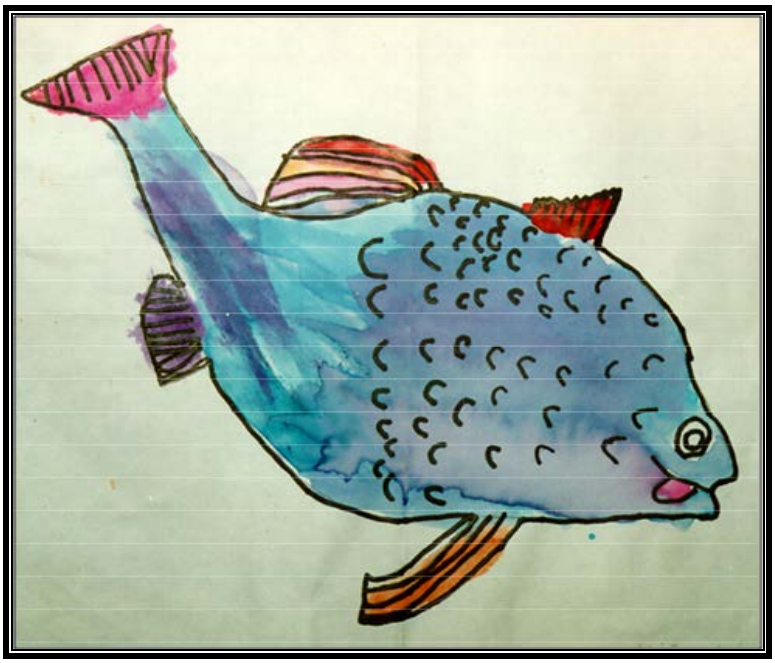
EDUCATIONAL LEADERS' HANDBOOK For Professional Growth



West Linn - Wilsonville School District

ADMINISTRATOR HANDBOOK
FOR PROFESSIONAL GROWTH

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INTRODUCTION

What the best and the wisest parent wants for his own child that must the community want for all its children. Any other ideal for our schools is narrow and unlovely; acted upon it destroys our democracy.

~ *John Dewey*

West Linn-Wilsonville School District contributes to a school learning community guided by a mission question and six lively vision themes:

How do we create learning communities for the greatest thinkers and most thoughtful people... for the world?

- Personal and academic excellence
- Personalized education
- Circle of support
- Community partnerships
- Integrating technologies in daily learning
- Educating the whole child

Just as the mission and vision themes guide the learning for students, these same themes guide the professional growth of the educators in the community. This *Educational Leaders' Handbook for Professional Growth* was developed in 2013 to highlight leaders' belief in professional learning and to document processes West Linn-Wilsonville leaders use to improve professional practice.

Understanding practice is the single most important precondition for improving practice and the hallmark of a professional.

~ Roland Barth

This *Educational Leaders' Handbook for Professional Growth* reviews the Oregon State Professional Standards for Administrators, differentiates four levels of performance, describes meaningful multiple measures as evidence of practice and effectiveness, explains the professional growth cycle for continuous improvement, and aligns professional learning to improve student learning and growth. Among the multiple goals of this handbook are these:

- To contribute to systematic improvement of leadership for instructional improvement;
- To honor high standards of professional practice as the development of expertise through inquiry;
- To support instructional improvement that raises rigor while simultaneously closing opportunity gaps;
- To provide fair and dignified procedures when performance is insufficient;
- To comply with state statutes including SB290, evaluation, and fair dismissal.

Instructional Leadership in the West Linn Wilsonville School District

The secret joy in work is excellence
~ Pearl Buck

The professional leadership culture in the West Linn Wilsonville School District is generous, engaging and purposeful. The culture is based on a growth mindset in each leader, demonstrating continuous effort to develop expertise as a learner and as an instructional leader. Instructional leaders demonstrate Learning Expertise by continually seeking feedback, refining skills and attitudes, practicing self-monitoring, and finding ways to avoid plateaus in their own learning. Instructional leadership expertise cultivates the ability to create conditions for increased quality in learning for each and every student.

The Six Standards for Administrators upon which this system is constructed have been adopted by the State of Oregon and being formally adopted by the West Linn - Wilsonville School District in June 2013. These standards comply with the requirements of the State of Oregon and SB 290 and will serve to guide administrative leadership in the district.

