

Danforth Core Competency 2 – *Building Instructional Capacity: Improves instructional quality and support teacher learning for equitable practice (Guaranteed as of June 2014)*

Aligned with Washington State/ISLLC Standard 2: Instructional Improvement: A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading through advocating, nurturing, and sustaining district/school/program cultures and coherent instructional programs that are conducive to student learning and staff professional growth.

Rubric Process: Evaluate coursework products, internship observation(s) &/or portfolio artifacts for evidence. Begin at Knowledge. If there is evidence of all indicators at this level, move to next level (Application) and so on. It is the intent to develop each Danforth graduate to at least the In Practice/Collaboration with Others level.

Element	Knowledge	Application	In Practice/Collaboration With Others (EXIT EXPECTATION)	Cultivation of Leadership in Others
2.1 Nurture & Sustain Student Learning	___ Demonstrate understanding that student learning is the fundamental purpose of schools. Identify features of organizational cultures promoting student learning and explain the purpose of alignment of curriculum, instruction and assessment with state and local standards (WA Res 2.1, adjusted)	___ Analyze current school and/or district plan for coherence and alignment of curriculum, instruction and assessment with state and local standards (WA Res 2.2)	___ Support in practice the school/district Improvement Plan and work toward alignment of curriculum, instruction and assessment with state and local standards (WA Pro 1.2)	___ Builds capacity with others to engage with teachers, students and parents from diverse racial, ethnic, cultural, and language groups to cooperatively promote the success of all students. (WA Pro 1.2)
2.2 Observes & Analyzes Instruction	___ Identifies and describes elements of culturally responsive, learner-focused teaching that supports student learning such as coherent curriculum, pedagogy, assessment, learning environment, student engagement and culturally responsive practices. (DF 2014)	___ Identifies look fors, conducts learning observations, scripts notes, and applies a research-informed teaching and learning framework to analyze strengths and areas of growth in observed lessons. (DF 2014)	___ Conducts observations of individual teachers/teacher candidates: identifying look fors, learning observations, scripting notes, and applying a research-informed teaching and learning framework to analyze strengths and areas of growth in observed lessons. (DF 2014)	___ Builds capacity of others to conducts observations of individual teachers/teacher candidates: identifying look fors, learning observations, scripting notes, and applying a research-informed teaching and learning framework to analyze strengths and areas of growth in observed lessons.

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2.3 Analyzes Learning Outcomes	__ Demonstrates knowledge of Common Core State Standards (CCSS), Next Generation Science/Social Studies Standards, State Standards, and other appropriate standards etc. (DF 2014)	__ Analyzes learning outcomes based on student learning experiences, assessments and student work products for alignment to appropriate standards. (DF 2014)	__ Facilitates and supports staff in the implementation of effective instruction and assessment practices; has deep and thorough knowledge and understanding of best practices in instruction and assessment aligned to standards (AWSP 5.1 & 5.3 Proficient adjusted)	__ Builds capacity of building level and/or central office personnel to identify patterns and trends and make recommendations for differentiated supports to improve student learning aligned with appropriate standards including developing, deploying and monitoring student growth plans (AWSP 5.2 Proficient)
2.4 Composes & Delivers Targeted Feedback	__ Describes the need to acknowledge and set aside personal bias and identifies the elements of clear, written and oral feedback that is evidence-based. (DF 2014)	__ Composes clear written and oral feedback that is evidence-based and aligned to targeted learning needs. (DF 2014)	__ Communicates clear written and oral feedback that is evidence-based and includes data evidence to support claims, aligned to targeted learning needs and helps to inform practice. (AWSP 5.4 Proficient adjusted)	__ Builds capacity in others to compose, communicate and implement clear written and oral feedback that is evidence-based and aligned to targeted learning needs and helps to inform practice. (DF 2014)
2.5 Leads Collaborative Processes	__ Describes sources of learning outcome evidence and school/organizational context such as deployment of standards, current professional development, pacing guides, curriculum, to derive look fors and targets for practice. (DF 2014)	__ Calibrates observations with other observers by collaboratively identifying look fors, conducting learning observations, scripting notes, and applying a research-informed teaching and learning framework to analyze strengths and areas of growth in observed lessons to identify learning needs. (DF 2014)	__ Fosters collaboration in practice through one or more experiences leading peer observations, lesson study cycle, learning walks and action planning aligned to identified learning needs and professional practice. (DF 2014)	__ Builds capacity with others to engage in instructionally focused dialogue to assess instructional practice and apply a research-informed teaching and learning framework that identifies strengths and areas of growth in observed lessons. (DF 2014)

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2.6 Designs & Delivers Effective Professional Learning	__ Explains connection between, and need for quality of, student learning outcomes and professional learning goals. Describes critical characteristics of culturally responsive teaching and Identifies elements of adult learning theory that support effective professional learning, (WA Res 2.3 adjusted)	__ Analyzes multiple forms of evidence/data to identify patterns and trends within and across classrooms from observations and examination of student learning outcomes to inform culturally responsive professional learning and development for individuals and groups. (WA Res 2.3 adjusted)	__ Designs, delivers and reflects upon outcomes of culturally responsive professional development that incorporates adult learning strategies and support individual and group learning needs aligned to identified student learning outcomes and linked to the organization’s vision. (AWSP 6.2 adjusted)	__ Use a continuous cycle of analysis to create and monitor culturally responsive professional development systems that have a positive impact on student learning. Take responsibility for supervising and coaching staff to ensure only effective educators and support staff are in the classroom. (WA Pro 2.3 and AWSP 6.2)
2.7 Creates Collaborative Structures for Professional Learning	__ Explores professional development that incorporates collaborative structures for problem-solving and collaborative product development such as lesson plans, unit assessments, inquiry cycles, etc. (DF 2014)	__ Designs plans which utilizes collaborative structures for problem-solving and collaborative product development such as lesson plans, unit assessments, inquiry cycles, etc. (DF 2014)	__ Offers professional development that incorporates collaborative structures for problem-solving and collaborative product development such as lesson plans, unit assessments, inquiry cycles, etc. (DF 2014)	__ Support staffs' capacity to analyze student learning data in order to establish school/program goals and associated professional development. Use cycle of inquiry-identified area(s) of professional growth within the staff evaluation process. (WA Pro 2.3)

