

AACPS Instructional Leadership Framework

Instructional Leadership Outcome	Evidence in Practice
1. Facilitate the Development of a School/Department Vision	<p>The administrator is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 1.1 A written school/department vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student 1.2 A process for ensuring that all staff members are able to articulate the vision 1.3 Procedures in place for the periodic, collaborative review of the vision by stakeholders 1.4 Resources aligned to support the vision
2. Align All Aspects of a School/Department Culture to Student and Adult Learning	<p>The administrator is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 2.1 Mutual respect, teamwork, and trust in dealings with students, staff, and parents 2.2 High expectations for all students and teachers in a culture of continuous improvement 2.3 An effective leadership team 2.4 Effective professional learning communities aligned with the improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning 2.5 Opportunities for leadership and collaborative decision making distributed among stakeholders, especially teachers 2.6 A recognition of the need for diversity in the workplace and sensitivity for a multicultural environment
3. Monitor the Alignment of Curriculum, Instruction, and Assessment	<p>The administrator is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 3.1 Ongoing conversations as to how state content standards, voluntary state curriculum and/or local curriculum, and research-based instructional strategies are integrated into daily classroom instruction 3.2 Teacher assignments that are purposeful and engaging 3.3 Student work that is rigorous and demonstrates new learning 3.4 Assessments that regularly measure student mastery of the content standards
4. Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers	<p>The administrator is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 4.1 A process to determine what students are reading, writing, producing, and learning 4.2 Use of student data and data collected during the observation process to make recommendations for improvement in classroom instruction 4.3 Formal feedback during observation conferences as well as informal visits, meetings, and conversations with teachers regarding classroom instruction 4.4 Regular and effective evaluation of teacher performance based on student learning 4.5 Identification and development of potential school leaders
5. Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction	<p>The administrator is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 5.1 Multiple and varied assessments that are collaboratively developed 5.2 Formative assessments that are a regular part of the ongoing evaluation of student performance and which serve as the basis for adjustments to instruction 5.3 Summative assessments that are aligned in format and content with state assessments 5.4 Appropriate interventions for individual students based on results of assessments
6. Use Technology and Multiple Sources of Data to Improve Classroom Instruction	<p>The administrator is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 6.1 Effective use of appropriate instructional technology by students, staff and administration 6.2 Regular use of the MSDE websites (Maryland Report Card and School Improvement) 6.3 Review of disaggregated data by student groups 6.4 Root cause analysis of student performance on school-wide data and decisions driven by those ongoing analyses 6.5 Regular collaboration among teachers on analyzing student work

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7. Provide Staff with Focused, Sustained, Research-based Professional Development	<p>The administrator is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 7.1 Professional development that is connected to school improvement goals and is results oriented 7.2 Opportunities for teachers to engage in collaborative planning and critical reflection during the regular school day (job-embedded) 7.3 Differentiated professional development according to career stages, needs of staff, and student performance 7.4 Personal involvement in professional development activities
8. Engage All Community Stakeholders in a Shared Responsibility for Student and School Success	<p>The administrator is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 8.1 Parents and caregivers who are partners in the education of their children, are welcome in the school, are encouraged to participate, and are given information and materials to help their children learn 8.2 Parents and caregivers who are active members of the school improvement process 8.3 Community stakeholders and school partners who readily participate in school life
9. Ensure and maintain a safe and orderly school	<p>The administrator is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 9.1 Procedures for the safe supervision of students 9.2 Expectations for behavior which are clearly articulated, consistently implemented, and regularly reinforced 9.3 A secure and safe physical plant through collaboration with other district departments 9.4 Effective collaboration with school and community security resources 9.5 Effective emergency plans that have been clearly articulated to all stakeholders
10. Provide a structural framework for the management and organization of an effective learning community	<p>The administrator is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 10.1 An organizational framework which supports effective use of time, space, technology, and human resources to promote instructional goals 10.2 An effective process for stakeholders' input in the organization and management of the learning community 10.3 Routines and procedures developed to promote school and district goals 10.4 The implementation of county, state and federal policies and regulations 10.5 Effective decision making strategies in place for the constructive management of issues
11. Identify areas for professional growth, acquire appropriate skills and information, and apply them	<ul style="list-style-type: none"> 11.1 Uses knowledge and skills gained from conferences, courses, and published material 11.2 Reaches into areas of knowledge other than education for creative solutions to problems 11.3 Demonstrates awareness of current events and cultural trends 11.4 Seeks AACPS services available to help increase personal effectiveness 11.5 Takes advantage of opportunities to learn from colleagues, students, parents, and the community 11.6 Appraises own effectiveness, using data from a variety of sources