Generous thanks are extended to the committee of leaders who contributed to and completed this Educational Leaders' Handbook for Professional Growth.

Lou Bailey, Principal
Debi Briggs-Crispin, Principal
Kathy Gregg, Assistant Principal
Dr. Kathy Ludwig, Assistant Superintendent
Dr. Peter McDougal, Principal
Kathe Monroe, Director of Human Resources
Dr. Bill Rhoades, Superintendent
Dr. Jane Stickney, Deputy Superintendent

The process for professional growth and evaluation is set out in this handbook. The process defines collaborative goal setting in the areas of

1. Professional Practice
2. Professional Responsibility
3. Student Learning and Growth

The professional goals coordinate with the school goals and contribute to goals of the school district and the State of Oregon. The process offers school leaders, principals and assistant principals opportunities to practice, seek feedback, expand and add to a collection of evidence. The addition of student learning goals supports our vision of excellence in instructional leadership. The process confirms efforts toward continuous improvement with a focus on increasing the quality of student learning and performance.

Leadership learning in West Linn Wilsonville is grounded in principles exemplified in the literature on instructional leadership. Four sources help create the theoretical framework for our theory of action.

Mindset , Carol Dweck (2006)
Instructional Leadership is crafted with an understanding of the power and role of Mindset in leadership and instruction. Carol Dweck in her important work Mindset, (2006) defines the

conditions of a growth mindset and a fixed mindset and the impact of each on teaching, leading, and learning. As leaders in the district we examine the implications of mindset for leadership and as a lens through which to view the culture and practices of our organization.

Leading For Instructional Improvement, Fink and Markholt (2011)
The work of Fink and Markholt in Leading *for Instructional Improvement* (2011) proposes six foundational ideas to guide our theory of action.

- If students are not learning they are not being afforded powerful learning opportunities.
- Teaching is a highly complex and sophisticated endeavor.
- Practice of a sophisticated endeavor only improves when it is open for public scrutiny.
- Improving practice in a culture of public scrutiny requires reciprocal accountability.
- Reciprocal accountability implies a particular kind of leadership to improve teaching and learning.
- Leaders cannot lead what they don't know.

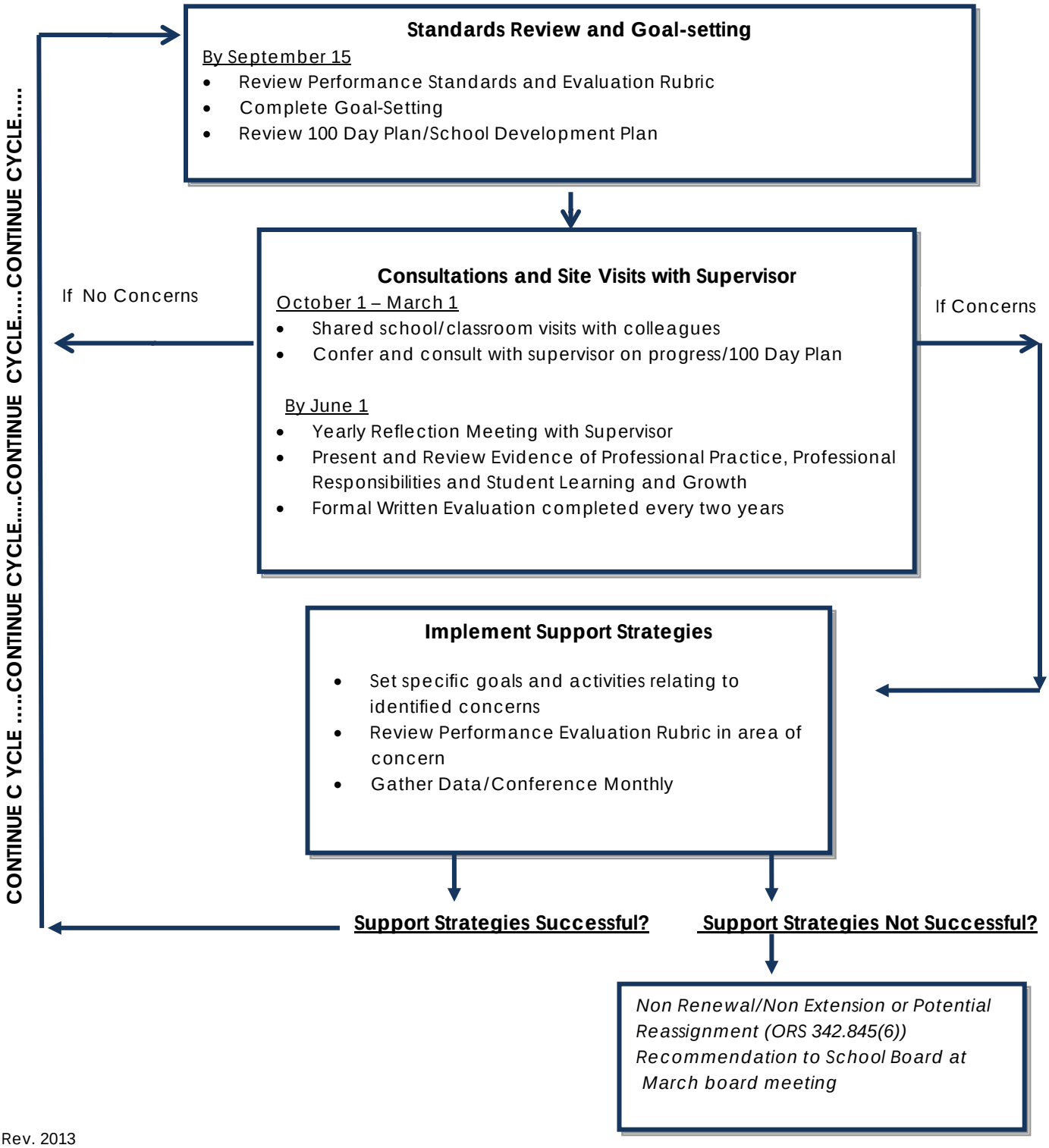
Instructional Rounds in Education, City, Elmore Fiarman and Teitel (2012)
City and Elmore, et al in their book, *Instructional Rounds in Education* (2012) further propose these principles of the Instructional Core to guide the work of instructional leaders.

