



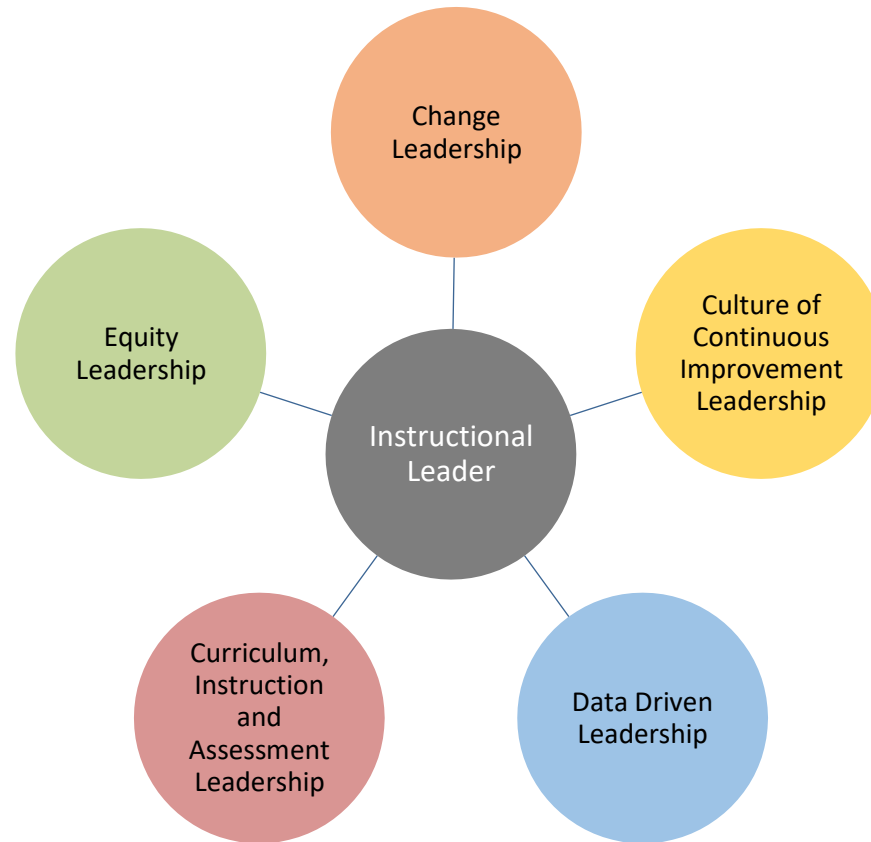
California  
Charter Schools  
Association

## **Instructional Leadership Framework (ILF)**

This Instructional Leadership Framework (ILF) was developed by the CCSA staff and consultants in 2017. It was designed to be a tool for leaders of new charter schools, outlining strategies to help leaders focus on instructional leadership and support strong student outcomes, even as new school leaders struggle with operational challenges. The ILF is not intended to be a definitive source of effective instructional leadership practices, but rather a compilation of key indicators and leader behaviors.

The ILF was created in conjunction with The Mentor Project, a year-long Federally funded program connecting veteran charter leaders with leaders of newly opened charter schools. Some references within the ILF refer to tools used by participants in The Mentor Project. Beyond those references however, the ILF's domains and indicators can be used outside of a mentoring context by any school leader interested in furthering their school's emphasis on instruction.

## CCSA INSTRUCTIONAL LEADERSHIP FRAMEWORK



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The framework is intended to help leaders of new charter schools remain focused on instructional leadership and build capacity of others within their school community to increase the production of strong student academic outcomes. The framework is not intended to be a definitive source of effective instructional leadership practices, but rather a compilation of key indicators and leader behaviors to guide charter leaders of new schools towards greater student outcomes and a successful first term charter renewal. CCSA anticipates continuing to build out this framework with the lessons learned from both mentor and mentee participants in this project in the year ahead.

