

*Quality Learning for Every Student Every Day!*

*Quality Teaching, Leading, & Learning by Every Educator Every Day!*

# Framework for Administrator Growth and Proficiency 2012-2013

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South Bend Community School Corporation  
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## Areas of Performance and Standards

### **Administrators Create and Maintain Effective Environments for Teaching and Learning**

Administrators create and support physical environments that engage all staff and students in purposeful collaborative inquiry and encourage constructive collaborative interactions among them. Administrators create and support safe collaborative learning environments in which all staff and students engage equitably and respectfully as they assume responsibility for themselves and one another. Administrators encourage all staff and students to collaborate in making decisions and in working independently and collaboratively. Expectations for adult and student behavior are established early, clearly understood, and consistently maintained. Administrators assure effective use of time as they implement building activities, procedures, and routines.

### **Administrators Engage All Staff in Collegial Conversation and Coaching**

Administrators consistently engage all staff in collaborative collegial conversation and coaching. This discourse consists of intentional, focused, nonjudgmental exchanges that support and guide thinking about teaching and learning. This discourse is guided by the overall intention to develop and support self-directedness in relation to teaching and learning. These conversations and coaching make intentional and consistent use of the seven Norms of Collaboration: pausing, paraphrasing, posing questions, putting ideas on the table, providing data, paying attention to self and others, and presuming positive intentions. They are guided by templates for Planning and Reflecting Conversations.

### **Administrators Engage and Support All Participants in Learning**

Administrators build on participants' prior knowledge, life experience, and interests to conceive high-level learning goals for all learners. Administrators use a variety of instructional strategies and resources that respond to participants' diverse needs. Administrators facilitate challenging learning experiences for all learners in environments that promote autonomy, interaction, and choice. Administrators actively engage all participants in problem-solving, and creative and critical thinking within and across topics and areas of focus. Concepts and skills are offered in ways that encourage learners to apply them in real-life contexts that make them meaningful. Administrators assist all learners to become self-directed, and capable to demonstrate, articulate, and evaluate what they learn.

## Required in 2012-2013

### Based on Area of Performance 3 of *The Framework for Effective Teaching*

#### Administrators Create and Maintain Effective Environments for Teaching and Learning

Administrators create and support physical environments that engage all staff and students in purposeful collaborative inquiry and encourage constructive collaborative interactions among them. Administrators create and support safe collaborative learning environments in which all staff and students engage equitably and respectfully as they assume responsibility for themselves and one another. Administrators encourage all staff and students to collaborate in making decisions and in working independently and collaboratively. Expectations for adult and student behavior are established early, clearly understood, and consistently maintained. Administrators assure effective use of time as they implement building activities, procedures, and routines.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
<b>3a</b> Creates & supports physical environments that engages all staff and students.	Designs & manages common areas and resources to meet the needs of all staff & all students, & the involvement of all in collaborative inquiry. Staff & students are engaged in planning the common areas. Displays are integral to learning in the school community & reflect the vision of <i>Quality Learning for Every Student Every Day</i> .	Designs & manages common areas & resources to meet staff & student needs. Provides access to resources to promote collaborative inquiry. Displays are relevant; the vision of <i>Quality Learning for Every Student Every Day</i> is evident in the school.	Arranges and manages common areas for easy movement, to support learning, & to provide access to resources. Displays support learning.	Manages common areas for staff accessibility to or visibility of students. Displays may relate to learning. Movement, access, or engagement may be limited.
<b>3b</b> Creates & supports a climate that promotes fairness, respect, & collaborative inquiry.	Sustains & supports caring, respectful, and equitable collaborative relationships with all staff & students. Supports staff & students in developing skills to collaborate, to respond to inequity and disrespect, to mediate conflicts, and to support a climate of equity and caring and a spirit of inquiry throughout the school.	Promotes caring and respectful collaborative interactions through teaching and modeling. Responds equitably to incidents of unfairness and disrespect, and those where collaboration falters. Encourages staff & students to respect differences among individuals. May engage staff & students in collaborative inquiry, conflict resolution and shared problem-solving.	Builds caring, friendly rapport with most staff & students. Models equitable, respectful, & collaborative relationships. Uses some strategies to respond to unfairness & disrespect, and shortcomings in collaborative relationships.	Establishes rapport with some individual staff & students. Acknowledges some incidents of unfairness and disrespect, and non-collaborative relationships & processes.