- The instructional core involves the relationships between the student, the teacher, and the content.
- Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement.
- If you change any single element of the instructional core, you have to change the other two.
- If you can't see it in the instructional core, it's not there.
- Tasks predict performance.
- The real accountability system is in the tasks that students are asked to do.
- We learn to do the work by doing the work, not by telling other people to do the work, not by having done the work at some time in the past, and not by hiring experts who can act as proxies for our knowledge about how to do the work.
- Description before analysis, analysis before prediction, prediction before evaluation.

The Five Dimensions, Center for Educational Leadership (2010)
The Center for Educational Leadership provides a helpful framework for principals and teachers to use to understand and improve instructional practices. The Five Dimensions Framework (2010) is currently used as a tool for observation and dialogue around Purpose and Student Engagement, Curriculum, Pedagogy and Assessment for Student Learning, and to view the Classroom Environment and Culture for learning. Instructional Leaders in West Linn Wilsonville engage in study and practice with the Five Dimensions with colleagues, other leaders, teachers, and district office administrators.

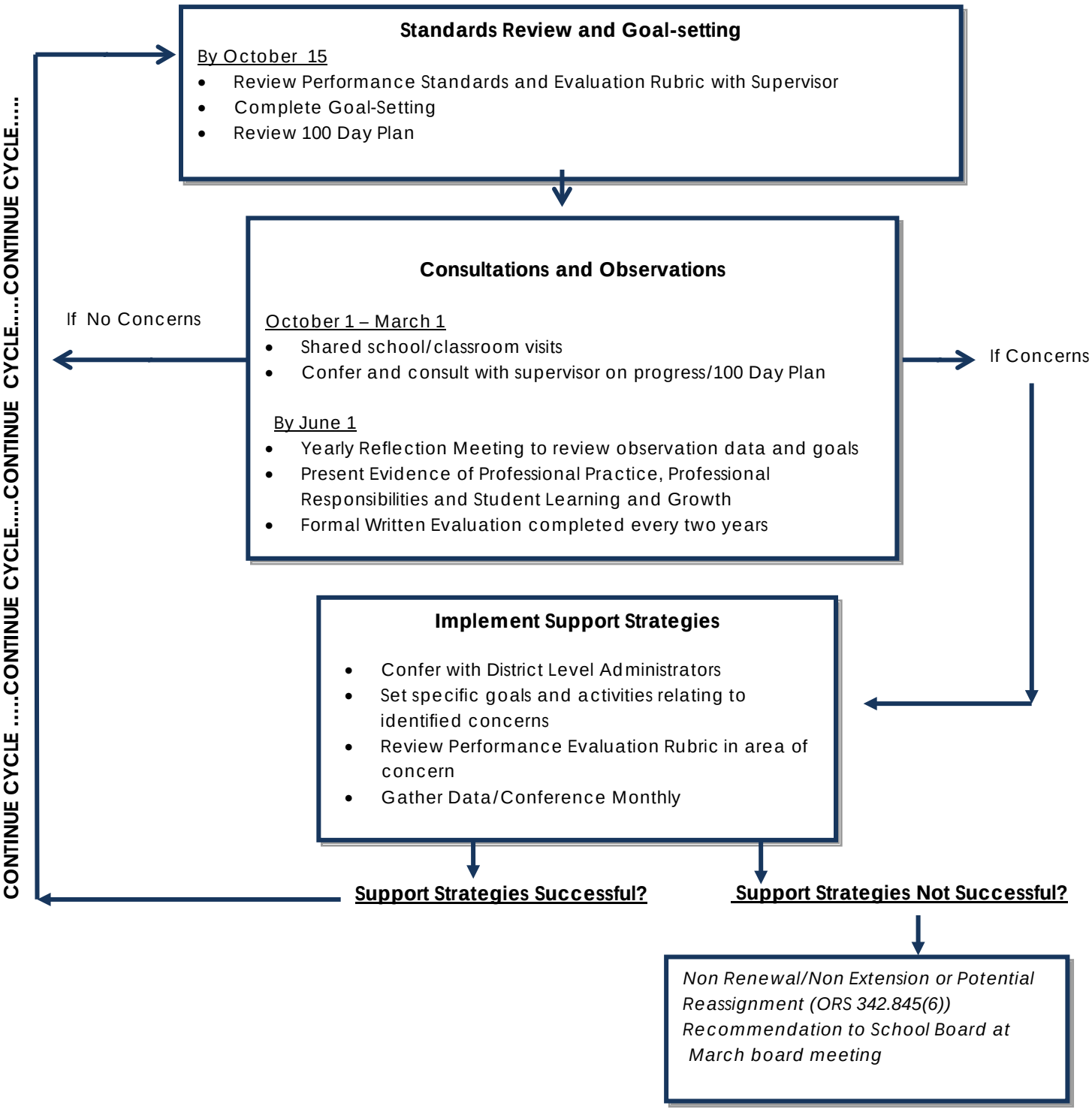
In order to be a realist, you must believe in miracles.
~ Henry Christopher Bailey