### Organization of the Framework

**Domains** - The framework is organized within 5 domains of instructional leadership and contains the following information:

**Indicator** – The overarching leadership behavior that is desired to maintain an instructional leadership focus. Indicators are not intended to represent all the standards of effective school leadership but are targeted specifically to those research-based instructional leader behaviors that support strong academic outcomes.

**Several Examples of Effective Leader Behavior**- Specific examples of how the indicator could be observable in an instructional leader's behavior or action. *They are not intended to be comprehensive* but rather illustrations to support the start of a discussion between the mentor and mentee.

**Several Examples of School Evidence of Practice**- Artifacts and tools, common procedures, systems of learning, and norms of behavior that are observable, measurable, and regularly monitored for effectiveness. *They are not intended to be comprehensive* but rather illustrations to support a discussion between the mentor and mentee.

**Additional Reading and Resources**– A non-comprehensive list of professional reading and resources found at the end of the document that link the identified Indicator, Leader Behavior or School Evidence of Practice to student achievement. The numbers located below the Indicators are linked to the numbers in the reading and resource section located at the end of the document.

### **Instructional Leadership Framework Discussion Questions:**

After each domain, you will find a set of questions to guide a discussion between the mentor and the mentee. Additional directions for guiding a conversation of each domain, along with other information regarding the Instructional Leadership Framework and its use may be found in the CCSA Mentor Guide. The first four questions given in each domain's discussion guide are a starting point for the conversation in each domain. Question number 5 may require time by the mentee outside of meeting time with the mentor to craft an initial action plan with outcomes and next-steps. Future sessions should be focused on the progress of the mentee toward the desired action plan targets and evidence of measurable change. **Please use your online Monthly Discussion Organizer to respond to these questions. Do not write your responses into this document directly.**

## DOMAIN 1: CHANGE LEADERSHIP

Establish a clear and rigorous stakeholder developed mission and vision linked to every program in the school. Confront the reality of student achievement regularly as it relates to this mission and vision. Respond with urgency to achieve greater alignment and increased student achievement results.

| Indicator   | <b>Several Examples: Effective Instructional Leader Behavior</b>  | <b>Several Examples: School Evidence of Practice</b>  |
|---|---|---|
| <p>1.1 Mobilizes a clear and compelling mission and vision that drives academic achievement and important student outcomes.</p> <p><i>Numbers below each indicator match to the numbers in additional resources at the end of the ILF and may be used for further professional reading.</i></p> <p>1, 2</p> | <p>The Instructional Leader (IL) provides time and places a priority and value on the development of a vision with stakeholders to drive significant academic outcomes.</p> <p>The IL holds the vision and mission front and center for the school community by sharing beliefs during stakeholder meetings, professional development, and meetings about student success.</p> <p>The IL encourages and supports behaviors, innovations, program development, and student interventions that explicitly move the school achieving toward its mission and vision.</p> <p>The IL regularly advances and celebrates stakeholder actions, illustrating that the mission and vision are taking hold in the school community beyond the IL.</p> | <p>Artifacts such as co-created charts, agendas, and school marketing info clearly demonstrate stakeholder input to the school's mission and vision.</p> <p>Until the mission/vision has taken firm hold, all meetings start and end with their stated connection to the mission and vision.</p> <p>It is natural to hear content or grade level teachers discuss how an intervention would support a sub-group of students achieve the mission.</p> <p>Parents, students and staff can speak about the school's mission and vision at a new student enrollment night.</p>  |
| <p>1.2 Maintains action-oriented leadership focused on student achievement that ensures urgent progress towards the school's goals.</p> <p>3-5</p>  | <p>The IL ensures that desired student outcomes are clearly articulated throughout the organization.</p> <p>The IL promotes goal setting associated with desired student outcomes. The goals are compatible to the school's mission/vision and are determined by known data about both academic and non-academic student factors.</p> <p>The IL has a regular method for monitoring the status of the school's progress toward the desired student outcome goals.</p> <p>The IL considers stakeholder input thoughtfully before taking purposeful action with deliberation and a sense of urgency.</p> <p>The IL ensures a consistent school wide message that nothing is as important as student learning.</p>                           | <p>The monitoring systems of schoolwide and student level outcomes indicate that the school is showing continued growth toward their schoolwide academic goals. The data is shared with all stakeholders in the learning community.</p> <p>The LCAP is a living document that reflects the goals of the school, as well as the structures and monitoring systems that will lead toward those goals.</p> <p>After intervention program decisions are made, new student data surfaces and a grade level team implements a new intervention for effected students based on the data. The time from initial discussion between the IL and teachers to implementation of the new program is one to two weeks.</p> <p>Staff are resilient and embrace change, understanding that pursuit of student goals is the north-star of all strategic decisions.</p> |

