

Principal's Instructional Leadership Profile

GLOSSARY OF TERMS

Definitions provided in this glossary are meant to communicate the meaning of these terms as they have been used in this Leadership Profile, and may not strictly conform to the definitions of any one particular author.

Accountable Talk is talk that facilitates learning. Participants' contributions must be accountable to the learning community, to knowledge and to rigorous thinking. When groups engage in accountable talk, group members . . .

- press for clarification and explanation
- require justification of proposals and challenges
- recognize and challenge misconceptions
- demand evidence for claims and arguments
- interpret and use each other's statements

Aligned Curriculum describes classroom instruction, written standards, curriculum guides, instructional materials and assessment instruments which are all focused on the same learning outcomes.

Anchor Papers are student papers used in conjunction with a scoring rubric to provide a concrete example of performance described at a given point on the rubric.

Benchmarks are concrete indicators of achievement, marking progress toward a larger goal.

Culturally Responsive Teaching refers to a learning environment, curriculum and instructional practices which reflect and respect the race and cultures of all students in the classroom.

Distributed Leadership refers to a sharing of leadership functions by all individuals in the system, based on individual expertise, rather than formal role, without intending to imply that the principal surrenders his/her ultimate authority and responsibility.

Educational Equity is defined as the alignment of educational opportunities with students' needs so that all students thrive.

“Kid” Friendly Rubrics are scoring guidelines for evaluating student work which have been written using age-appropriate language for the students of a given grade-level.

A **Learning Community** is focused on increasing members' knowledge and collective ability to teach well. Within that school culture, small, instructionally focused teacher teams meet regularly to analyze student work and assessments in order to plan instruction and improve student achievement. Instructional planning is focused on common, essential curricular standards, and each team functions as part of a larger learning community which includes the entire faculty.

A **Literacy Committee** is an ad hoc or standing committee established to focus on a specific aspect of literacy.

The **Literacy Leadership Team** meets over a given lengthy period of time – a year or more – to provide guidance for the school's literacy efforts. Team members are selected based on their expertise and interest, and not primarily as representatives of a given grade level or group of teachers. Their mandate is to provide recommendations for the staff as a whole, with regard to the school's literacy program. The staff considers these recommendations and makes final decisions, working within the decision-making parameters established by the principal.

Rubrics are a set of scoring guidelines for evaluating student work.

(Content) Standards describe what we want students to know and be able to do. These student learning outcomes are generally articulated by subject and grade-level.

Staff members refers to all employees – classified and certificated.

Standards-based Assessments measure the degree to which students have attained mastery of the content standards – the core knowledge, skills and understandings - identified for their grade-level. In order to be helpful to the classroom teacher, the assessment attempts to elicit a performance which matches the standard, and it provides instructional guidance for the teacher.

Walk Throughs are short classroom visits to observe a specific condition such as a teaching behavior, a student behavior, or some element in the classroom environment. To be effective, the purpose of the walk-through is known to the teacher and the observer prior to the visit, and specific feedback targeted to the focus is provided to the teacher.