

Standard Indicator 4.2: Curriculum, Instruction, and Assessment

The leader ensures the implementation of a rigorous and relevant system of curriculum, instruction, and assessment.

Accomplished principals lead the implementation of a balanced, rigorous, relevant, diverse, and standards-based curriculum. They oversee the planning and development of the curriculum, lead its implementation, develop systems to evaluate its effectiveness, and make adjustments as necessary. These principals develop a comprehensive learning experience with rigorous and relevant academic programming that aligns the curriculum, pedagogy, and assessment practices, providing a variety of opportunities for all students to reach learning goals. They structure time and resources to support teachers to work collaboratively in examining student work, in holding professional conversations, and in adjusting their teaching practices accordingly.

Accomplished principals are skilled in disaggregating and interpreting data for the purpose of analyzing areas of strength and growth and determining paths to improvement in learning. These principals are adept at assisting teachers with analyzing data and identifying opportunities for improvement and for sustaining successes.

Adapted from NBCEL, *Accomplished Principal Standards*, 1st ed. (2010, p. 35).

Key Elements of Leader Practice and Questions for Reflection and Planning Related to Standard Indicator 4.2

- Providing opportunities for teachers to collaboratively select, develop, and analyze formative and [summative assessments](#) and other easily interpreted data to ensure ongoing alignment with curricular expectations, instructional strategies, and the needs of students
 - *To what extent am I providing structured time for teachers to collaborate in designing, implementing, and adjusting standards-based instruction and assessments based on curricular expectations and the needs of students?*
- Creating a collaborative system to develop, revise and monitor a rigorous and relevant system of curriculum, instruction, and assessment
 - *In what ways do I collaborate with teachers to support the vertical and horizontal alignment of the content standards, curriculum, and assessment? How is this alignment monitored for consistency with the school's vision*, mission and goals? What strategies and/or tools are being used to document and manage this information in a useful way that can be easily accessed and shared individuals both in and outside of the organization?*
- Examining student achievement and student growth data and other performance measures, including classroom observations, to monitor and adjust curricular resources, instructional strategies, teacher professional development, and student supports
 - *What systems and sources of data are available for use in setting goals and monitoring progress toward school improvement? How do I determine which benchmark measures are appropriate*

- *In what ways are school staff involved with ongoing data analysis and in data-informed decision-making? How can I best support collaboration in data analysis and decision-making processes regarding curriculum, instruction and professional development?*
- ***What concrete sources of evidence will I need to gather to demonstrate effective practice related to these Key Elements?***

Professional Learning to Advance This Leadership Practice

- Researching successful frameworks, structures, and processes used successfully by other schools and organizations to align and monitor the implementation of rigorous systems of curriculum, instruction, and assessment
- Engaging in structured learning (workshops, courses, webinars, book studies, etc.) to learn about college- and career-ready standards, curriculum, assessment, and instructional approaches for different grade levels and content areas
- Researching collaborative professional development structures such as PLCs to determine how to structure teacher professional development time to allow for the ongoing development and refinement of curriculum, instruction, and assessment resources and practices
- Seeking resources related to data analysis protocols and other tools that can be used to evaluate the impact that implementation of curriculum, instruction, and assessment is having on student learning and growth and adjust decisions based on the results