## Administrators Create and Maintain Effective Environments for Teaching & Learning (Pg. 2 of 2)

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
<b>3c</b> Promotes collaborative relations, & responsibility to groups & communities.	Engages staff & students in individual and group work that teaches collaboration and promotes responsibility to school & classroom communities. Supports staff & students in taking leadership initiative.	Teaches collaborative skills needed for positive interactions as members of large and small groups & learning communities. Provides some opportunities for leadership throughout the school.	Uses some strategies and activities to promote individual responsibility, recognition of others' rights and needs, and collaborative interactions. Students & staff share in school responsibilities.	Encourages staff & student responsibility for self. Creates opportunities for individual staff & students to have responsibilities in the school.
<b>3d</b> Establishes and maintains standards for staff & student behavior.	Engages staff & students in defining expectations, and maintaining & monitoring school behavior in respectful & collaborative ways. When corrective consequences are needed, they are natural, logical, or restitution-based.	Involves staff & students in defining expectations for behavior. Uses strategies that maximize collaboration & prevent distracting or disruptive behavior and reinforce expectations. Monitors behavior.	Establishes expectations and consequences for staff & student behavior. Responds appropriately to distracting or disruptive behavior and promotes behavior that contributes to collaborative cultures.	Communicates roles and expectations to staff & students. Responds to distractions & disruptive behavior.
<b>3e</b> Plans and implements school processes and routines that support collaborative learning.	Engages staff & students in developing, supporting, and taking ownership of routines and processes that equitably support the participation of all staff & students in collaborative learning throughout the school program.	Identifies, teaches, and supports routines and processes that support the participation of staff & students in collaborative learning activities.	Develops and guides staff & students in learning routines and procedures for most activities. Some may be collaborative.	Establishes some procedures to support staff & student learning. Staff & students are aware of the procedures.
<b>3f</b> Assures effective use of time in support of collaborative learning.	Designs all activities to include collaborative learning, with processes to effectively engage all staff & students. Plans & paces all activities to support staff & student engagement and provide for student self-and peer assessment of learning & growth.	Designs activities to include collaborative learning, with processes to engage staff & students. Paces the school program & activities to sustain staff & student engagement. May engage staff & students in self-assessment learning & growth.	Provides time for activities that include collaborative learning for staff & students. Develops some routines for the school's program, and most transitions are organized.	Organization & pacing of school activities, routines, & transitions may be efficient.

## Required in 2012-2013

### Administrators Engage All Staff in Collegial Conversation and Coaching

Administrators consistently engage all staff in collaborative collegial conversations and coaching. This discourse consists of intentional, focused, nonjudgmental exchanges that support and guide thinking about teaching and learning. This discourse is guided by the overall intention to develop and support self-directedness in relation to teaching and learning. These conversations and coaching make intentional and consistent use of the seven Norms of Collaboration: pausing, paraphrasing, posing questions, putting ideas on the table, providing data, paying attention to self and others, and presuming positive intentions. They are guided by the templates for Planning and Reflecting Conversations.

#### 1. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

#### 2. Paraphrasing

Using a paraphrase starter that is comfortable for you – “So…” or “As you are…” or “You’re thinking…” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

#### 3. Posing Questions

Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, “What might be some conjectures you are exploring?” Use focusing questions such as, “Which students, specifically?” or “What might be an example of that?” to increase the clarity and precision of group members’ thinking. Inquire into others’ ideas before advocating one’s own.

#### 4. Putting Ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea…” or “One thought I have is…” or “Here is a possible approach…” or “Another consideration might be…”.

