



BOE Instructional Leadership Workshop

May 2, 2023



Stamford Public Schools
EXCELLENCE IS THE POINT.



Vision 2025

Vision 2025 is the roadmap to ensure we reach and exceed the goals outlined in our 2022-2027 District Strategic Plan. *Vision 2025* defines the framework, supports and assessments that will be implemented to ensure we attain the goals associated with each of district's five strategic pillars.



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SPS District Strategic Plan 2022-2027



Vision 2025

- Public Affairs Office
- Office of Recruitment and Retention
- School Community and Culture
- Student, Staff, Families, and Community Voice

- Human Resources
- Finance and Purchasing
- Facilities
- Technology
- Transportation



- Curriculum
- Professional Development
- Standardized Assessments
- Leadership Support
- Accountability Structures and Procedures
- Policies and Regulations

- Office of Family and Community Engagement
- Stamford Cradle to Career
- Community Collaboration
- Community Partnership
- State Delegation

- Department of Access & Opportunity
- Career Pathways, Workplace Learning & Apprenticeships
- College and Career Readiness
- English Learners
- Special Education and Related Services
- School-wide Enrichment



**STRONG
CURRICULUM**



Curriculum, Instruction, and Assessment

All students will acquire and effectively apply critical thinking, creative thinking and self-regulated thinking to be **ACADEMICALLY PREPARED** for lifelong learning and the world of work.

EVIDENT BY:

- Standards-based written curriculum
- Professional development and support
- Comprehensive assessment plan
- Coherent policies and regulations
- Accountability structures and procedures



Instructional Leadership and Development

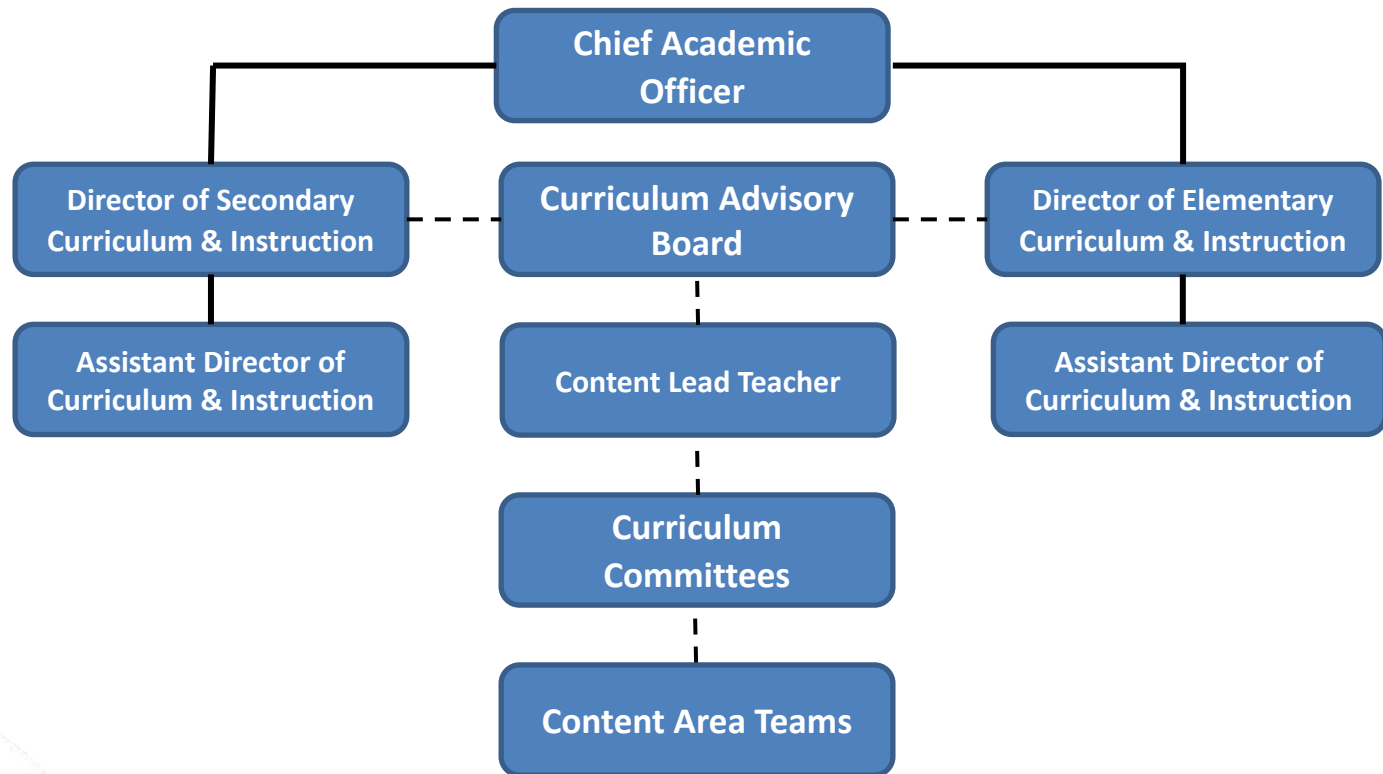
Responsibilities of Building Administrators