Principal Performance Evaluation Cycle



Rev. 2013

Assistant Principal – Performance Evaluation Flowchart



Rev. 2013

West Linn-Wilsonville School District - Administrator Standards

	LEADERSHIP STANDARD	ACCOMPLISHED	EFFECTIVE	DEVELOPING	INEFFECTIVE
1.0 VISIONARY LEADERSHIP	*An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all.* _____ The Educational Leader: a) Collaboratively develops and implements a shared vision and mission; b) Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning; c) Creates and implements plans to achieve goals; d) Promotes continuous and sustainable improvement; and e) Monitors and evaluates progress and revises plans.	The Leader articulates and enlivens a clear and coherent vision for the school through words and actions. Leadership actions, time, staffing and resources are clearly aligned to invest in the accomplishment of the vision. The Leader exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school. The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the school.	The Leader articulates the vision of the school in writing and speaking. The Leader is working with the complexity of creating coherence and alignment in actions, time, staffing and resources designed to enroll the community in the vision. The Leader exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school. The school vision is focused on student learning.	The Leader references the vision of the school. The Leader is beginning to develop a plan for aligning actions, time, staffing and resources to that vision. The Leader is engaged in new learning through staff development and occasionally incorporates new ideas to support the vision.	The vision for the school is absent or poorly articulated. It is difficult to know what the school stands for. Little or no evidence exists of the district vision implemented in the work of the school. Actions, time, staffing and resources have little clear connection to a vision.
2.0 INSTRUCTIONAL IMPROVEMENT	*An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.* _____ The Educational Leader: a) Nurtures and sustains a culture of collaboration, trust, learning and high expectations; b) Creates a comprehensive, rigorous and coherent curricular program; c) Creates a personalized and motivating learning environment for students; d) Supervises and supports instruction; e) Develops assessment and accountability systems to monitor student progress; f) Develops the instructional and leadership capacity of staff; g) Maximizes time spent on instruction; h) Promotes the use of the most effective and appropriate technologies to support teaching and learning; and i) Monitors and evaluates the impact of instruction.	The Leader demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction. The Leader skillfully guides, supports, nourishes, and nurtures teachers in their instructional improvement. The leader creates structures for observing and analyzing instruction and for making practice public as a way to deepen a shared understanding of practice within the school. The Leader uses data about teaching practice to guide specific improvement efforts.	The Leader is actively developing expertise about quality instruction and is able to recognize and describe high quality teaching. The leader is actively developing the expertise to influence and mobilize action among teachers within the complex culture of a school, district and wider professional community.	The Leader participates in professional development based on feedback and student performance data. Participation in district-led professional development is inconsistent. Professional Development plans and classroom observations are frequently interrupted for other school business. Teacher planning teams occasionally meet but there is not a common structure used for facilitating this work. Teachers are observed and given face-to-face feedback based on the observation.	A shared understanding of instruction is not evident in the school. Professional development is infrequent and is not connected to student or staff performance data. A year-long plan for professional development of the school does not exist or is inadequate. There are no or few effective teacher planning teams. There is no consistent system in place for teacher observation and feedback.

West Linn-Wilsonville School District - Administrator Standards

	LEADERSHIP STANDARD	ACCOMPLISHED	EFFECTIVE	DEVELOPING	INEFFECTIVE
3.0 EFFECTIVE MANAGEMENT	*An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.* _____ The Educational Leader: a) Monitors and evaluates the management of operational systems; b) Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources; c) Promotes and protects the welfare and safety of students and staff; d) Develops the capacity for adaptive leadership; and e) Ensures teacher and organizational time is focused to support quality instruction and student learning.	The Leader establishes a clear set of standard operating procedures and routines that exemplify the District vision and values and maximize the opportunity for each student's learning. Students and staff are able to articulate school expectations and inspired to strive for excellence in conduct and performance. Students and staff hold each other accountable for high quality performance. The Leader develops and manages a budget that maximizes the learning goals of the school. Supportive partnerships are developed and managed to enhance learning experiences.	The Leader establishes a clear set of operating procedures for effective operation of the school. The discipline of students is handled fairly and consequences are used to maximize student learning. The Leader holds students and staff accountable for their performance and conduct. The annual budget is adhered to with only approved variances. The Leader participates in seeking supportive partnerships in conjunction with district efforts.	Expectations for staff and students are inconsistent and not well known. The daily operating procedures are occasionally followed but are frequently changed. The budget does not support the school's priorities and budget category limits are not always followed.	Management of the operations of the school is poor or non-existent. The school is disorderly, disorganized and there is a feeling that the school is "out-of-control. Budget guidelines are not adhered to and/or the budget is not related to a vision for the school.
4.0 INCLUSIVE PRACTICE	*An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.* _____ The Educational Leader: a) Collects and analyzes data pertinent to equitable outcomes; b) Understands and integrates the community's diverse cultural, social and intellectual resources; c) Builds and sustains positive relationships with families and caregivers; and d) Builds and sustains productive relationships with community partners.	The Leader clearly and frequently articulates the expectation that all children are being prepared to graduate from high school ready to be successful in college. The Leader understands the trajectory to college readiness and is able to connect teachers, parents, and students to that pathway. Classrooms exhibit an ethic of excellence creating access for all students to high-cognitive, high leverage instruction. The Leader is seen as an advocate for students, welcoming all families to participate in the school culture. Formal and informal structures are in place to engage parents and community in the life of the school.	The Leader articulates the pathway to college readiness and the expectation for each child to graduate from high school ready to be successful in college. Classrooms create access to challenging work for all learners. Parents and community members feel welcomed and supported and see the Leader as highly visible, accessible and approachable.	The Leader focuses on the students success in a general way that may not explicitly create understanding that all students are expected to graduate from high school with college readiness. Parents and community organizations find it difficult to participate in the school experience.	The Leader is not visible to the students, staff and/or community. Few partnerships exist to support students and staff. A significant number of parents report not feeling welcome and the Leader being unresponsive to their needs.

