Creating a Purposeful Community Through Instructional Leadership
Six Sectors

1. Focused Mission
2. Coordinated Driving Documents
3. Targeted Professional Development
4. Effective Use of Data
5. Commitment to Ongoing Program and Staff Evaluation
6. Action Outcomes
Focused Mission

To Prepare Students to Succeed in College and to Actively Engage in Our Democratic Society
Coordinated Driving Documents

Examples

- Performance Plans
- Teacher Goal Plans
- Department Strategic Plans Accountability Plan
- Accreditation Action Plans
- School Improvement Plan

Key Characteristics

- Alignment of Plans
- Goals are tangible (i.e., ability to track)
- Goals are tracked & analyzed regularly
- Employee & supervisor both sign-off on plan
- Progress is reported regularly to head of department
Coordinated Driving Documents

Challenges

- Alignment
- Focus on measurable goals
- Resource allocation
- Mission driven and the stakeholders
Targeted Professional Development

Key Characteristics

- Sessions align to goals in the driving documents
- Goals created for PD are data-based & tangible
- Agenda is available prior to session
- Time allocated during school day
- Participants regularly evaluate trainings and have ability to offer meaningful feedback and input
- Sessions can be tailored to meet individual needs/interests (e.g., mentor teachers, differentiated sessions for new/old teachers)
Targeted Professional Development

Challenges

• Meeting diverse needs of faculty
• Evaluating outside opportunities for programmatic needs
• Longevity and investment
Effective Use of Data

Examples of In-house Assessments for Student Achievement

- Benchmark Assessments
- Performance Series

Key Characteristics

- Assessments are administered regularly
- Teachers are involved—teachers assist in writing and analyzing the data
- Students are involved (students understand the purpose of assessments, see their performance data, actively track and analyze their data, and set clear goals)
- Data is immediately analyzed and reports are distributed
- Data informs instruction (Teachers & staff are trained to administer & interpret results)
Effective Use of Data

Challenges

• Creating and fostering a community responsive to data
• Presenting “necessary” data
• Technology
• Making touch resource allocation decisions
Commitment to Ongoing Program and Staff Evaluation

Key Characteristics

- Evaluated on individual Performance Plan
- Evaluation/observations held regularly
- Rubric aligned to Performance Plan template
- Evaluations are founded on data and direct observations of achievement of goals in Performance Plan
- Reviewer is direct supervisor
- Employee input
Action Outcomes

Evaluations Must Result in Action

Key Characteristics

- Ability and willingness to refine programs (according to best practice research) as necessary based on evaluations
- Ability and willingness to reward staff as well as hire and fire staff based on evaluations
Commitment to Ongoing Programs and Staff Evaluation Action
Outcomes

Challenges

Taking action -

- Implementing a decision
- Human resource aspect
- Identifying your strengths as an organization and being malleable when necessary
Resources

- In-house employee who specializes in data management
- In-house employee who oversees coordination of driving documents
- Time built in to the school day for professional development (and best practice research)
- All employees must have adequate time to complete analysis, evaluations, and reports
Contact

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What is instructional leadership?

• List the format of your state test
• List the standards (strands) or content emphasis of your state test
• Identify the point distribution of your state test
• Identify the cut-off scores for advanced, proficient, etc
• List the novels your testing grades read in English class
• List the projects your math students complete to expand their understanding of real life math concepts
YEAR 1
SY 2005-06

• Introduced Benchmark Assessment Program;
  – Students tested in all four core subject areas (English, math, science and social studies);
  – Students tested across all grade levels (9-12)

• Assessments created by Master Teachers and Academic Directors;

• Purchased Scantron subscription to assist with assessment scoring;
YEAR 1
AYP READING RESULTS

AYP READING DATA for TMA
% Prof. vs. AYP Target

Test Year
% Proficient
% Proficient AYP Target
YEAR 1
LESSONS LEARNED

• Benchmark Assessment Program lacked focus
  – Initial effort was too broad-based (too many subjects and too many grade levels)
  – Assessments not effectively aligned to state standards

• Resources were spread too thin, thus limiting program’s effectiveness
  – Master Teachers and Academic Director had many other responsibilities in addition to running assessment program

• Information was not frequently shared with all stakeholders
STRATEGIES EMPLOYED

• Visited schools with successful benchmarking program to identify best practices;

• Hired Director of Accountability to focus primarily on retooling Benchmark Assessment Program;

• Created new position (QA Manager) with primary focus on implementation of revamped program;

• Centralized assessment data to create a better snapshot of student performance;
YEAR 2
SY 2006-07

• Re-tooled Benchmark Assessment Program;
  – Students tested quarterly in math and English;
  – Program targeted to 9\textsuperscript{th} and 10\textsuperscript{th} grade students;
  – Technology used to gather baseline data on student GLEs;

• Assessments created by Dir of Accountability;
  – Tied more closely to standards and format assessed on statewide assessment;
YEAR 2 (Cont)  
SY 2006-07

• Data review sessions added to Professional Development calendar;
  – Teachers required to complete Classroom Instructional Plans based on benchmark assessment results;

• Shared assessment results with all stakeholders (teachers, students, parents and board members)
YEAR 2
AYP READING RESULTS

AYP READING DATA for TMA
% Prof. vs. AYP Target

% Proficient

2005 2006 2007

% Proficient AYP Target

AYP Target
% Proficient
YEAR 2
AYP MATH RESULTS

AYP MATH DATA for TMA
% Prof. vs. AYP Target

% Proficient

2005 2006 2007

% Proficient AYP Target
YEAR 2
LESSONS LEARNED

• Create assessment calendar before all other “school events,”

• Allot adequate time to review data for teachers & students

• Make data tracking tools easier to use and less labor-intensive to increase teacher buy-in,

• Be sensitive to the frequency of assessments and the amount of data distributed;

• Confirm that standards alignments remain consistent across exams when possible;
STRATEGIES EMPLOYED

• Worked with teachers to edit the data tracking tools and make them more relevant to their classroom instruction;

• Communicated assessment calendar at the start of the school year so teachers could adjust pacing guides accordingly;

• Attended Summer Institute to identify more ways to introduce the use of data into our culture;

• Started Teacher Orientation with a data walk that allowed teachers to use data to draw their own conclusions about student performance;
YEAR 3
SY 2007-08

• Modified internal assessments to maintain standards alignment consistency in English exams;
  – Teachers were an integral part of creating the new assessments;

• Modified Professional Development calendar to reduce the amount of time between the test administration and the Data Review session;
  – End product from review sessions was more relevant to classroom instruction because of reduced lag time;
YEAR 3
AYP READING RESULTS

AYP READING DATA for TMA
% Prof. vs. AYP Target

Test Year
% Proficient

% Proficient AYP Target
YEAR 3
AYP MATH RESULTS

AYP MATH DATA for TMA
% Prof. vs. AYP Target

% Proficient

AYP Target

2005 2006 2007 2008

% Proficient

% Proficient AYP Target
OVERVIEW WRAP-UP

• It is not rocket science. Proper planning at the outset and consistency are key.

• Solicit teacher input early and often. The more they are included in the planning, the greater chance for success for the program.

• Use all of the technology resources available to you to reduce some of the burden.

• Keep everyone informed of the progress of the program.
OVERVIEW WRAP-UP

• Leadership that is knowledgeable and committed to data and instruction,

• Time (calendar, PD, training),

• Common assessments aligned to standards and instruction,

• Re-assessment,

• Analysis that is teacher-owned and in-depth,

• Action – follow up (lessons, students, parents).