**DOMAIN 1: CHANGE LEADERSHIP (Cont.)**

| <b>Indicator</b>  | <b>Several Examples: Effective Instructional Leader Behavior</b>  | <b>Several Examples: School Evidence of Practice</b>  |
|---|---|---|
| <p>1.3 Engages in courageous and challenging conversations to keep the learning community focused on what the current data indicate about student growth and progress to the achieving the mission and vision.</p> <p>6- 11</p> | <p>The IL poses difficult questions that assess as well as advance thinking of stakeholders. Conversations are focused according to school monitoring systems to achieve its vision or goals for any of its students.</p> <p>The IL immediately addresses issues where there is a lack of alignment with staff actions, current data, programs in place and the vision and mission of the school.</p> <p>The IL has an open-door policy with teachers and staff or everyone knows the times the IL welcomes open conversation.</p> <p>The IL publicly draws attention to all equity gaps that exist for students until there is a plan in place that addresses them. The IL does not shy away from conversations about race as they impact student success at the school.</p> | <p>The staff engage regularly in discussions about why current data trends indicate student growth has stalled.</p> <p>It is common practice for the IL to ask a teacher to drop in after school or during a planning time to discuss and collaborate on issues that the IL perceives may be counter to the mission.</p> <p>All staff and students feel comfortable to talk to the IL about issues that staff or teachers see impacting student’s success. They feel their input is valued.</p> <p>The staff engages in a school wide book club reading of a title related to the impact of race and culture on pedagogy and school culture. A deep dialogue about what classroom practices and pedagogy best support the needs of the diverse learners in their classrooms takes place.</p>  |
| <p>1.4 Holds self and staff accountable to maintain high expectations and achieve learning goals.</p> <p>12</p>   | <p>The IL clearly and consistently demonstrates high expectations for self and communicates high expectations for faculty and students.</p> <p>Through modeling and personal commitment to excellence the IL Inspires others to pursue their highest performance.</p>   | <p>All stakeholders demonstrate personal commitment to achieving the school’s results.</p> <p>A solution-oriented culture of no blame, no shame, and no excuses abounds.</p> <p>Teachers design their own individual learning plan. It is centered on their personal areas of growth needed in relation to school wide goals and student needs.</p>   |
| <p>1.5 Shapes and re-shapes good ideas to build capacity and ownership.</p> <p>3, 13, 14</p>  | <p>The IL uses data and a strategic plan to determine action.</p> <p>The IL adjusts actions based on emerging data.</p> <p>The IL motivates and influences staff and students to invest their passion and energy to achieve results.</p> <p>The IL crystalizes and articulates new ideas from others and supports emerging solutions.</p> <p>The IL has a process for continually identifying and building capacity of key staff to lead the academic work, ensuring their ability to continue in the event of IL’s absence.</p>  | <p>The school completes an annual strategic plan with stakeholder input that lives in the LCAP, is based on data, and demonstrates a direct relationship between student need and actions.</p> <p>The IL calls an impromptu data meeting where appropriate stakeholders look for creative ways to deal with issues the emerging data reveals.</p> <p>The classified staff come to the IL to propose a program where they believe mentoring at-risk students in academics and behavior would support the school wide academic goals.</p> <p>Classified and certificated staff and parents express to a WASC committee the authentic ways in which their input is implemented and honored at the school toward achieving school wide goals.</p> <p>Grade level, content or academic team meetings are formed and led by one key teacher leader at each grade level or content area chosen by the IL. The IL meets with this group regularly to support development of their leadership.</p> |