- Ensure that all teachers are providing, and students are receiving, rigorous Tier I instruction.
 - Support Principal's knowledge and skills to provide feedback, support and professional development
 - Triangulation and disaggregated data to drive improvement
 - Develop through-lines between BOE, Superintendent, Central Office, Principals and Teachers with a focus on learning / performance goals
- Rethink organizational structure through a Curriculum Implementation, Instruction and Assessment lens and focus.
 - Organizational Chart with a narrowed and common focus



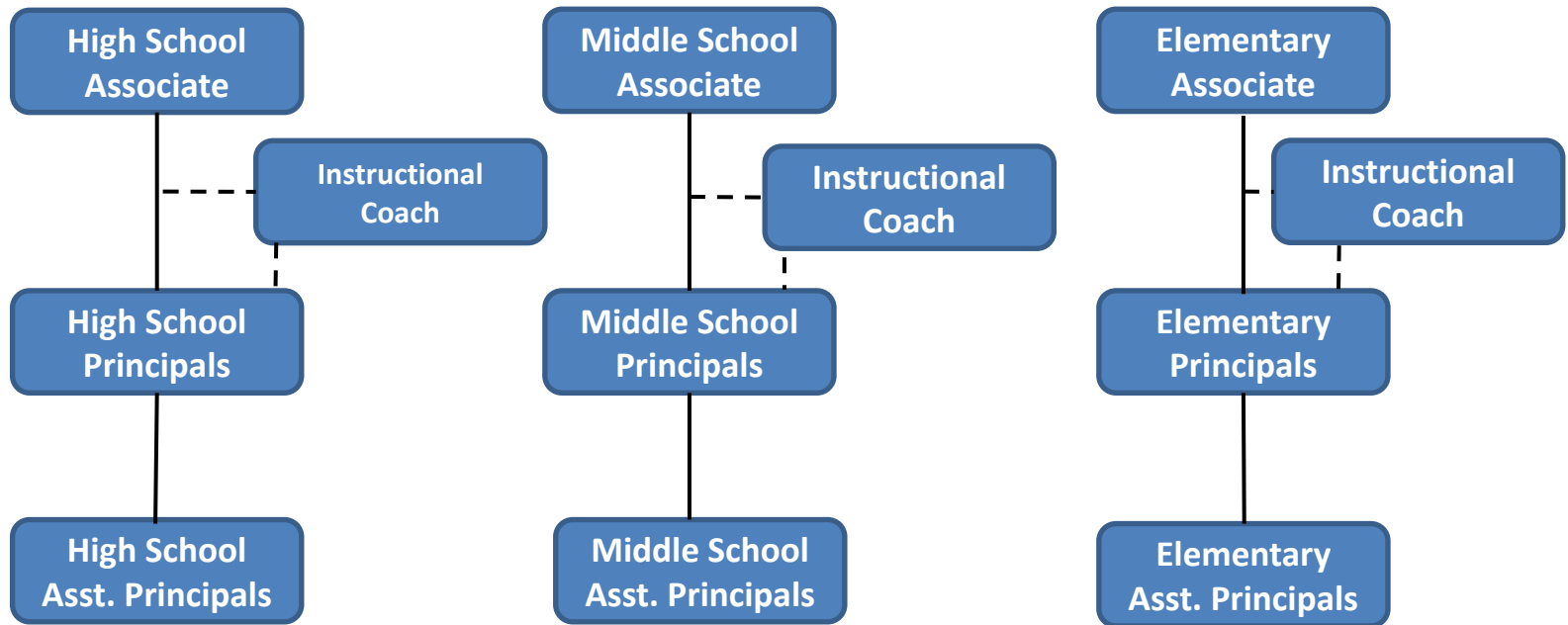
