and staff regarding use of data for student learning outcomes and organizational outcomes
- Model use of technology and data

7.2.3 MONITORING IMPLEMENTATION

- Use collaborative structures to inventory effectiveness of assessment and accountability systems
- Build the capacity of constituents to identify the practices and actions that need to be observed in an effective system
- Establish feedback loops to track and adjust practices and actions related to assessment that are not effectively implemented

7.2.4 COMMUNICATING OUTCOMES

- Appropriately communicate the achievement gains, best practices, and challenge areas
- Communicate resources required to address challenge areas
- Involve staff in creating and using methods of communication about student achievement, instructional practice, and program outcomes

PRACTICING INDICATORS

7.2.1 ORGANIZING SYSTEMS

- Develop routine systems for collecting, analyzing, and reporting data
- Use data to regularly engage in conversations with constituent groups about equitable practices and outcomes and fostering coherent practices school-wide
- Ensure systematic use of data for decision-making

7.2.2 TECHNOLOGY LITERACY

- Advocate for, maintain, and fully integrate data and technology systems that serve the school and community
- Monitor and maintain equitable access to technology
- Establish and maintain systemic responsibility for technology

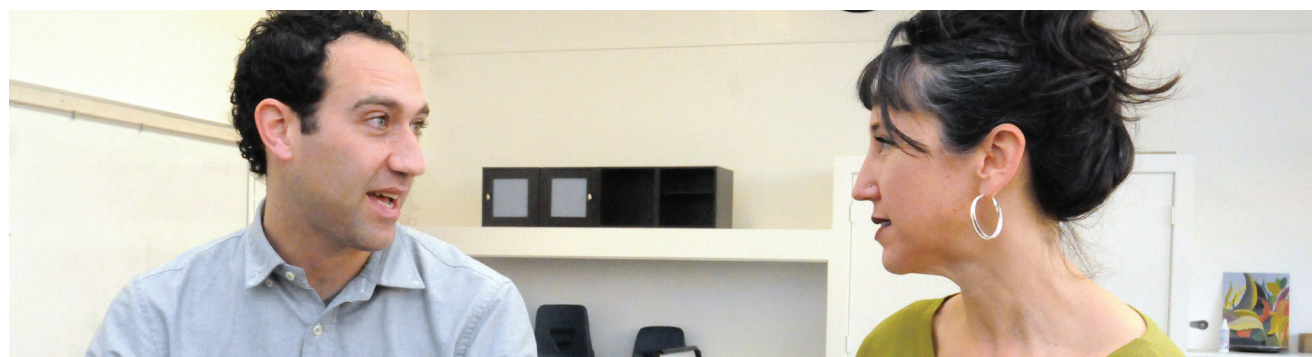
7.2.3 MONITORING IMPLEMENTATION

- Develop and communicate a transparent process for constituent feedback (teacher, leadership, staff, students, collaborative groups of teachers and parents) about the assessment and accountability systems
- Monitor progress based on evidence/data and provide feedback for improvement

7.2.4 COMMUNICATING OUTCOMES

- Create and maintain structures to communicate achievement and develop collaborative support for student success
- Present data to constituent groups using appropriate and culturally consonant presentation styles, processes, and formats

Ray Cagan (PLI Cohort 10) and Alysse Castro (PLI Cohort 3)



7.3 EVALUATION OF EFFECTIVENESS

Demonstrate a high level of personal responsibility for student outcomes

Collaborate with teachers to clearly articulate learning goals for teachers and design professional development that supports these goals

Develop an effective teacher supervision and evaluation process that fully contributes to teacher learning and school coherence

Implement evaluation processes for program compliance and success

7.3.1 IMPACT ON LEARNING

- Define a clear picture of student achievement using data
- Evaluate different types of data to determine, based on the measures, the appropriateness and accuracy of student achievement
- Identify ways in which assessment data are used to increase student achievement, motivation, and engagement
- Articulate the connection between student achievement assessment analysis and curriculum mapping, instructional choice, and programmatic decisions

