
Leaders of Performance

The primary responsibility of curriculum leaders is to develop the collective capacity of the organization to assure that all students are successful. One of the functions of these individuals' work to assure the capacity of the system and the success of the students is to *use consistent processes to develop, implement, manage, monitor, evaluate, and communicate the achievement of results-based goals and initiatives informed by data.*

As the gatekeepers of learning, effective central office personnel must assure that there is a laser-like focus on performance, linking individual and organizational goals, performance, and results through evidence about student and educator performance. We are data informed and results driven in our work and in developing the capacity of others. It is all about accountability – where we strategically plan, organize, measure, monitor, manage, and evaluate our system to improve student achievement.

Our responsibilities include the development of a shared vision for learning and the system to accomplish that learning. We must work with building leaders to assure aligned strategic plans are based on SMART (i.e., specific, measurable, attainable, results oriented, time bound) goals. These plans must assure the monitoring and evaluation of actions and activities to guarantee the intended changes in our stakeholders - our students, our teachers, our administrators, our parents - have occurred.

While informed by data, we must be results driven! We know that the key to student success is not the demographic variables of students nor the external variables of funding and labor agreements. We know the key is quality professional practices of teachers and leaders. Programs don't improve students' learning; quality teachers and leaders driven by results improve students' success. This requires us to develop the capacity of adults in each building to assure the best practices that result in increased student learning. It requires us to monitor and evaluate everything for its impact on students and their progress. External accountability must be preceded by internal accountability – accountability based on integrated building and district goals, clear expectations for all staff who are coached and evaluated often in the implementation of best practices and sound research, and the impact on student learning that is informed by data.

Increased learning requires that supervision is frequent, rigorous, and focused on the effectiveness of instruction. Therefore, the majority of efforts of effective administrators must be on monitoring, coaching, and supporting teachers to do a first-rate job with each and every student.

Evolving practices and emerging strategies require us to look at the following:

- *What* is assessed! The Learning!
- *Who* is assessed! The Students!
- *When* assessment of performance is conducted! Both formative and summative!
- *How* assessment is conducted! With integrity and fidelity!

And then we provide the coaching and feedback to our principals and leadership teams to assure that our students' success is always increasing. Structured learning walks with our building leaders and teachers develop their skills in analyzing student work, evaluating how they are thinking, and discovering what they are learning to impact student success. Together, we all become better monitors of teaching for learning.

Our feedback skills are instrumental in validating good practice, noticing close approximations, and encouraging reflective practitioners. Our mentoring ties teaching and learning practices to improvement.

As we evaluate performance, we must plan, conduct, and report our evaluation of programs and initiatives and their impact on students and their learning. Our skills in program evaluation are paramount in assuring quality and consistency of standards-based approaches and result in evidence of building capacity in others.

Bottom Line: Pressure and support – the keys to assuring the capacity to achieve the high expectations!

Descriptors Aligned with Iowa Standards for School Leaders

- Designs and implements a systems approach for effective use of data (e.g., achievement, perceptual, processes, demographics, financial) to improve improvement process. (ISSL 1a)
- Supports the collaborative, inquiry-based approach for the design and implementation of plans informed by data, addressing root causes of strengths and challenges, and including performance goal. (ISSL 1a)
- Promotes collaborative processes with staff and is involved in reciprocal relationships with principals and other leaders to learn together. (ISSL 1b)
- Utilizes theory, demonstration, practice, and feedback for professional development that substantiates the improvement initiative. (ISSL 1b)
- Develops capacity in others to understand and increase knowledge of content and research-based best practices. (ISSL 1b)
- Creates and promotes a vision for high expectations and builds collective responsibility for the vision. (ISSL 1c)
- Operationalizes high expectations and assesses progress toward those expectations through performance assessments linked to clear standards that all must meet. (ISSL 1c)
- Eliminates initiatives that are not aligned with district goals or student learning needs and/or are ineffective in meeting those goals or needs. (ISSL 1d)
- Effectively and efficiently organizes and sustains resources, and implements processes and systems to support teaching, learning, and organizational effectiveness consistent with the district's vision and goals and student needs. (ISSL 1d)
- Fosters a culture where productive relationships among stakeholders charged with leading or supporting targeted change results in intended improvements/changes consistent with district's vision and goals. (ISSL 1c)
- Lou FIX: Supports distributive leadership
- Provides coaching.
- Participates in co-learning while modeling willingness to change.
- Promotes communities of practice

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- Learning requires that supervision is frequent, rigorous, and focused on the effectiveness of instruction. Therefore, the majority of efforts of effective administrators must be on evaluating, coaching, and supporting teachers to do a first-rate job. Learning walks is one avenue to address effectiveness of instruction, but does require central office administrators' clear definition of attributes of quality teaching for learning as well as training and feedback for administrators in learning walks to assure a district-wide and standards-based approach in achieving the shared vision of teaching for learning. (Iowa Teaching Standard 4