## Domain 1: Change Leadership

### *Discussion Questions Leading to Mentor & Mentee Action Plan*

#### **Focus:**

- Establish a clear and rigorous mission and vision that is foundational to every program in the school and developed with stakeholders.
- Confront the reality of student achievement regularly as it relates to this mission and vision.
- Respond with urgency to achieve greater alignment and increased student achievement results.

#### **Discussion Questions:**

1. **Vision:** Tell me about your vision and mission for your school. What do you believe leads to improved student achievement?
2. **Current reality:** What evidence do you have that your daily leadership actions are focused on student achievement and lead to high expectations for students? How do you hold your staff accountable to achieving the vision and mission?
3. **Identify the gap:** What are the greatest obstacles to implementing your vision and mission leading to improved student achievement? What's in place that you can build on?
4. **Going deeper in the domain:** Potential questions to explore/support further- Are there courageous conversations that are difficult for you to engage in? What strategies are you using to overcome your difficulty in having these critical conversations? How would you describe your sense of urgency regarding improved achievement? What are some examples of how you are keeping positive pressure on continuous improvement for student outcomes? What help would you like with courageous conversations? What help would you like with communicating a clear set of beliefs about instructional improvement? How can we develop your leadership voice? How are you creating a sense of urgency and where would you like support?
5. **Next Steps:** After the conversation and a possible walk-through, collaboratively determine an action plan focused on specific indicators, with targets, how change will be measured and clear next steps.

## DOMAIN 2: CULTURE OF CONTINUOUS IMPROVEMENT LEADERSHIP

Create a collaborative, academic result-orientated culture with teaching and learning at the center. There is mutual accountability for student learning. Innovation is encouraged, adult professional growth is valued and aligned to school wide goals and student need.

| <b>Indicator</b>   | <b>Several Examples: Effective Instructional Leader Behavior</b>  | <b>Several Examples: School Evidence of Practice</b>  |
|--|---|---|
| 2.1 Sustains a focus on a clear set of shared beliefs for the improvement of teaching and learning.<br><br>3, 15-18  | The IL communicates a vision for and value of ongoing improvement of teaching and learning.<br><br>The IL demonstrates enthusiasm and optimism that the mission and vision are attainable.<br><br>The IL engages the staff in discussion and learning on growth-mindset.  | Every staff member is engaged in professional learning that is aligned to improved outcomes for students.<br><br>Teachers come to see the IL model a lesson that is difficult, see the IL teach their own class on a regular basis, and have real discussions about what is possible in teaching and learning.<br><br>Professional development time is allocated to examine how the academic culture of the school demonstrates a growth-mindset. |
| 2.2 Facilitates collaborative studies of pedagogy that result in improved learning for students.<br><br>4, 5, 19, 20 | The IL creates structures for analysis of student work, lesson study, cycles of inquiry in effective classroom practice, and (peer) coaching that lead to increased student achievement.<br><br>The IL ensures the culture of the school reflects teaching and learning priorities.   | Groups of teachers discussing possible pedagogical moves that will improve student achievement and evaluate decisions.<br><br>Teachers observe each other's teaching and give each other feedback in defined areas. Teachers are comfortable with others observing their practice and seek out feedback to continually improve.   |
| 2.3 Engages as the lead learner<br><br>4   | The IL actively participates in schoolwide professional- learning.<br><br>The IL seeks out their own professional development as an instructional leader.<br><br>Because the IL is developing leadership capacity in others, the IL models how to leave a site for short periods of time or get professional learning outside the school day and bring back new learning to benefit the school community. | The IL learns new pedagogy, content, and use of data along-side teachers, to both learn and lead the work.<br><br>The leader is an avid professional reader and often shares what they are learning with appropriate staff or the school community.<br><br>A teacher asks to attend a training the IL attended on CCSS scaffolding for EL learners to implement in his/her own classroom practice.  |
| 2.4 Creates opportunities for shared leadership to continuously improve results.<br><br>4, 15, 21, 22                | The IL provides continuous opportunities for staff to develop leadership qualities and builds capacity in others to lead the instructional work.  | There are agendas and notes that demonstrate leadership opportunities taken by staff.<br><br>There are logs or notes on coaching.<br><br>There are multiple communities of adult learners in the school at one time.  |

