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

Common Core Task	Marzano Instr. Framework linkage	AWSP Framework linkage
Develop & Use Student Target Sheets aligned with Common Core in student friendly language ("I Can" statements) for unit/quarter planning

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

Collaboration **Teams continually adjust** Target Sheets as necessary | **1.1** (Proficient) The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students' understanding of the learning target/goal and the levels of performance

4.1 (Proficient) The teacher demonstrates a comprehensive knowledge of the subject and the standards for the subject. **(Distinguished)** The teacher is a recognized leader in helping others understand the subject and/or the standards for the subject. | **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.

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. |

Using Target Sheets to identify effective instructional materials	**4.2** (Proficient) The teacher identifies the available materials that can enhance student understanding and the manner in which they will be used. (Distinguished) The teacher is a recognized leader in helping others plan and prepare for the use of available materials, including technology.	**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.
Teachers &/or teams **utilize students' target sheets to monitor achievement data over time (growth)** & subsequently use the data to make informed instructional decisions	**6.1** (Proficient) The teacher designs instruction with assessments aligned to clearly state learning target (daily) and/or learning goal (longer term). Those assessments are adapted to meet student learning needs. **6.2** (Proficient) The teacher examines multiple data points and makes changes to instruction and assessment based on the information. Additionally the teacher monitors the extent to which the changes result in enhances student learning. (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.	**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. **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.

	Student Growth 6.3 (Proficient) The teacher facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which this process enhances student learning.	**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. **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. **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.

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".	**2.3** (Proficient) The teacher organizes students and acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the level to which students apply and transfer the new knowledge. **8.3** (Proficient) The teacher participates in district and school initiatives at a level consistent with his or her talents and availability. (Distinguished) The teacher is a recognized leader in helping others be aware of and participate in district and school initiatives. **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.	**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. **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.
Teachers **identify key common academic vocabulary (Common Core Reading Standard #4)** by grade level/unit/course and progress monitor student growth.	**2.7** (Proficient) The teacher identifies important academic vocabulary specific to the lesson and makes students aware of the meaning of these terms. Additionally, the teacher monitors the extent to which students have internalized the meaning of these terms using their own background knowledge.	**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.

Students use Common Core target sheets **for Student-led Conferences**	**1.2** (Proficient) The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status. **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). **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. **Student Growth 6.1** (Distinguished) Establishes appropriate student growth goals(s) for students in collaboration with students and parents. These whole classroom goals align to school goals(s). Goals(s) identify multiple, high-quality sources of data to monitor, adjust and evaluate achievement of goals. **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. **7.1** (Proficient) The teacher communicates individual students' progress to parents/guardians in a timely and professional manner.	**7.1** (Proficient) Builds effective communication systems between home, community and school that are interactive and regularly used by students, school 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.