Core Proposition 4: Teaching and Learning

4.2 Curriculum, Instruction, and Assessment: The leader ensures the implementation of a rigorous and relevant system of curriculum, instruction, and assessment.				
	Ineffective (1) At this level, the leader...	Developing (2) At this level, the leader...	Effective (3) At this level, the leader...	Distinguished (4) At this level, the leader does one or more of the following. The leader...
LEPG Rubric Performance-Level Descriptors	<ul style="list-style-type: none"> Does not establish or maintain an aligned system of curriculum, instruction, and assessment. Does not establish or maintain procedures for curriculum alignment and coordination within each content area or across grade levels. Does not align curricular resources, assessments, and supports with school or district improvement plans. Does not provide teachers with data to drive instructional planning and/or does not provide teachers with opportunities to collaboratively examine assessment data. 	<ul style="list-style-type: none"> Establishes or maintains curriculum, instruction, and assessment to ensure an aligned system where all student learning is based on the vision,^a mission, and goals. Ensures curriculum alignment, curriculum coordination, and curriculum monitoring across content areas and across grade levels. Aligns and monitors curricular resources, assessments, and supports with school or district improvement plans. Provides teachers with disaggregated data from multiple sources to drive differentiated instructional planning. Presents school performance data in large and school group forums in a clear, accurate way. 	<ul style="list-style-type: none"> Establishes or maintains systems that engage staff and others in routinely monitoring and adjusting curriculum, instruction, and assessment to ensure an aligned system in which all student learning is based on the vision, mission, and goals. Ensures that time and procedures for curriculum alignment and coordination are adhered to within each content area, across grade levels, and across content areas. Provides teachers with charts, graphs, and other disaggregated data representations to easily read and compare data. Facilitates large- and small-group data discussions that raise questions and develop explanations for student performance. 	<ul style="list-style-type: none"> Creates structures that allow teacher leaders, assistant principals, and/or other school-level leaders to reflect upon and improve systems for ensuring curriculum alignment and coordination. Empowers teacher leaders, assistant principals, or others to identify and implement strategies to continuously improve curriculum, instruction, and assessment to ensure an aligned system in which all student learning is based on college- and career-ready standards. Participates on state- or district-level committees to make strategic decisions about resource allocations. Provides teachers and others with a clear understanding of data trends, data representations, and limitations to make informed decisions. Creates plans, with collaborative input from others, to improve student access and performance based on trends identified in data. Builds the capacity of teacher leaders, assistant principals, and/or other school-level leaders to support opportunities for teachers' use of assessment data.

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Possible Examples	<ul style="list-style-type: none"> ▪ The leader assumes instruction is aligned with the curriculum and assessment. ▪ The leader does not provide opportunities for cross-grade or within-subject-area coordination. ▪ The leader assumes teacher resources and curriculum requests are aligned with the district and school improvement plans. ▪ The leader requires teachers to create or assemble data for analysis; school leadership does not provide any data to teachers. 	<ul style="list-style-type: none"> ▪ The leader requires all lesson plans and assessments to include alignment to college- and career-ready standards. ▪ The leader has cross-grade teams meet once monthly during early start days to review data and collaboratively plan for the vertical articulation of standards. ▪ The leader develops a curricular resource request process that asks teachers to show how any requested resources align with college- and career-ready standards and the school improvement goal of district and schools improvement plan. ▪ The leader provides teachers with disaggregated data from district benchmark tests after each administration for analysis by PLCs. 	<ul style="list-style-type: none"> ▪ The leader has teachers of different subjects check and approve the alignment of end-of-course exams with standards for their peers in the same subject as part of the end-of-course exam-writing process. ▪ The leader ensures that at the beginning of each quarter, cross-grade and cross-content-area teams meet to coordinate on curriculum articulation and collaborative lessons and provides incentives for teachers to develop and implement cross-content-area units. ▪ The leader rejects the initial request by kindergarten teachers for a new screening exam because of poor alignment with the curriculum and instructional strategies of the school. The leader encourages the teachers to research additional options that do align with the strategies. ▪ The leader provides teachers with disaggregated data after each benchmark assessment. Analysis of student data is conducted at every PLC meeting and monthly by the data team. 	<ul style="list-style-type: none"> ▪ The leader works with the instructional leadership team to develop a process for providing quality assurance for the end-of-course assessments developed by teacher PLCs. ▪ When an assistant principal develops a process for cross-grade curriculum coordination, the leader integrates the process into PLC collaboration and puts the assistant principal in charge of its implementation. ▪ The leader creates a committee to review staff curriculum and resource requests and changes. The leader engages with the committee to develop criteria and the process for reviewing all requests. ▪ The leader ensures that half of the data team membership is teachers and assigns each member responsibilities within the team.