## Domain 2: Culture of Continuous Improvement Leadership

### *Discussion Questions Leading to Mentor & Mentee Action Plan*

#### **Focus:**

- Create a collaborative, academic result-orientated culture with teaching and learning at the center.
- Cultivate mutual accountability for student learning.
- Encourage innovation and adult professional growth, valued and aligned to school wide goals and student need.

#### **Discussion Questions:**

1. **Vision:** How is continuous learning and mutual accountability supported by the current culture of your school?
2. **Current reality:** How are you engaged in continuous learning? How are you building instructional leadership capacity at your school? What collaborative structures are in place to improve teaching and learning (Examples-lesson study, analyzing student work, classroom observation)? What feedback are you giving to teachers after classroom observations? How are teachers being coached to improve their instruction?
3. **Identifying the gap:** What is helping and hindering teachers having collaborative time? What results are you seeing from collaborative time provided to teachers?
4. **Deeper dive in the domain:** How are the professional growth activities for teachers aligned to your school-wide goals? How are teachers demonstrating growth mindset in their own learning? What support do you need to design a lesson study or analyze student work? What amount of improvement do you expect to see in your teachers this year? What is the connection between pedagogy or curriculum?
6. **Next Steps:** After the conversation and a possible walk-through, collaboratively determine an action plan focused on specific indicators, with targets, how change will be measured and clear next steps.



### DOMAIN 3: DATA DRIVEN LEADERSHIP

Every decision toward achieving the academic mission and vision for students is based upon multiple sources of formative and summative student data.

| Indicator  | <b>Several Examples: Effective Instructional Leader Behavior</b>   | <b>Several Examples: School Evidence of Practice</b>   |
|--|--|--|
| 3.1 Recognizes and seeks out multiple data sources to direct improvement efforts<br><br>23-25                        | The IL ensures that the school uses multiple sources to: assess student achievement; monitor the growth of students toward charter renewal outcomes and requirements; and support teachers' instruction.   | Teachers regularly analyze real-time data (exit tickets, assessments, writing samples, conferring notes etc.) to differentiate instructional decisions to meet the needs of all students.<br><br>There is teacher and student buy-in and understanding of the importance of norm-referenced and standards-aligned interim assessments administered at appropriate intervals in the school year. Results are analyzed quickly to determine action needed.   |
| 3.2 Assists staff to regularly analyze student work and use data to improve teaching and student learning.<br><br>26 | The IL coordinates vertical and horizontal team meetings to review student progress and to ensure teacher understanding of the progression of common standards<br><br>The IL presents data of current student progress to the governing board with a plan to increase student achievement  | Notes and copies of student work are analyzed using common rubrics<br>Implementation of newly acquired instructional strategies is evident during classroom observations<br><br>Records of improved student learning are maintained.<br><br>Monthly data meetings focus on the progress of all subgroups.<br><br>Teachers contribute input for the board report demonstrating what they are doing with students in response to data. It is not uncommon for a specific teacher's efforts toward increasing student outcomes be highlighted for the governance board. |
| 3.3 Measures impact with specific goals and indicators.<br><br>27  | The IL ensures data systems are in place that provide status toward school wide academic goals.<br><br>The IL ensures staff understand and use data for improved teaching and learning.<br><br>The IL practices a high standard for data reliability, validity and fairness and keeps these concepts in the forefront of conversations with staff. | The school's assessments for academics are standards-aligned.<br><br>There are both long term and short term data driven action plans where results are monitored for next steps.<br><br>Whenever it is appropriate, the school launches new learning or new programming after analysis of data shows unmet student needs  |

