

Professional Practice Behaviors

3.0 Monitor the Alignment of Curriculum, Instruction, and Assessment

<p>The principal is able to demonstrate that there is/are:</p> <p>3.1 Ongoing conversations with teachers as to how state content standards, voluntary state curriculum and/or local curriculum, and research-based instructional strategies are integrated into daily classroom instruction</p> <p>3.2 Teacher assignments that are rigorous, purposeful, and engaging</p> <p>3.3 Student work that is appropriately challenging and demonstrates new learning</p> <p>3.4 Assessments that regularly measure student mastery of the content standards</p>	<p><u>Principal Behavior</u></p> <ul style="list-style-type: none"> • Ensures teachers receive regular, direct, actionable feedback regarding classroom practice to grow professionally and increase instructional consistency across all classrooms. • Empowers teachers to make instructional decisions. • Regularly participates in data-driven conversations with individual and groups of teachers to review student level data, discuss instructional implications, and understands how to support teachers in meeting student needs. • Creates classroom embedded opportunities for teachers to learn from and with one another. • Engages the Leadership Team and other key staff in developing, adapting, and implementing curriculum aligned to CCSS to meet student learning needs. • Develops and implements a strategic plan that identifies weekly and monthly milestones and describes strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets. • Supports staff in effectively implementing a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning; adapts instruction and assessment to ensure that all students master content • Holds teachers accountable for the sharing of best practices and ideas. • Sets expectations and provides support for all teachers to be competent users of data in order to make instructional decisions <hr/> <p><u>School Behavior</u></p> <ul style="list-style-type: none"> • Conversations about individual student performance and the performance of diverse groups of students are a regular part of professional, collaborative work. • Lesson plans and unit plans align to the scope and sequence and prepare students to be on a college-readiness track. • Common Core standards are used during collaborative planning to align and plan for grade-level and vertical-content expectations, followed by aligned instruction. • Teachers regularly learn from each other in professional learning communities and constantly monitor student data for success and needs; and brainstorm next steps instructionally to meet student need. • Lesson plans, unit plans, and curricular materials demonstrate curriculum coordination and alignment to CCSS. • Rigorous course content is accessible to all students. • Evidence of consistent best instructional practice exists from classroom to classroom • Throughout the school, classroom activities engage students in cognitively challenging work that is aligned to the standards. • Each grade and sub-group have specific student outcome targets, clear milestones, and benchmarks to track student outcomes and school practice implementation. • School-wide instructional decisions are based on student-level data. • Teachers collaborate to norm and hold high expectations for grading and assessment of student progress.
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Sources: *Denver Public Schools School Leadership Framework (2012-2013); New Leaders Principal Evaluation Handbook (2012)*