Core Function → School Leadership and Decision Making

Effective Practice → Establish a team structure with specific duties and time for instructional planning

Indicator: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (5858)

Explanation: The Leadership Team drives the school's continuous improvement process, including the careful assessment and improvement of professional practice. The Leadership Team also reviews student learning data at key points in the year to make adjustments in the evolving plan. Setting annual learning goals enables the Leadership Team to know where it is headed and if it gets there. The goals include specific outcome targets for grade levels, subject areas, and student subgroups.

Questions: Does your Leadership Team set annual goals for student learning outcomes? Are the goals both reasonable and sufficiently challenging? How are the goals determined? Do the goals include goals for the whole school, grade levels, subject areas, and student subgroups?

In addition to student learning data, operational data help the Leadership Team monitor the functioning of the school's systems. These operational data include: (1) documents such as the school's policies and procedures, schedule, programs, and improvement plans; (2) evaluations of the school's programs; (3) observational data collected from classroom observations; (4) perceptions data such as surveys of teachers', parents', and students' perceptions about the school; and (5) proceedings of teams, including their agendas, minutes, and work products. The school improvement plan is a good beginning point to establish coherent streams of data to facilitate decision-making. For example, the school improvement plan might include an objective to improve reading achievement by adopting a strategy of reading across the curriculum. Professional development will be provided for teachers to improve their skills in teaching reading across the curriculum. Was the training provided? Who attended? How did the participants evaluate the effectiveness of the training? Do minutes of Instructional Team meetings show that teams carried the training into their discussions and plans? How does the school assess the degree to which teachers changed practices as a result of the training? How does the school determine the effectiveness of the changed practices? (Redding, 206).

In Charlotte Danielson's 2013 updated *Framework for Teaching*, in Standard # 6: Assessment Danielson stresses, "The educator understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making."

In her *The Framework for Teaching Evaluation Instrument: 2013 edition*, Danielson begins by listing the Framework's components that have been renamed since the last edition, including Component 1f, which was changed from "Assessing Student Learning" to "Designing Student Assessments." According to the Instrument, the elements of this component include:

• making sure assessments match learning expectations
• clearly defining expectations

- planning assessments for learning as part of the instructional process
- using the results of assessments to guide future plans
- Indicators include:
- Lesson plans indicating a correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

References and Resources

Danielson, C. (2013a). *Framework for Teaching: 2013 edition.* Princeton, NJ: The Danielson Group.

Danielson, C. (2013b). *The Framework for Teaching Evaluation Instrument: 2013 edition*. Princeton, NJ: The Danielson Group.

Redding, S. (2006). *The mega system: Deciding, learning, connecting.* Lincoln, IL: Academic Development Institute. Retrieved from www.adi.org. See Download ADI Publications.