7.3.2 IMPACT ON INSTRUCTION

- Define a clear picture of effective instructional practice using data
- Evaluate different types of data to determine which data best inform instructional practice
- Identify ways in which assessment data are or can be used to inform curricular and instructional implementation and resource alignment
- Articulate the value of data discussions
- Practice the processes of data presentations and discussions

7.3.3 SUPERVISION AND EVALUATION

- Articulate the teaching standards/expectations and observation protocols in varying circumstances
- Assess level of capacity for growth in each teacher
- Identify different evaluation systems utilized to assess teaching practice
- Articulate the components of an effective evaluation system
- Identify different feedback methods and coaching choices to engage in conversations with teachers about pedagogy and classroom learning environment
- Identify ways in which feedback is used to increase teacher motivation, inspiration, and participation

Erin Wheeler (PLI Cohort 9) and Natalie Eberhard (PLI Cohort 5)



DEVELOPING INDICATORS

7.3.1 IMPACT ON LEARNING

- Regularly assess data in the context of the school's collective vision
- Collectively determine if the assessments are an accurate and usable composite picture of student progress across grade and subject levels
- Use student achievement gains to evaluate how student achievement data are used to inform curriculum mapping, instructional practice, and programmatic choices

7.3.2 IMPACT ON INSTRUCTION

- Assess the level of the effectiveness of instructional practice in relation to the school's collective vision
- Collectively determine how accurate and usable assessments are to inform instruction
- Use student achievement gains to evaluate how instructional practice data are used to inform curriculum mapping, instructional practice, resource alignment, and materials acquisition
- Meet regularly with groups of teachers in grade levels/departments to discuss data, identify areas of strength and challenge, and develop connected action plans

7.3.3 SUPERVISION AND EVALUATION

- Distinguish between the supports and feedback needed for teachers based on assessment of teacher data
- Observe teaching practice, identifying teacher capacity and strengths
- Align feedback to the state standards for teaching practice
- Utilize induction and district support systems for coaching veteran teachers to ensure that teacher support is a part of the evaluation system
- Give feedback and identify multiple venues of support beyond the evaluation system
- Engage teachers in the collaborative identification of types of support
- When necessary, employ legal and evaluation practices that address poor teacher performance

PRACTICING INDICATORS

7.3.1 IMPACT ON LEARNING

- Build in structures and processes to systematically use data to assess the level of gains in student achievement and the coherence between those gains and the school's vision, aligned curriculum and instruction, and program reliability
- Ensure that the assessment systems for students allow opportunities for self-assessment, analysis of successful learning processes, and personal goal-setting

7.3.2 IMPACT ON INSTRUCTION

- Build in structures and processes to systematically use data to assess effectiveness in achieving the school's vision and goals
- Use inquiry in individual and collective meetings to discuss data, instructional practice, action plans, and effectiveness
- Hold all constituents accountable for improving achievement

7.3.3 SUPERVISION AND EVALUATION

- Provide appropriate and targeted feedback that focuses on instruction and student learning
- Use an evaluation and support system to provide differentiated support and professional development to teachers
- Ensure that the evaluation system allows opportunities for teachers to self assess, analyze successful professional development, and set personal goals
- Use changes in teacher practice and leadership as evidence of teacher learning and development
- Skillfully engage in conversations that help teachers choose the appropriate pathway, whether that is to improved practice or a transition to a different career

Richard Zapfen and Katerina Palomares (PLI Cohort 3)



Glossary of Terms

Arrogant Humility The process of leading with a sense of authority but with appropriate modesty and full recognition of how much effort from numerous people is required to be a successful school.

Asset The current level of practice of the teacher or leader. An asset is the current quality or ability level of the practitioner(s) and implies the current readiness level of the practitioners for analyzing their practices and deciding on focused goals for improvement.

Asset observation The process of observing, scripting, and naming current practices of an individual or group and using the evidence in collaborative dialogue to decide on goals and next steps.

