

Every Child a Reader and Writer
Principal’s Instructional Leadership Profile: Writing Workshop Focus

Component #1 - Working in a Standards-based System: Staff members use systems and processes that move students to agreed-upon levels of proficiency.

Structures to Support School-wide Practices	Evidence	Principal Behaviors	Principal Attitudes and Habits of Mind
<p>Staff Convenings: During staff meetings, professional development days and minimum days, the staff meets to further their progress in moving students toward standards-based goals. Convenings could include full staff, cross-grade level groups, project-centered groups, working and book groups.</p>	<ol style="list-style-type: none"> 1. In a significant portion of staff convenings, discussions are focused on student work and standards. 2. Professional development sessions assist teachers to unpack the <i>content standards*</i>, identify evidence of the standards in student work and plan a coherent curriculum. 3. Discussions of progress use standards-based tools (<i>standards, rubrics, benchmarks</i> and <i>anchor papers</i>). 4. Staff uses a cycle of reflection – informed by evidence from student work - to set school-wide goals and plan instructional next steps. 5. Groups make agreements about reporting progress to parents. 6. Staff systematically and fairly recognizes accomplishments and challenges, celebrating the accomplishments and making plans to address the challenges. 	<ol style="list-style-type: none"> 1. Prompts staff to maintain a focus on student learning, rather than a focus on teaching 2. Possesses extensive knowledge and provides guidance to teachers about effective practices (instruction, curriculum, assessment, classroom environment) 3. Makes a diligent, ongoing effort to understand the standards and to identify their presence or absence in student work at all grade levels 4. Continually monitors the effectiveness of curricular, instructional, and assessment practices 5. Sets and maintains a rigorous but reasonable calendar of staff activities 6. Identifies and provides resources which bring the ‘expert voice’ into convenings (books, consultants, teacher leaders with expertise in a given area, coaches) 7. Strategically guides staff to set high leverage short-term achievement outcomes that build momentum toward the focused effort. 8. Creates opportunities to celebrate staff and student progress along the way 9. Uses results and hard work as the basis for recognition 10. Fairly acknowledges group and individual challenges and uses them as opportunities to improve efforts toward the vision 	<ol style="list-style-type: none"> 1. Recognizes that individual teachers have different levels of skill and understanding 2. Strives to build on individual teacher’s strengths 3. Has the courage to ask the hard questions in ways that move the work and the learning forward 4. Is willing to devote time to thoughtful preparations for each gathering 5. Is open about what they don’t know, without using this lack of knowledge as an excuse to disengage
<p>Grade-level Teams: All teachers meet regularly in grade-level teams to engage in a continuous cycle of collaborative reflection, planning, teaching, assessing and revising.</p>	<ol style="list-style-type: none"> 1. Teams study <i>anchor papers</i> to come to a common understanding of each standard (How good is good enough?). 2. Teams look at student work together and share strategies for next steps. 3. Grade-level teams plan units of study based on grade-level standards and assessment/analysis of current student work. 4. Teams review district-adopted materials and other materials (i.e. mentor texts) to determine how best to use them in support of teaching the standards. 5. Teams share strategies for teaching students to reflect on their work and to identify strengths and set goals, using “<i>kid friendly</i>” <i>rubrics</i> and other tools and strategies. 6. Teams seek additional instructional strategies from knowledgeable sources (books, coaches, consultants). 7. Teams visit classrooms within or outside the school with the principal, use specific protocols to debrief, reflect and plan lessons based on the observation. 		