

*Every Child a Reader and Writer*  
Principal's Instructional Leadership Profile: Writing Workshop Focus

**Component #1 - Working in a Standards-based System:** Staff members use systems and processes that move students to agreed-upon levels of proficiency.

Structures to Support School-wide Practices	Evidence	Principal Behaviors	Principal Attitudes and Habits of Mind
<p><b>Staff Convenings:</b> During staff meetings, professional development days and minimum days, the staff meets to further their progress in moving students toward standards-based goals. Convenings could include full staff, cross-grade level groups, project-centered groups, working and book groups.</p>	<ol style="list-style-type: none"> <li>1. In a significant portion of staff convenings, discussions are focused on student work and standards.</li> <li>2. Professional development sessions assist teachers to unpack the <i>content standards*</i>, identify evidence of the standards in student work and plan a coherent curriculum.</li> <li>3. Discussions of progress use standards-based tools (<i>standards, rubrics, benchmarks</i> and <i>anchor papers</i>).</li> <li>4. Staff uses a cycle of reflection – informed by evidence from student work - to set school-wide goals and plan instructional next steps.</li> <li>5. Groups make agreements about reporting progress to parents.</li> <li>6. Staff systematically and fairly recognizes accomplishments and challenges, celebrating the accomplishments and making plans to address the challenges.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prompts staff to maintain a focus on student learning, rather than a focus on teaching</li> <li>2. Possesses extensive knowledge and provides guidance to teachers about effective practices (instruction, curriculum, assessment, classroom environment)</li> <li>3. Makes a diligent, ongoing effort to understand the standards and to identify their presence or absence in student work at all grade levels</li> <li>4. Continually monitors the effectiveness of curricular, instructional, and assessment practices</li> <li>5. Sets and maintains a rigorous but reasonable calendar of staff activities</li> <li>6. Identifies and provides resources which bring the ‘expert voice’ into convenings (books, consultants, teacher leaders with expertise in a given area, coaches)</li> <li>7. Strategically guides staff to set high leverage short-term achievement outcomes that build momentum toward the focused effort.</li> <li>8. Creates opportunities to celebrate staff and student progress along the way</li> <li>9. Uses results and hard work as the basis for recognition</li> <li>10. Fairly acknowledges group and individual challenges and uses them as opportunities to improve efforts toward the vision</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognizes that individual teachers have different levels of skill and understanding</li> <li>2. Strives to build on individual teacher’s strengths</li> <li>3. Has the courage to ask the hard questions in ways that move the work and the learning forward</li> <li>4. Is willing to devote time to thoughtful preparations for each gathering</li> <li>5. Is open about what they don’t know, without using this lack of knowledge as an excuse to disengage</li> </ol>
<p><b>Grade-level Teams:</b> All teachers meet regularly in grade-level teams to engage in a continuous cycle of collaborative reflection, planning, teaching, assessing and revising.</p>	<ol style="list-style-type: none"> <li>1. Teams study <i>anchor papers</i> to come to a common understanding of each standard (How good is good enough?).</li> <li>2. Teams look at student work together and share strategies for next steps.</li> <li>3. Grade-level teams plan units of study based on grade-level standards and assessment/analysis of current student work.</li> <li>4. Teams review district-adopted materials and other materials (i.e. mentor texts) to determine how best to use them in support of teaching the standards.</li> <li>5. Teams share strategies for teaching students to reflect on their work and to identify strengths and set goals, using “<i>kid friendly</i>” <i>rubrics</i> and other tools and strategies.</li> <li>6. Teams seek additional instructional strategies from knowledgeable sources (books, coaches, consultants).</li> <li>7. Teams visit classrooms within or outside the school with the principal, use specific protocols to debrief, reflect and plan lessons based on the observation.</li> </ol>		