Coherence The level of consistency and unity in a school about desired goals and collaborative actions in the service of change and reform. The individual and collective expectations, responsibility, and accountability practices are synchronized. Elmore (2004) describes three levels of coherence: atomized, emerging, or nearly coherent. Grubb and Tredway (2010) have added pre-atomized to indicate a school that exhibits some chaotic conditions.

Constituent This word replaces stakeholder in educational lexicon. A constituent is a fundamental participant who has a vested interest in an outcome, particularly in creating and being a part of a democratic organization. The term connotes the importance of each person as a citizen-participant who maintains interdependence and reciprocity with other members of a group.

Critical friend A colleague who acts as important or vital listener and responder to dilemmas of practice, using a critical friends protocol (consultancy or tuning protocols are most common).

Cross-pollination The process of using learning from conversations with teachers, parents, staff, or students to inform other adults about effective practices; often this includes making suggestions about which peers would be useful to observe or act as a mentor.

Cultural consonance The level of an individual's or group's knowledge, use, and synchronicity with the cultural norms of a community or institution.

Discourse II A process for having conversations about practice and change that includes a non-blaming, non-judgmental approach. The premise of Discourse II is that organizational actors adopt a problem-posing, problem-solving frame of mind. The leader meets the constituents at their level of readiness and honors their thoughts and work. This form of discourse is the foundation of respectful resolution of conflicts and is a fundamental component of democratic engagement.

Discipline The term discipline connotes developing social-emotional habits that are useful as a student, family member, and citizen. The discipline space in schools has often become contentious because of the legal climate that has surrounded school since “zero tolerance” practices developed. Many of the discipline policies are counter to the tone of this rubric and support punitive and authoritarian responses. These subvert the democratic purposes of school and are counterproductive to student learning. This rubric supports discipline policies that include restorative justice and equitable and dignified treatment of diverse students.

Dynamic inequality The differences among individual students and/or groups that develop over the years of school, from kindergarten to twelfth grade and beyond.

Equitable participation All constituents have access to the conversation in ways that are fair and reasonable to the situation (classroom, meeting, school community); the participatory structures consistently and intentionally include the voices of all constituents in building democratic structures.

Equity Trap The possibility of relying on a constricting view of the situation that limits the ability to take responsibility for achieving outcomes for students. The equity traps include deficit thinking or conversations, erasure (acting if one does not see racial categories), the gaze (diminishing expectations in racially diverse schools and keeping peer teachers “in line” in terms of what is expected of teachers), and paralogical beliefs (attributing low performance to external factors by not assuming personal responsibility) (McKenzie & Scheurich, 2004).

Evidence-based practice The process of supporting teachers and leaders to use nonjudgmental quantitative and qualitative data that inform decisions about teaching and learning or other areas of improvement.

Generative A productive and dynamic quality that creates and opens boundaries for possibility; while planning is important, the plan is always open to adjustment and sightings.

Inventory The process of taking stock of key aspects of a school or community in order to use the evidence to make decisions.

Multiple measures The practice of using formative and summative assessments from several reliable and valid sources to assess student progress. More complex assessments (exhibitions or portfolios using rubrics) are more difficult to use, but critical in gaining a full portrait of student learning.

Operations The variety of management systems include schedules and relationships with teachers, support staff, parents/caregivers and community-based organizations (CBO): egress and ingress patterns, bus duty and schedules, yard or playground supervision, cafeteria and hallway procedures, teacher release periods, substitute procedures, calendars for professional development, rituals and celebrations, committees, reports, planning, CBO participation, etc.

Sighting The opportunity, often sudden and striking as in an epiphany, to see and understand the beliefs that animate the behaviors and policies of a school. May result from mulling over an incongruity. A moment when a belief intersects with a practice that “bubbles up” from constituents and causes one to rethink direction (McDonald, 1996).

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“Something changes in me when I witness someone’s courage...” —Holly Near

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