

Linking Common Core Alignment work, the CEL 5D Instructional Framework, & the AWSP Principal Leadership Framework – JButler 5/13

Common Core Task	CEL 5D Instr. Framework linkage	AWSP Framework linkage
<p>1a. Develop & Use Student Target Sheets aligned with Common Core in student friendly language (“I Can” statements) for unit/quarter planning</p> <p>1b. Student Target Sheets provide self- tracking of standards-based progress (1- little to no evidence; 2- some progress toward standard; 3-meets standard; 4-exceeds standard) via assignments/projects/ Quizzes/formative & summative assessments</p> <p>1c. Collaboration Teams continually adjust Target Sheets as necessary</p>	<p>P1 (Proficient) The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is frequently linked to broader purpose or a transferable skill.</p> <p>P5 (Distinguished) The success criteria for the learning target(s) are clear to students. The performance tasks align to the success criteria. Students refer to success criteria and use them for improvement.</p>	<p>4.2 (Proficient) Has deep knowledge of best instructional practices for diverse populations and how to align these with curricula; systematically focuses staff on alignment; establishes a system for ongoing alignment that involves staff; continually supports, monitors alignment and makes adjustments; has teacher teams cooperatively plan aligned units, reviews them and then gives teachers feedback; reads and shares research that fosters an ongoing, school wide discussion on best practices for non-proficient to above proficient students.</p> <p>4.3 Has deep knowledge of assessment; every course has a document that identifies the learning outcomes in language accessible to students and parents; student work created in response to teachers’ assessments of the learning outcomes accurately reflect the state standards and district learning goals/targets; continually provides support to systematically focus staff on alignment of assessment to instruction using best practices; establishes a system for ongoing alignment of formative and summative assessment that involves staff members.</p>

<p>2. Using Target Sheets to identify effective instructional materials</p>	<p>CP1 (Distinguished) Instructional materials and task align with the purpose of the unit and lesson. Materials and task consistently align with student’s level of challenge.</p>	<p>4.1 (Proficient) Every class has a curriculum based on the standards of the state and district learning goals/targets; has deep knowledge of state and district learning goals and how to align these with curricula for diverse populations; systematically focuses staff on alignment; establishes a system that uses a feedback loop from the instruction and assessment alignment work to make adjustments to curricula.</p>
<p>3. Teachers identify key common academic vocabulary (Common Core Reading Standards #4) by grade level/unit/course and progress monitor student growth.</p>	<p>CP2 (Proficient) Teacher consistently uses discipline-specific teaching approaches and strategies that develop students’ conceptual understanding.</p>	<p>4.2 (Proficient) Has deep knowledge of best instructional practices for diverse populations and how to align these with curricula; systematically focuses staff on alignment; establishes a system for ongoing alignment that involves staff; continually supports, monitors alignment and makes adjustments; has teacher teams cooperatively plan aligned units, reviews them and then gives teachers feedback; reads and shares research that fosters an ongoing, school wide discussion on best practices for non-proficient to above proficient students.</p>
<p>4. Teachers &/or teams utilize students’ target sheets to monitor achievement data over time (growth) & subsequently use the data to make informed instructional decisions</p>	<p>A2 (Distinguished) Assessment task are aligned with the learning targets and allow students to demonstrate complex understanding and/or skill related to the learning targets.</p> <p>A4 (Distinguished) Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for</p>	<p>3.1 (Distinguished) Is proficient AND explores and uses a wide variety of monitoring and data collection strategies (both formal and informal) to triangulate data; responds to an identified need for timely data by putting new data collection processes in place to collect reliable & valid data.</p> <p>3.3 (Distinguished) Is proficient AND creates a</p>

	<p>instructional purposes.</p> <p>Student Growth 6.1 (Distinguished) Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goals(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p> <p>Student Growth 6.2 (Distinguished) Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.</p>	<p>school culture of using data for decisions and continuous improvement in aspects of school life; orchestrates high-quality, low-stakes action planning meetings after each round of assessments; data driven plan specifically documents examples of decisions made on the basis of data analysis and results are documented to inform future decisions; provides coaching to other school administrators to improve their data driven plan and analysis.</p> <p>3.4 (Proficient) Regularly assists staff to use multiple types of data to reflect on effectiveness of lesson, guide lesson and assessment development, differentiate instruction (highly achieving as well as non-proficient) and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level; strategies result in clear relationship between the actions of teachers and the impact on student achievement; demonstrated and measureable improvements in student academic growth readily apparent.</p> <p>5.2 (Distinguished) Is proficient AND consistently demonstrates leadership in the practice of developing comprehensive student growth plans; regularly meets with faculty members to reflect on student growth plans and progress; assessment results of selected teachers show consistent academic growth of students.</p> <p>8.3 (Distinguished) Achievement data from multiple sources or data points show evidence of consistent</p>
--	--	---

		<p>growth toward the district’s learning goals; there is consistent record of improved student achievement, on multiple indicators, with identified subgroups of students.</p>
<p>5. Students use Common Core target sheets for Student-led Conferences</p>	<p>CEC3 (Proficient) Routines for discussion and collaborative work have been explicitly taught, are evident, and result in effective discourse related to the lesson purpose. Students independently use the routines during the lesson. Students are held accountable for their work, take ownership for their learning and support the learning of others.</p> <p>CP7 (Distinguished) Teacher consistently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence. Students expect to be self-reliant.</p> <p>A1 (Distinguished) Students consistently assess their own learning in relation to the success criteria and can determine where they are in connection to the learning target.</p> <p>PCC4 (Distinguished) Teacher maintains accurate and systematic student records. Teacher communicates student progress information to relevant individuals within the school community in a timely way. Teacher and student communicate accurately and positively</p>	<p>7.1 (Proficient) Builds effective communication systems between home, community and school that are interactive and regularly used by students, schools staff and families and other stakeholders; uses multiple communication channels appropriate for cultural and language differences that exist in the community; practices a healthy discretion with personal information of students and staff.</p>

	<p>about student successes and challenges.</p> <p>Student Growth 3.1 (Distinguished) Establishes appropriate student growth goals(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goals(s) identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p> <p>Student Growth 3.2 (Distinguished) Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.</p> <p>Student Growth 6.1 (Distinguished) Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goals(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).</p> <p>Student Growth 6.2 (Distinguished) Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.</p>	
<p>6. Teacher teams engage in “range-finding” & developing inter-rater reliability on what is a “3”</p>	<p>SE1 (Distinguished) Teacher frequently asks questions to probe and deepen students’ understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students</p>	<p>1.3 (Proficient) Actively models, supports, and facilitates collaborative processes among staff utilizing diversity of skills, perspectives and knowledge in the group; assumes responsibility for</p>

<p>and a “4” as well as assessments/examples/questions that reflect a “3” and a “4”.</p>	<p>question one another to probe for deeper thinking.</p> <p>PCC1 (Proficient) Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.</p> <p>Student Growth 8.1 (Proficient) Consistently and actively collaborates with other grade, school, or district team members to establish goals(s), to develop and implement common, high quality measures, and to monitor growth and achievement during the school year.</p>	<p>monitoring group dynamics and for promoting an open and constructive atmosphere for group discussions; creates opportunities for staff to initiate collaborative processes across grade levels and subject areas that support ongoing improvement of teaching and learning.</p> <p>1.4 (Proficient) Provides continual opportunity & invitation for staff to develop leadership qualities; consistently engages processes that support high participation in decision-making; assesses, analyzes and anticipate emerging trends & Initiatives in order to adapt shared leadership opportunities.</p>
--	--	--