## Domain 3: Data Driven Leadership

### *Discussion Questions Leading to Mentor & Mentee Action Plan*

#### **Focus:**

- Every decision made to achieve the academic mission and vision for students is driven by accurately analyzed formative and summative student data from multiple sources.

#### **Discussion Questions:**

1. **Vision:** How does data inform instruction and meet the needs of your students? What data are you using to improve instruction and student achievement? How do you monitor student progress? How are you reporting the data you are monitoring, to what audiences and for what purpose? How will you maximize data use at the time of your charter renewal?
2. **Current reality:** How are data used to build action plans? What data do you use and how frequently do you and your teachers look at student work or assessments? What do you do with the information you gather about students?
3. **Identifying the gap:** What is helping and hindering the use of data to inform your teachers' practice? What kind of data system would create momentum toward your student outcome goals?
4. **Deeper dive in the domain:** How do your teachers know how to use both formative and summative assessment data? How do you analyze student work? How do you create assessments that align with your beliefs about teaching and learning? What support do you need in determining what data to use and how to use it? What resources would be helpful for monitoring student practice in math and literacy?
5. **Next Steps:** After the conversation and a possible walk-through, collaboratively determine an action plan focused on specific indicators, with targets, how change will be measured and clear next steps.

## DOMAIN 4: CURRICULUM, INSTRUCTION AND ASSESSMENT LEADERSHIP

Knowledgeable and deeply involved in the process of adopting a standards-based core curriculum that best meets the needs of students and is aligned with the school's mission and vision. Builds a deep understanding of the rigorous pedagogy required with state standards. Understands the need for coherence of the curriculum, instruction, assessment and professional learning to facilitate increased student outcomes.

| Indicator  | <i>Several Examples: Effective Instructional Leader Behavior</i>   | <i>Several Examples: School Evidence of Practice</i>  |
|--|--|---|
| 4.1 Assists staff in aligning curriculum and assessment to state standards and best instructional practices.<br>18                   | The IL ensures there is a system in place for on-going alignment of lessons and school wide learning outcomes that are backwards planned from standards and align to how students are being assessed.  | Learning targets reflect state standards or a higher rigor level (IB, AP, etc.). Formative assessments are used to inform student progress toward the curriculum being taught allowing for real-time shifts in teaching and learning.   |
| 4.2 Bases quality teaching and learning on an instructional framework and standards.<br>5, 28  | The IL has a deep knowledge of instruction and does not abdicate his/her responsibility to publishers and curricula material.<br><br>The IL values and cultivates teacher innovation, effectiveness and expertise.   | Staff has a deep knowledge of standards and instructional best practices. They feel comfortable to take risks that address complex learning issues in their classrooms.<br>It is common for the IL to sit in on teacher grade level or content lesson planning meeting as a collaborator. It is common for the IL to meet with individual teachers as they plan for their lessons as a thought partner.<br>Teachers regularly unpack standards to design lessons and assessments. |
| 4.3 Clearly communicates, and guides effective instructional practices which lead to continuous improvement of student outcomes<br>5 | Meets with staff regularly to discuss effective teaching strategies and determines professional development based on student needs, teacher needs, classroom observations and student outcome data.  | Teachers videotape and self-reflect on their attempts to implement new instructional methods learned during professional development in a low-risk environment.   |
| 4.4 Provides job- embedded professional development.<br>29   | The IL ensures professional development is about instructional practices and content knowledge that support a common vision of quality teaching and learning.<br>The IL adjusts master schedule and budget to allow for common teacher planning time.  | Weekly professional development is provided to teachers to address the specific needs of students and teachers. The staff demonstrates knowledge of skills learned through professional development.<br>Grade level and content level teachers are provided common planning time.   |
| 4.5 Monitors instruction and assessment practices through classroom observations and rigorous, timely & focused feedback.<br>30-33   | The IL develops and uses observable systems and routines for regularly monitoring instruction and assessment (no less than once per week in each classroom of the school).<br>The IL regularly monitors effective instruction and assessment practices.<br>The IL reflects on and adjusts systems of observation and feedback as needed. | Focused feedback and support leads to improved instruction and student achievement seen in school wide assessments.<br><br>The school instructional walkthroughs are focused on agreed upon school-wide teaching and learning goals (based on current outcomes).<br>There is teacher self-reported and IL observed improvement in teacher practice as a result of feedback to the teacher.  |
| 4.6 Evaluates staff in use of effective instruction and assessment practices.<br><br>34, 35  | The IL evaluates staff reliably and validly based on a common vision of quality teaching and learning as found in the instructional framework and quality standards<br><br>The IL regularly observes lessons, asks questions of both teachers and students, looks at student progress and provides supports for teacher growth.          | Teachers are given more than one way in which to have their teaching effectiveness evaluated which is aligned to the mission and vision of the school.<br><br>Teachers seek out feedback from visits to their classroom, having a deep desire to produce high level learning results in their students.   |