Curriculum, Instruction and Assessment

Organizational Structure

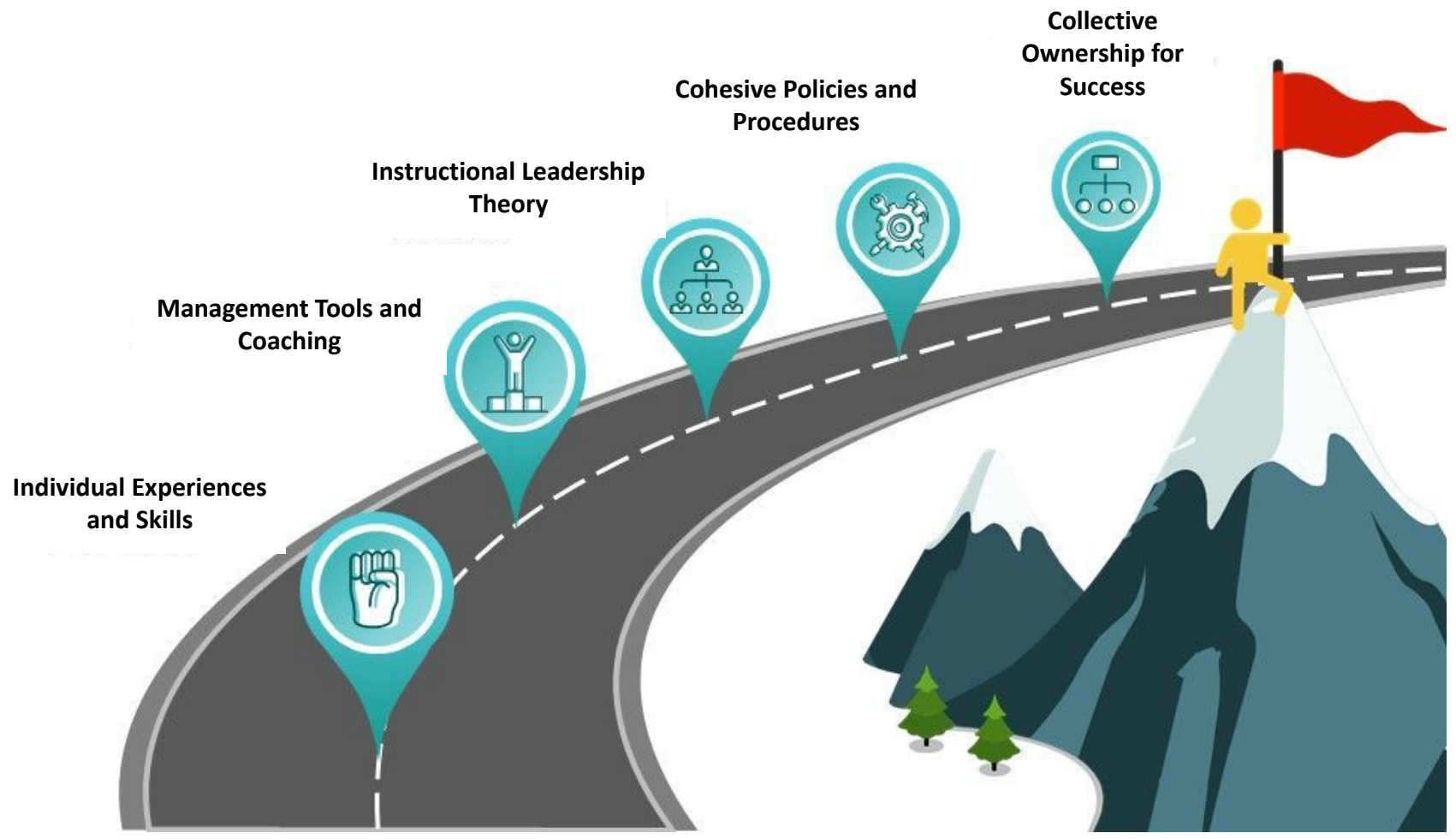


Instructional Leadership and Development

Responsibility Structure



Roadmap to Success



Portrait of an Instructional Leader

1. *Instructional Knowledge*

- Clear vision and ownership of the Instructional Improvement Strategy
- Deep knowledge of instructional programs (systematically)
 - Teacher by teacher
 - Content by content
 - Student by student
- Deep knowledge of the School-wide Data System
 - Current status of school
 - Areas of concern
 - Progress toward identified targets