#### 5. Providing Data

Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

#### 6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

#### 7. Presuming Positive Intentions

Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

## Required in 2012-2013

### Administrators Engage All Staff in Collegial Conversation and Coaching

Element	Fluent &/or Consistent	Conscious Effort &/or Inconsistent	Aware; Not Evident	Appears Unaware
<b>1. Listens for Understanding by pausing and paraphrasing.</b>	Fluently &/or consistently pauses with all staff to give partner time to think and to make time to construct responses, and paraphrases to reflect essential feelings and content.	With conscious effort &/or inconsistently pauses to give partner time to think and to make time to construct responses., and paraphrases to reflect essential feelings and content.	Is aware of pausing to give partner time to think and to make time to construct responses., and of paraphrasing to reflect essential feelings and content; not evident in practice.	Appears unaware of pausing to give partner time to think and to make time to construct responses., and of paraphrasing to reflect essential feelings and content.
<b>2. Poses learning-centered questions.</b>	Fluently &/or consistently poses questions of all staff to explore thinking & to specify thinking, using an approachable voice, framing the questions, using exploratory language & plural forms, & communicating positive presuppositions.	With conscious effort &/or inconsistently poses questions to explore thinking & to specify thinking. With effort &/or inconsistently uses an approachable voice, frames the questions, and uses exploratory language & plural forms.	Is aware of posing learning-centered questions and the tools for doing so; these are not evident in practice.	Appears unaware of posing learning-centered question and the tools for doing so.
<b>3. Puts ideas on the table to make own thinking transparent, for uptake and engagement by another.</b>	Fluently &/or consistently puts ideas on the table with all staff: signals intention, attends to cognitive styles & representational systems. Uses tools of describing focus, explaining reasoning, identifying feelings, revealing perspective, framing context, offering concrete examples.	With conscious effort &/or inconsistently puts ideas on the table: signals intention, attends to cognitive styles & representational systems. With conscious effort &/or inconsistently uses the tools for putting ideas on the table.	Is aware of putting ideas on the table and the tools for doing so; these are not evident in practice.	Appears unaware of putting ideas on the table and the tools for doing so.
<b>4. Provides data using the Collaborative Data Exploration cycle.</b>	Fluently &/or consistently provides all staff with data in a cycle of: (1) activating & engaging, (2) exploring & discovering, and (3) organizing & integrating.	With conscious effort &/or inconsistently provides data in a cycle of: (1) activating & engaging, (2) exploring & discovering, and (3) organizing & integrating.	Is aware of providing data in a cycle of: (1) activating & engaging, (2) exploring & discovering, and (3) organizing & integrating; not evident in practice.	Appears unaware of providing data in a cycle of: (1) activating & engaging, (2) exploring & discovering, and (3) organizing & integrating.

## Administrators engage in Collegial Conversation and Coaching (Page 2 of 2)

Element	Fluent &/or Consistent	Conscious Effort &/or Inconsistent	Aware; Not Evident	Appears Unaware
<b>5. Evidences Paying Attention to Self and Others, and Presuming Positive Intentions.</b>	With all staff, fluently &/or consistently demonstrates ways of Paying Attention to Self & Others, and states Presumption of Positive Intentions with positive presuppositions.	With conscious effort &/or inconsistently demonstrates ways of Paying Attention to Self & Others, and states Presumption of Positive Intentions with positive presuppositions.	Is aware of ways of Paying Attention to Self & Others, and of Presuming of Positive Intentions; not evident in practice.	Appears unaware of ways of Paying Attention to Self & Others, and of Presuming of Positive Intentions.
<b>6. Employs the Planning Conversation process.</b>	With all staff, fluently &/or consistently applies the process of inquiring to (a) identify & clarify goals, (b) specify success & progress indicators, (c) define approaches, strategies, activities, (d) identify personal learning focus, & (e) reflect on the conversation process.	With conscious effort &/or inconsistently applies the five-step process of Planning Conversations – (a) through (e) to the left.	Is aware of the five-step process of Planning Conversations; the process is not evident in practice.	Appears unaware of the five-step process of Planning Conversations.
<b>7. Employs the Reflecting Conversation process.</b>	With all staff, fluently &/or consistently applies the process of inquiring to: (a) summarize impressions, (b) recall supporting evidence, (c) analyze causal factors, (d) explain new learning, (e) identify future applications, & (f) reflect on the conversation process.	With conscious effort &/or inconsistently applies the 6-step process of Reflecting Conversations – (a) through (f) to the left.	Is aware of the six-step process of Reflecting Conversations; the process is not evident in practice.	Appears unaware of the six-step process of Reflecting Conversations.