West Linn-Wilsonville School District - Administrator Standards

	LEADERSHIP STANDARD	ACCOMPLISHED	EFFECTIVE	DEVELOPING	INEFFECTIVE
5.0 ETHICAL LEADERSHIP	*An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.* The Educational Leader: a) Ensures a system of accountability for every student's academic and social success; b) Models principles of self-awareness, reflective practice, transparency and ethical behavior; c) Safeguards the values of democracy, equity and diversity; d) Promotes social justice and ensures that individual student needs inform all aspects of schooling.	The Leader operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning. The Leaders' values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage. The Leader works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps. The Leader demonstrates a high-level of self-awareness and regularly reflects on practice to improve.	The Leader treats students and staff fairly and shows respect at all times. The Leader is grounded in shared district values for how to do the work of leadership and learning. The Leader acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps. The Leader demonstrates self-awareness and uses reflection to improve practice.	The Leader's actions and intentions are not always clear and transparent. Some student groups and staff do not feel respected by the Leader. Fairness to staff and students is frequently raised as an issue. The Leader reflects on practice and does not always implement changes from that learning.	The Leader's actions and intention are not always grounded in shared district values. The Leader has demonstrated inconsistent or unethical behavior and does not always stand by their word. The Leader is not self-aware and does not reflect on their practice.
6.0 SOCIO-POLITICAL CONTEXT	*An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.* The Educational Leader: a) Advocates for children, families and caregivers; b) Acts to influence local, district, state and national decisions affecting student learning; and c) Assesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies.	The Leader uses an articulate voice to communicate key information to staff, student, parent s and key communicator groups in an appropriate and timely manner. The Leader is alert to potential issues, predicts, and shares possibilities with District leaders in advance. The Leader confers with District leaders when making key decisions. Constituent groups report a positive relationship with the Leader. The Leader is proactive in identifying, evaluating, and when appropriate, implementing trends and initiatives to support student learning. The Leader is an advocate for students and families. The Leader has influence in the school, district and beyond in supporting student learning.	The Leader keeps staff, students, and parents informed on a regular basis. Communication with individuals and groups is seen as clear and effective. The majority of staff and students identify positively with the Leader. The Leader considers formal and informal relationships with staff and the importance of both. The Leader stays current with trends and initiatives, evaluates those trends, and consults with district leaders and implements as appropriate. The Leader works as a member of a district team to positively influence education decisions.	Constituents frequently feel out-of-the-loop with the Leader. Many staff members do not feel positive about the Leadership of the school. Staff and students do not feel stimulated to do their best work. The leader advocates for some students and families.	The Leader is ineffective in communication with staff, parents, and students. Staff and students feel undermined by the lack of leadership in the school. The Leader is not aware of the undercurrents with staff or the school environment.

THE LEADER'S COLLECTION OF EVIDENCE AND ARTIFACTS

Collection of Evidence

Definition

A collection of evidence, like student and teacher portfolios, is a collection of an individual's record of progress toward a professional growth goal. Throughout the year, leaders set goals, participate in staff development to help achieve these goals, and implement new leadership and instructional techniques. The collection is the reflective record of that progress. A collection of evidence may contain self, peer, and administrative reflections; documented student achievement; or evidence of teacher improved instructional skills. The collection provides an assessment tool that reflects personal accomplishment and evidence of new learning and growth.

Categories of Evidence

Evidence is defined as factual information that adequately and appropriately provides proof of a leader's proficiency, growth in teaching, and impact on student learning and growth. Evidence is substantial enough to be credible, relevant and congruent with the Leadership Standards for Administrators. Leaders select evidence from three areas to demonstrate proficiency and professional growth:

1) **Professional Practice**
2) **Professional Responsibilities**
3) **Student Learning and Growth**

Category 1

Professional Practice

Evidence that demonstrates the quality leadership for:

- Visionary Leadership
- Instructional Improvement
- Effective Management
- Inclusive Practice
- Ethical Leadership
- Socio-Political Context

Category 2

Professional Responsibilities

Evidence of the Leader's progress toward their own professional goals/growth and contribution to school-wide and district goals. Examples include:

- reflective journals
- records of contributions toward goals
- peer collaboration, meetings
- mentoring
- school improvement plan
- triads
- parent and community involvement
- studio and lesson study
- graduate study

Category 3

Student Learning and Growth

Evidence that demonstrates the educator's impact on student learning as measured by multiple sources of student data over time.