## Domain 4: Curriculum, Instruction and Assessment Leadership

### *Discussion Questions Leading to Mentor & Mentee Action Plan*

#### **Focus:**

- Adopts a standards-based core curriculum that best meets the needs of students and is aligned with the school's mission and vision.
- Curriculum and instructional decisions are based upon knowledgeable and deeply involved decision-making process.
- Builds a deep understanding of the rigorous pedagogy required with state standards. Understands the need for coherence of the curriculum, instruction, assessment and professional learning to facilitate increased student outcomes.

#### **Discussion Questions:**

1. **Vision:** What do you believe about quality teaching and learning? How do you provide support to your teachers and monitor the alignment of curriculum, instruction and assessment?
2. **Current reality:** How do your teachers describe high quality teaching and learning? Do they know what you believe? How does your vision of good teaching help meet the needs of your students?
3. **Identifying the gap:** How could your teachers develop and use a common vision of teaching and learning aligned with your vision? What professional development and feedback do you give your teachers that address this common vision? How do you monitor the improvement of teacher classroom practice? Are you able to engage in the continual monitoring of classroom practice?
4. **Deeper dive in the domain:** What do you and your teachers know about the state standards and how to plan standards-based lessons? What are the authentic ways (pedagogy) that students learn? Where is there coherence across your curriculum, instruction and assessment? What support do you need to better understand and unpack the standards in math and literacy? What resources would be helpful for planning targeted professional development? Would you like more information of how to align curriculum, instruction and assessment?
5. **Next Steps:** After the conversation and a possible walk-through, collaboratively determine an action plan focused on specific indicators, with targets, how change will be measured and clear next steps.

## DOMAIN 5: EQUITY LEADERSHIP

Understands the critical responsibility to provide a safe, culturally responsive teaching and learning environment for all students and staff at the school. Relentless in closing achievement gaps through improvements in the school's academic and behavioral culture. Works to improve the achievement of any group of students with disparate learning outcomes.

