



Maryland

Instructional Leadership

Framework

(Excerpt)

Adopted by the Maryland State Board of Education

February 2005

Maryland Instructional Leadership Framework

Instructional Leadership Outcome	Evidence in Practice
<p>1. Facilitate the Development of a School Vision</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 1.1 A written school vision that encompasses values, challenges, and opportunities for the academic, social, and emotional development of each student 1.2 A process for ensuring that all staff and other stakeholders are able to articulate the vision 1.3 Procedures in place for the periodic, collaborative review of the vision by stakeholders 1.4 Resources aligned to support the vision
<p>2. Align All Aspects of a School Culture to Student and Adult Learning</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 2.1 Mutual respect, teamwork, and trust in dealings with students, staff, and parents 2.2 High expectations for all students and teachers in a culture of continuous improvement 2.3 An effective school leadership team 2.4 Effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning 2.5 Opportunities for leadership and collaborative decision making distributed among stakeholders, especially teachers
<p>3. Monitor the Alignment of Curriculum, Instruction, and Assessment</p>	<p>The principal is able to demonstrate that there is/are:</p> <ul style="list-style-type: none"> 3.1 Ongoing conversations with teachers as to how state content standards, voluntary state curriculum and/or local curriculum, and research-based instructional strategies are integrated into daily classroom instruction 3.2 Teacher assignments that are rigorous, purposeful, and engaging 3.3 Student work that is appropriately challenging and demonstrates new learning 3.4 Assessments that regularly measure student mastery of the content standards

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<p>4. Improve Instructional Practices Through the Purposeful Observation and Evaluation of Teachers</p>	<p>The principal is able to demonstrate that there is/are:</p> <p>4.1 A process to determine what students are reading, writing, producing, and learning</p> <p>4.2 Use of student data and data collected during the observation process to make recommendations for improvement in classroom instruction</p> <p>4.3 Formal feedback during observation conferences as well as ongoing informal visits, meetings, and conversations with teachers regarding classroom instruction</p> <p>4.4 Regular and effective evaluation of teacher performance based on continuous student progress</p> <p>4.5 Identification and development of potential school leaders</p>
<p>5. Ensure the Regular Integration of Appropriate Assessments into Daily Classroom Instruction</p>	<p>The principal is able to demonstrate that there is/are:</p> <p>5.1 Multiple and varied assessments that are collaboratively developed</p> <p>5.2 Formative assessments that are a regular part of the ongoing evaluation of student performance and that serve as the basis for adjustments to instruction</p> <p>5.3 Summative assessments that are aligned in format and content with state assessments</p> <p>5.4 Appropriate interventions for individual students based on results of assessments</p>
<p>6. Use Technology and Multiple Sources of Data to Improve Classroom Instruction</p>	<p>The principal is able to demonstrate that there is/are:</p> <p>6.1 Effective use of appropriate instructional technology by students, staff, and administration</p> <p>6.2 Regular use of the MSDE websites (Maryland Report Card and School Improvement)</p> <p>6.3 Review of disaggregated data by subgroups</p> <p>6.4 Ongoing root cause analysis of student performance that drives instructional decision making</p> <p>6.5 Regular collaboration among teachers on analyzing student work</p>

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<p>7. Provide Staff with Focused, Sustained, Research-based Professional Development</p>	<p>The principal is able to demonstrate that there is/are:</p> <p>7.1 Results-oriented professional development that is aligned with identified curricular, instructional, and assessment needs and is connected to school improvement goals</p> <p>7.2 Opportunities for teachers to engage in collaborative planning and critical reflection during the regular school day (job-embedded)</p> <p>7.3 Differentiated professional development according to career stages, needs of staff, and student performance</p> <p>7.4 Personal involvement in professional development activities</p> <p>7.5 Professional development aligned with the Maryland Teacher Professional Development Standards</p>
<p>8. Engage All Community Stakeholders in a Shared Responsibility for Student and School Success</p>	<p>The principal is able to demonstrate that there is/are:</p> <p>8.1 Parents and caregivers welcomed in the school, encouraged to participate, and given information and materials to help their children learn</p> <p>8.2 Parents and caregivers who are active members of the school improvement process</p> <p>8.3 Community stakeholders and school partners who readily participate in school life</p>