Portrait of an Instructional Leader

2. Leadership Practice

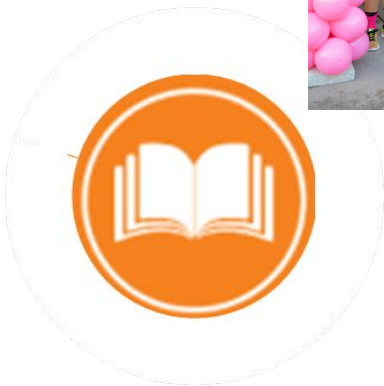
- Oversee and participate in a Practice of Instructional Oversight
 - Visits to classrooms to identify patterns and trends for professional learning, intervention, and strategy adjustment
 - Visits to classrooms to assess curricular rollout
- Design, implement and oversee Instructional Systems to promote improvement, create constant feedback loops, and ensure continuous improvement
- Develop a team to co-own Instructional Leadership
- Set clear, equitable, and high expectations for
 - Student performance and growth
 - Educator performance and growth
 - School-wide performance and growth
- Establish and create Collective Ownership for a vision for **High-Quality Teaching and Learning**



Portrait of an Instructional Leader

3. Systemwide Leadership

- Work with leaders in other schools to calibrate and align expectations
- Support cross-school Problem-solving
- Share best practices



Instructional Leader Professional Learning

Coaching Program Structure (typical month)

- **Week 1:** Goal Setting / Goal Review / Data Review/ Define objectives for Week 2 visit
- **Week 2:** Instructional Rounds- Principal Meetings
- **Week 3:** Instructional Rounds--Individual/ Leveled
- **Week 4:** DLT driven by PLCs with Principals and Associates as Lead on Developing Own Team

*** Each of these sessions will be facilitated or supported by an external Instructional Leadership coach in year 1 of implementation.**



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Instructional Leadership and Development

Program Evaluation

Developmental Program Evaluation Model for informing the work, making it stronger, and providing feedback loops for continuous improvement

- Twice per year on-the-ground data gathering on strategy implementation (beginning / mid-year)
 - Clarifies the theory of action
 - Identifies the evidence/data to be collected at school level
- Feeds back to objective / defined data of what is going on at school
 - Principal's practice
 - Principal's leadership of strategy
 - Principal's leadership of curricular rollout
 - Principal's leadership of instructional improvement
- Results become the feedback loop to inform the next quarter's / semester's work



Building Rounds

Board Member Engagement

Develop a plan for Board of Education members to have a structured manner through which to participate in Rounds and develop a strong understanding of the District-wide priorities for improvement.

Rounds are more than a check-list or a grade, they are part of a larger practice and support collective learning. They involve observation, analysis, prediction, improvement and a recognition of how priorities are linked to drive change.

Examples of areas of focus for Rounds:

- School Climate
- Attendance Committee
- Safety Committees
- Classroom Visits



AN ACT CONCERNING TEACHER PERFORMANCE EVALUATIONS

Bill 6757

Require the State Board of Education (SBE) to adopt by July 1, 2025, revised guidelines for a teacher evaluation and support program, in consultation with (PEAC) and a revised model teacher evaluation and support program that aligns with the guidelines.



Source: <https://portal.ct.gov/SDE/Evaluation-and-Support/Educator-Evaluation-and-Support-Council>

Educator Growth & Evaluation

Guided by CSDE Model

Connecticut educators have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator evaluation and support system so that all Connecticut students experience growth and success

1. Standards and Criteria
2. Goal Setting Process
3. Professional Practice and Student Growth
4. Evaluator/Observer/Stakeholder Feedback and Engagement
5. Process Element
6. Dispute resolution



Source: <https://portal.ct.gov/SDE/Evaluation-and-Support/Educator-Evaluation-and-Support-Council>



Questions?

Curriculum, Instruction, Assessment Supervision, and Evaluation

