

Effective Observation Training

Domain Two Training Activity

Domain 2. Curriculum, Instruction, and Assessment

Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

PART ONE:

1. **Talk:** Discuss with one or two others how the practice reflected in this domain in the box above is important for excellent leadership. (5min)
2. **Write:** Summarize your thoughts about the necessity of this practice for leading a great school. (2min)

3. **Share:** Share 1-3 phrases that summarize your thoughts on the importance of this practice. (3min)
4. **Agree:** Generate a summary statement that captures the main agreements related to the necessity of this practice. (3min)

4- The principal consistently plans, implements and supports actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment for each student. Shared ownership by staff leads to significant improvements in or sustained high levels of student success.	3- The principal plans, implements and supports actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment for each student resulting in a positive impact on student success.	2- The principal is inconsistent in planning, implementing and supporting actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment or these actions have limited or no positive impact on student success.	1- The principal's actions or attitudes regarding the development and support of systems of curriculum, instruction and assessment have a negative impact on student success.
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PART TWO:

1. **Review:** Review the observation instrument language above for this Domain. (2min)
2. **Highlight:** Highlight/circle the key phrases that distinguish one performance level from the next. Annotate as needed. (5min)
3. **Agree:** Agree on the key similarities and differences between each level of practice. (3min)

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PART THREE:

Critical Attributes
<ul style="list-style-type: none">• Implement coherent systems of curriculum, instruction, and assessment that embody high expectations for student learning, align with academic standards, and are culturally responsive.• Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success.• Ensure instructional practice that is intellectually challenging, authentic to student experiences, and is differentiated and personalized.• Promote the effective use of technology in the service of teaching and learning.• Employ valid, developmentally appropriate assessments and use the assessment data to monitor student progress and improve instruction.

Guiding Question: For a principal operating at the highest level in this domain, what types and quality of evidence could you use to justify your assessment of this performance?

1. **Think:** Jot down some ideas and note whether the evidence is indirect or direct. (3min)

2. **Share:** Share your ideas with the group. (3min)

3. **Identify:** Note areas where the group agrees and where there may be open questions. (5min)