Leaders establish ***at least two*** student learning goals and identify strategies and measures used to determine goal attainment. They will also specify what evidence will be provided to document progress on each goal:

a) Leaders who are responsible for student learning in tested subjects and grades (i.e. English Language Arts and Mathematics in grades 3-8, 11) will use state assessments as one measure (category 1 below). They will select one or more additional measures from category 2 or 3 that provide additional evidence of learning.

b) Leaders in non-tested (state test) subjects will use measures that are valid representations of student learning standards from at least two of the following three categories based on what is most appropriate for the curriculum and students they teach.

Category 1: State or national standardized tests
Category 2: Common national, international, regional, district-developed measures
Category 3: Classroom-based or school-wide measures

WEST LINN-WILSONVILLE SCHOOL DISTRICT
Administrator Professional Growth Collection of Evidence

MULTIPLE MEASURES	ADMINISTRATOR STANDARDS					
Evaluation of administrator's performance includes measures from all three categories of evidence:	**#1 Visionary Leadership**	**#2 Instructional Improvement**	**#3 Effective Management**	**#4 Inclusive Practice**	**#6 Ethical Leadership**	**#6 Socio-Political Context**
(A) Professional Practice ***Evidence of school leadership practices, teacher effectiveness and organizational conditions.***	**a) Observation of Leadership Practice:** *Evaluator's observations, documentation and feedback on an administrator's leadership practices; both formal and informal*					
	b) Examination of Artifacts: *Examples: staff meetings, feedback to teachers, surveys about instructional leadership, staff communication, teacher development, student/staff handbooks, records of mentoring/coaching, teacher use of data, teacher observations, summative and formative teacher evaluations, 360 feedback*					
(B) Professional Responsibilities *Evidence of administrator's progress toward their own professional goals and contribution to school wide and district goals/vision.*	*Examples: Self-reflections, self-report, professional goal setting, school improvement plan, district improvement plan, committee meetings, team meetings, portfolios, parent and community involvement, data decision-making, staff retention rate, distributive leadership, collaborative relationships, contributions to community, 360 feedback*					
(C) Student Learning and Growth *Evidence of administrators' impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to overall school success.*	*Administrator will establish at least two student learning and growth goals and select measures from the categories below:* *Category 1: State or national standardized tests* *Category 2: Common national, international, regional, district-developed measures* *Category 3: Other school-wide or district-wide measures* *One goal must include evidence from state assessments (i.e., building-level data in reading and math, including all subgroups from Category 1).*					

SMART GOALS

S	M	A	R	T
Specific The goal addresses student needs within the content.	**Measurable** An appropriate instrument or measure is selected to assess the goal.	**Appropriate** The goal is clearly related to the role and responsibilities of the teacher.	**Realistic** The goal is attainable.	**Time-Bound** The goal is contained to a single school year or course.
The goal is focused on a specific area of need.	The goal is measurable and uses an appropriate instrument.	The goal is standards-based and directly related to the subject and students that the teacher teaches.	The goal is doable, but rigorous and stretches the outer bounds of what is attainable	The goal is bound by a timeline that is definitive and allows for determining goal attainment.

Examples of SMART Goals:

Goal Format: During the 2013-14 school year, ____% of students will improve their _____skills by ____% as measured by evidence from: _____measure of student learning_____, measure of student learning____, and measure of student learning___ (can be more than three measures).

Writing: During the 2013-14 school year, 80% of students will improve their expository writing skills by 10% as measured by evidences from assessment for chapter(s) 7-9 on expository writing skills, student writing samples and curriculum pre/post test.

Math: During the 2013-14 school year, 90% of students will improve their math problem-solving skills by 10% as measured by evidence from strand data of OAKS, and curriculum based assessments.

100 DAY PLAN

Teams/Systems	Moves: Theory of Action	Possible Teacher Data	Possible Student Data
Administration			
Whole Staff			
School Leadership Team			
Grade/Departments			
Other PLC			
1 - 1			

PURPOSE AND ENGAGEMENTS

	Reading	Writing	Mathematics	Science	
Leadership Moves					
Classroom Practice					
Student Results					

Creating Powerful Learning Communities