

Standard B: Culture for Teaching and Learning



Next, we'll investigate Standard B: Culture for Teaching and Learning

The Tennessee Instructional Leadership Standards

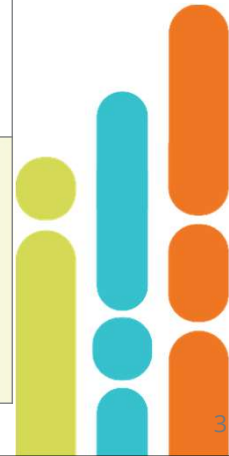
<p>Standard A: Instructional Leadership for Continuous Improvement</p> <p>An ethical and effective instructional leader <u>facilitates professional practice</u> that continually improves student learning.</p>	<p>Standard B: Culture for Teaching and Learning</p> <p>An ethical and effective instructional leader collaborates with stakeholders to <u>create and sustain an inclusive, respectful and safe environment</u> conducive to learning and growth for all.</p>
<p>Standard C: Professional Learning and Growth</p> <p>An ethical and effective instructional leader develops capacity of all educators by <u>designing, facilitating, and participating in collaborative learning</u> informed by multiple sources of data.</p>	<p>Standard D: Resource Management</p> <p>An ethical and effective instructional leader facilitates the <u>development of a highly effective learning community</u> through processes that enlist diverse stakeholders and resources.</p>



Standard B focuses on the culture of teaching and learning and supports an ethical and effective instructional leader that collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

The Tennessee Instructional Leadership Standards

<p>Standard A: Instructional Leadership for Continuous Improvement</p> <p>Capacity Building Data Analysis & Use Interventions Progress Monitoring</p>	<p>Standard B: Culture for Teaching and Learning</p> <p>Leveraging Educator Strengths Environment Family Involvement Ownership Recognition & Celebration</p>
<p>Standard C: Professional Learning and Growth</p> <p>Evaluation Differentiated Professional Learning Induction, Support, Retention, & Growth Teacher Leaders Self-Practice</p>	<p>Standard D: Resource Management</p> <p>Community Resources Diversity Employee & Fiscal Management</p>



This inclusive, respectful and safe environment conducive to learning and growth for all is created through leveraging educator strengths, the environment, family involvement, ownership, and recognition and celebration.

Evidence Collection for Standard B

video 6 here



Practice: Performance Level Differentiation



Now it is time for you to differentiate performance levels for the remaining indicators in Standard B: Culture for Teaching and Learning. Access the worksheet provided for this training.

Defining Performance Levels

Indicator	5 Significantly Above Expectations	3 Meeting Expectations	1 Significantly Below Expectations	Possible Evidence Sources
B1. Leveraging Educator Strengths				
B2. Environment				
B3. Family Involvement				
B4. Ownership				
B5. Recognition and Celebration				



Read the standard and the description indicator in the following slides. Read and then consider the meaning of the indicator in its entirety at the performance level 3. Differentiate between the performance levels identifying unique elements in each of the other performance levels. Then document your responses on the chart provided.

TEAM Rubric:

B1. Leveraging Educator Strengths

Standard B: Culture for Teaching & Learning				
"Effective principals understand that they cannot reach instructional goals alone, so they distribute leadership across their schools, which in turn contributes to sustainable improvements within the school organization." —May, H. & Supovitz, J.A., <i>The Scope of Principal Efforts to Improve Instruction</i> , 2011				
Indicator	5	3	1	Possible Sources of Evidence
B1. Leveraging Educator Strengths Leverages educator strengths to engage all students in meaningful, relevant learning opportunities	<ul style="list-style-type: none"> Engages with the school leadership team to review multiple data sources (including school goals and student learning needs) to determine optimal educator grade level and/or content area placement Creates a coherent system to extend impact of educators at all performance levels Develops and/or sustains a collegial environment where learning communities use their collective strengths, skills, and experience to improve classroom practice 	<ul style="list-style-type: none"> Assigns educators based on: <ul style="list-style-type: none"> student learning needs demonstrated effectiveness school goals Provides opportunities to extend impact of high performing teachers based on area(s) of demonstrated effectiveness Develops and/or sustains a collegial environment by using collective educator strengths, skills, and experience to improve classroom practice 	<ul style="list-style-type: none"> Shows limited or no assignment of educators based on: <ul style="list-style-type: none"> student learning needs demonstrated effectiveness school goals Shows limited or no opportunities to extend impact of high-performing teachers (i.e., use of collective educator strengths, skills, and experiences to improve classroom practice) 	Practice/Observation <ul style="list-style-type: none"> Leadership team agendas and meeting notes PLCs, Grade-level and Content Teams Conversations with educators Outcomes <ul style="list-style-type: none"> Teacher assignments to grade/content areas using demonstrated effectiveness (e.g., student achievement, observations, TVAAS, climate surveys, etc.)



Differentiate the performance levels in leveraging educator strengths. Correlate the differentiation with the notes from the video. List additional or more specified possible sources of evidence on your worksheet.

Please note that the term extend impact refers to a school leader’s ability to use the demonstrated skills and expertise of educators to support, not only the academic growth and achievement of their assigned students, but to also create conditions for educators to support the growth and learning of other educators. The goal of extending the impact or positive reach of all educators is to have school leaders appropriately distribute leadership across the school community as a way to create and/or sustain students’ ability to meet or exceed academic and/or behavioral growth and achievement targets.