| Indicator   | <b>Several Examples: Effective Instructional Leader Behavior</b>  | <b>Several Examples: School Evidence of Practice</b>   |
|---|---|--|
| 5.1 Acknowledges and owns the achievement gap for all subgroups.<br>36                                  | The IL Identifies learning gaps early using data and, with the collaboration of stakeholders, constructs a plan to address each gap.  | All staff know how students perform by subgroups.<br><br>Conversations during professional learning reflect ownership of student outcomes and improvement efforts without blame.   |
| 5.2 Identifies barriers to achievement and seeks help in closing the gap.<br><br>37-39                  | The IL demonstrates complete knowledge and understanding of the factors that create achievement gaps and aggressively seeks out additional knowledge, which they make public.<br><br>The IL ensures that teachers have access to professional development that supports cultural, gender and race sensitivity issues as they impact student learning. | Even when uncomfortable, the school community is not afraid to discuss issues of race as they impact the learning of students of color. Teachers have courageous conversations about factors that impact the learning of English Learners, students with disabilities, students who have experienced trauma and low income students.<br>A group of grade level teachers asked how they can ensure that their cultural bias is not inadvertently getting in the way of the ability of their students to learn from them.<br>There are partnerships with parents and community members to bridge cultural understanding and responsiveness for all staff |
| 5.3 Demonstrates a commitment to closing the achievement gap.<br><br>40, 41                             | The IL accepts responsibility for achievement gaps in the school.<br><br>The IL ensures achievement data is used by all stakeholders to better target efforts toward closing the gaps that exist.   | Any analysis of assessments, intervention strategies, student progress and adjustments are made by prioritizing the closing of existing student achievement gaps.<br>The school logs in sub-group data to their norm-referenced assessment system to ensure they get results by whole school, grade level, classroom and sub-groups of students.<br>Intervention is tiered, appropriate and progress is monitored to ensure success for all students.  |
| 5.4 Ensures the entire school community urgently addresses inequities in student achievement.<br><br>42 | The IL uses achievement data to create a sense of urgency.<br><br>The IL has a flexible master schedule which can adapt to changing student needs within the school year as indicated by the achievement data being monitored.  | There is a reading or math intervention period built into the school day. Students are assigned in and out of the intervention during the year as the data indicates their need or progress.<br>School wide reading or math programs are part of each school year based on the student's needs. In one school, they have a contest to ensure all students learn their times table to free up math teachers for more rigorous assignments. In another there is celebration and school wide recognition for the number of books students read to increase their time with reading.   |
| 5.5 Sustains a comprehensive tiered intervention system<br><br>43                                       | The IL ensures systems of tiered support are available to meet the needs of all students.<br><br>The IL ensures school interventions address gaps in achievement data and uses data to assess the success of the interventions offerings.   | Every student receives a rigorous core instructional program with intervention within the class and intensive intervention outside the class; all aligned to beliefs about what is quality teaching and learning.<br><br>A student is referred to the student study team for additional study and intensive supports when the classroom differentiation and current interventions for the student are not working to improve their achievement.  |

## Domain 5: Equity Leadership

### *Discussion Questions Leading to Mentor & Mentee Action Plan*

#### **Focus:**

- Understands the critical responsibility to provide a safe, culturally responsive teaching and learning environment for all students and staff at the school.
- Relentless in closing achievement gaps through improvements in the school's academic and behavioral culture.
- Works to improve the achievement of any group of students with disparate learning outcomes.

#### **Discussion Questions:**

1. **Vision:** What is a culturally responsive teaching and learning environment for all staff and students?
2. **Current Reality:** Which subgroups of students are underperforming in your school and why do you think they are underperforming? What are you and your teachers doing to close these achievement gaps? Describe what the “sense of urgency” to close the gap looks like at your school?
3. **Identifying the Gap:** What is contributing to or closing achievement gaps at your school?
4. **Deeper dive in the domain:** What has your cycle of inquiry shown about the reasons this subgroup of students are underperforming? Do your teachers know this achievement gap exists and that you are committed to closing it? Describe the three-tier intervention system to support the needs of all learners? What do your teachers need to know more about addressing the needs of underrepresented populations? Do you need any support in planning a meeting in which you address these issues with your staff?
5. **Next Steps:** After the conversation and a possible walk-through, collaboratively determine an action plan focused on specific indicators, with targets, how change will be measured and clear next steps.

## Additional Reading and Resources:

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