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<p>2.8 Connects Evaluation to Growth</p>	<p>___ Understands the Washington teacher and principal evaluation criteria, four-tiered performance rating system, and the preferred instructional and leadership frameworks used to describe the evaluation criteria including self-assessment, goal setting, and reflective practices; evidence gathering over time; classroom observation skills; bias training; rater agreement on the four-tiered system (WA Res 2.2)</p>	<p>___ Uses student growth data and multiple measures of performance to develop classroom teacher and principal support plans aligned to criteria from a selected state teacher evaluation and specific to evidence-based needs. (WA Res 2.2)</p>	<p>___ Develops and support implementation of learning plan(s) specific to evidence-based individual needs, may employ digital media examples or actual practice. (DF 2014)</p>	<p>___ Establish processes through which research-based, culturally responsive instructional strategies, and cycles of inquiry are implemented to improve instructional practice and student learning. (WA Pro 2.2)</p>
<p>2.9 Applies Policies</p>	<p>___ Demonstrates knowledge of state and district policies and Collective Bargaining Agreements as related to evaluation. (DF 2014)</p>	<p>___ Analyzes evaluation scenarios and identifies possible approaches in view of state and district policies and Collective Bargaining Agreements (DF 2014)</p>	<p>___ Interprets and applies state and district policies and Collective Bargaining Agreements as related to evaluation. (DF 2014)</p>	<p>___ Engages with others to collaboratively develop individual learning and/or growth plans that adhere to legal requirements and district collective bargaining agreements. (DF 2014)</p>

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Danforth Core Competency 5 – Driving Improvement with Data: Utilizes data to influence, build urgency, identify problems of practice, and provide actionable feedback

Aligned with Washington State AWSP Principal Evaluation 3 Planning with Data: Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.

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5.1 Recognizes and seeks out multiple data sources	__Seeks multiple sources of data to guide decision making; knowledge of what constitutes valid and reliable sources of data and data integrity such as state, district and building level student learning, teacher practice, organizational health, attendance, discipline, teacher retention, program enrollment, SAT/ACT, college readiness, graduation rates, interviews, focus groups, community walks, student shadowing, etc. (AWSP 3.1 Basic)	__Through coursework, systematically collects valid and reliable data from at least three sources to be used in problem solving and decision making; (AWSP 3.1 Proficient)	__Through practice, systematically gathers and shares with others data on grades, attendance, behavior and other variables to inform efforts (AWSP 3.1 Proficient)	__Builds capacity with others to develop and use 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 and valid data (Modified AWSP 3.1 Distinguished)

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5.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts	___Recognizes information as data, identifies and understands numerous data analysis methods (modified AWSP 3.2 Basic)	___Analyzes at least 3 years of data including state, district, school and formal and informal classroom assessments; interprets available data at the subscale level to make informed decisions about strengths and areas of need (AWSP 3.2 Proficient) ___Conducts and interprets equity audits of teacher quality, program quality and student performance. ___ Designs visual representations and processes to communicate analysis.	___Leads others in data interpretation, analysis, and communication; ex: provides teacher teams with previous year’s data and asks them to assess students’ current needs (AWSP 3.2 Proficient)	___Builds capacity of staff to understand and use their data for improved teaching and learning; practices a high standard for data reliability, validity and fairness and keeps these concepts in the forefront of conversations with staff (AWSP 3.2 Distinguished)

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<p style="text-align: center;">5.3 Implements data driven plan for improved teaching and learning (Inquiry)</p>	<p>__Identifies and understands processes for developing a data driven plan for improved teaching and learning that addresses stakeholder involvement and ongoing evaluation. (AWSP 3.3 Basic)</p>	<p>__Develops a data driven plan for improved teaching and learning that intentionally addresses stakeholder involvement, ongoing monitoring and evaluation and models data-driven conversations (AWSP 3.3 Basic)</p> <p>DF Inquiry Process: analyzing data, surfacing claims, gathering evidence, generating additional data sources, examining research-informed approaches, setting goals, establishing success criteria, designing and enacting action plans, evaluating outcomes and monitoring and adjusting in future cycles</p>	<p>__Through a collaborative inquiry process (see application), creates and deploys a clearly articulated plan that includes action steps and progress monitoring strategies, strategies in the plan are directly aligned with the data analysis process and are research based; leads ongoing review of progress and results to make timely adjustments to the plan (AWSP 3.3 Proficient)</p>	<p>__Creates a school or program 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 (AWSP 3.3 Distinguished)</p>

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<p>5.4 Assists staff to use data to guide, modify and improve classroom teaching and learning</p>	<p>__Identifies multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction (AWSP 5.4 Basic)</p>	<p>__Compiles and analyzes multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction (AWSP 5.4 Basic)</p>	<p>__Collaborates with and assists others to compile and analyze multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction (AWSP 5.4 Basic)</p>	<p>__Builds capacity with others to use multiple types of data to reflect on effectiveness of lessons, 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; (AWSP 3.4 Proficient)</p>

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