## Voluntary in 2012-2013

Based on Area of Performance 4 of *The Framework for Effective Teaching*

### Administrators Engage and Support All Participants in Learning

Administrators build on participants' prior knowledge, life experience, and interests to conceive high-level learning goals for all learners. Administrators use a variety of instructional strategies and resources that respond to participants' diverse needs. Administrators facilitate challenging learning experiences for all learners in environments that promote autonomy, interaction, and choice. Administrators actively engage all participants in problem-solving, and creative and critical thinking within and across topics and areas of focus. Concepts and skills are offered in ways that encourage learners to apply them in real-life contexts that make them meaningful. Administrators assist all learners to become self-directed, and capable to demonstrate, articulate, and evaluate what they learn.

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
4a. Connects participants' prior knowledge, life experience, and interests with essential questions and learning outcomes.	Uses inquiry and activities to extend participants' integration of their interests and what they know with session or topic outcomes. Makes adjustments during session to ensure that all learners meet the outcomes.	Implements inquiry and activities that help participants make connections between their experiences, interests, and what they already know and the topic-at-hand and session or topic outcomes.	Asks questions that elicit participants' prior knowledge, experiences and interests. Some connections are made to the learning outcomes of the session. Some connections may be made to topic outcomes.	Opens session to capture participants' attention and interest. Recognizes and overtly acknowledges the value of learners' prior knowledge and experiences.
4b. Uses a variety of instructional strategies and resources to respond to participants' diverse needs.	Uses an extensive repertoire of strategies and resources to engage all learners through collaborative participation in learning. Selects and differentiates learning and self-assessment strategies to accommodate learners' diverse learning styles and needs.	Elicits learner participation through a variety of collaborative instructional strategies & supporting resources, intended to match learners' learning needs and styles. Engages participants in self-assessment.	Varies strategies & activities to increase learner participation. Selects strategies and resources with some consideration of participant interaction, learning needs, and styles. Recognizes the importance of collaboration.	Uses a few instructional strategies. Presents with available resources and materials.



## Administrators Engage and Support All Participants in Learning (Pg. 2 of 2)

Element	The Target (4)	Nearly There (3)	On the Way (2)	Getting Started (1)
4c. Facilitates learning experiences that promote autonomy, interaction, and choice.	Uses a variety of learning experiences to develop independent learning and collaborative participation skills in all participants. Supports all learners in making effective independent & collaborative choices of learning focus and processes.	Provides learning experiences utilizing individual and collaborative processes to develop autonomy and group participation skills. Choices are provided for learners regarding specific learning focus and tasks.	Varies learning experiences to include work in groups and as well as individual tasks. Collaborative skills are acknowledged.	Directs learning experiences through whole group and individual work tasks possibilities for interaction and choice.
4d. Engages participants in problem-solving, creative and critical thinking, and other activities that make concepts and skills meaningful.	Engages participants in analysis of facts and key concepts, practice of strategies, & frequent higher order thinking through activities & inquiry that consider multiple perspectives. Supports all learners in collaboratively initiating problem-posing, problem-solving, and inquiry.	Engages participants through activities and inquiry strategies that develop understanding of key concepts and practice of strategies, & important issues. Supports learners in collaborative problem-posing, problem-solving, and higher order thinking.	Focuses inquiry on a topic's key concepts and practice of strategies. Inquires to elicit higher order thinking from some learners.	Focuses questions on facts and important concepts to support learning.
4e. Promotes self-directed, reflective learning for all participants.	Consistently designs and uses learning strategies & activities that enable participants to set goals and criteria, and to develop collaborative strategies for demonstrating, monitoring, and reflecting on progress and process, expecting learners to use an intentional collaborative inquiry process.	Teaches & supports self-monitoring and -assessment skills. Participants have frequent opportunities to reflect on and talk about progress and process, and strategies for improvement.	Provides some opportunities for participants to monitor their own engagement and to reflect on progress and process. May teach skills to enable self-monitoring and -assessment.	Directs learning experiences and monitors learner progress within a specific session. Assistance is provided as requested by students.