TEAM Rubric: B2 and B3. Environment and Family Involvement

Indicator	5	3	1	Possible Sources of Evidence
B2. Environment Fosters a safe, respectful, and orderly learning environment for all	In addition to Level 3 descriptors, facilitates educator participation in: <ul style="list-style-type: none"> Helping set expectations for the learning environment that are mission and vision aligned Reviewing behavioral data to assess the effectiveness of routines and making any needed adjustments Identifying classroom-level behavioral/safety targets and recognizing students when targets are met or exceeded 	<ul style="list-style-type: none"> Expectations are aligned with the school's mission and vision School and district conduct policies are: <ul style="list-style-type: none"> clearly communicated implemented consistently and fairly related to students' physical and emotional safety School routines include smooth transitions that maximize instructional time Establishes practices that support educators in: <ul style="list-style-type: none"> analyzing student behavioral data to assess the effectiveness of routines making needed adjustments to routines based on data implementing classroom protocols to maximize learning and decrease distractions Sufficient evidence of: <ul style="list-style-type: none"> student support for adhering to behavioral and learning expectations shared accountability for all students' social and emotional safety 	<ul style="list-style-type: none"> Expectations are not clearly aligned with the school's mission and vision School and district conduct policies are not: <ul style="list-style-type: none"> clearly communicated implemented consistently and fairly related to students' physical and emotional safety Learning transitions do not maximize instructional time Inadequate support for: <ul style="list-style-type: none"> analyzing of behavioral data to assess the effectiveness of routines use of data to adjust routines use of protocols to maximize learning and decrease distractions 	Practice/Observation <ul style="list-style-type: none"> School-wide code of conduct Hallway transitions Cafeteria protocols and schedule Emergency drills Classroom codes of conduct School climate surveys of faculty and staff Student, parent, community stakeholder, teacher and staff interviews Observations of appropriate student behaviors Attendance rates Discipline referrals and reports (suspension and expulsion rates) Outcomes <ul style="list-style-type: none"> School safety plan Climate survey data
B3. Family Involvement Takes measures to actively involve families in the education of their children	In addition to Level 3 descriptors: <ul style="list-style-type: none"> Establishes a two-way communication process for families that: <ul style="list-style-type: none"> provides information about student progress and learning expectations is readily accessible to all regardless of socioeconomic, cultural or linguistic diversity Facilitates family and community partnerships that are visible and sustainable 	<ul style="list-style-type: none"> Welcomes and engages all families Offers opportunities for families to participate in decision-making and school initiatives Provides educators with sufficient resources (time, finances, space, printing, technology) needed to communicate regularly with families Creates flexible scheduling for meetings, gatherings, and celebrations in response to parent needs 	Shows limited or no evidence of: <ul style="list-style-type: none"> Welcoming and engaging families Offering timely, relevant, and accessible communication Offering opportunities for families to participate in decision-making and school initiatives Providing educators with sufficient resources (time, finances, space, printing, technology) needed to communicate regularly with families Creating flexible scheduling for meetings, gatherings and celebrations in response to parent needs 	Practice/Observation <ul style="list-style-type: none"> Newsletters Website Meeting agendas and schedules Phone/contact logs Parent surveys Parental volunteer log Outcomes <ul style="list-style-type: none"> Climate/stakeholder perception survey data



Differentiate the performance levels in environment and family involvement. Correlate the differentiation with the notes from the video. List additional or more specified possible sources of evidence.

TEAM Rubric: B4 and B5. Ownership, Recognition & Celebration

Indicator	5	3	1	Possible Sources of Evidence
<p>B4. Ownership</p> <p>Models and communicates expectations for individual and shared ownership of student, educator, and school success</p>	<ul style="list-style-type: none"> Enacts procedures that reflect a school-wide commitment to the possibility of success for all students Frequently assesses shared ownership by seeking feedback and input from members of the school community Clearly and consistently uses multiple means to communicate educators' individual responsibility for whole school success Establishes a culture where nearly all members of the school community address low expectations about student potential 	<ul style="list-style-type: none"> Models commitment to the possibility of success for all students Designs and/or implements structures to increase shared ownership in school success Clearly and consistently communicates high expectations for educators' individual responsibility for whole school success Addresses adults who display low expectations about student potential 	<p>Shows limited or no:</p> <ul style="list-style-type: none"> Modeling commitment to the possibility of success for all students Designing and/or implementing structures that increase shared ownership in school success Setting high expectations for educators' individual responsibility for whole school success Addressing adults who display low expectations about student potential 	<p>Practice/Observation</p> <ul style="list-style-type: none"> Conversations with educators and students Leader's self-reflection <p>Outcomes</p> <ul style="list-style-type: none"> Climate surveys Policies and procedures
<p>B5. Recognition & Celebration</p> <p>Recognizes and celebrates improved educator and student performance related to school vision and goals</p>	<p>In addition to Level 3 descriptors, utilizes shared leadership with members of school community to:</p> <ul style="list-style-type: none"> Create school rituals, traditions, and initiatives Recognize educator and student performance 	<ul style="list-style-type: none"> Creates clear criteria for recognition and celebration of educators and students Implements regular recognition and celebration of student performance and growth through a variety of communication methods and activities Implements regular recognition and celebration of educator performance and growth through a variety of communication methods and activities 	<p>Shows limited or no use of:</p> <ul style="list-style-type: none"> Clear criteria for recognition and celebration of educators and students Regular recognition and celebration of student performance and growth through a variety of communication methods and activities Regular recognition and celebration of educator performance and growth through a variety of communication methods and activities 	<p>Practice/Observation</p> <ul style="list-style-type: none"> Recognition awards Newsletter/newspaper articles Award assemblies/documentation Conversations with educators and students Attendance rates Discipline referrals and reports (suspension and expulsion rates) <p>Outcomes</p> <p>Data walls (school, class/subject)</p>



Differentiate the performance levels for ownership and recognition and celebration. Correlate the differentiation with the notes from the video. List additional or more specified possible sources of evidence.