

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

Common Core Task	Danielson 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>3a. (Proficient) The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experience.</p> <p>1c. (Distinguished) All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.</p> <p>4b. (Distinguished) Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.</p> <p>4d. (Proficient) Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</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>1e. (Distinguished) Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high level cognitive activity.</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>1e. (Proficient) Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high level cognitive activity.</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>1f. (Proficient) Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p> <p>4a. (Proficient) Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>3d. (Distinguished) Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual 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>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 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</p>
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	<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>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 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>4c. (Distinguished) Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher’s efforts to engage families in the instructional program are frequent and successful.</p> <p>2c. (Distinguished) Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.</p> <p>3d. (Distinguished) Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their</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>teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</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>	
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<p>5. Teacher teams engage in “range-finding” & developing inter-rater reliability on what is a “3” and a “4” as well as assessments/examples/questions that reflect a “3” and a “4”.</p>	<p>4d. (Proficient) Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</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>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 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>
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