PRIORITY SCHOOLS BUREAU

BEGINNING PRINCIPAL SUPPORT GUIDE

INTRODUCTION

The New Mexico Priority Schools Bureau developed this guide to provide early-career principals with practical information that will support them in their new role as New Mexico School Leaders. In preparation for the guide, both new and veteran school principals, principal supervisors, principal coaches, and district leaders from across the state of New Mexico were interviewed and asked to reflect on their early years leading schools and supporting new leaders. Their contributions are invaluable and documented in each topic included in this guide. Though many common themes surfaced throughout the interviews, one stood out above all the others, a passion for positively impacting the lives of the students and communities throughout New Mexico by sharing their extensive knowledge with new school leaders.

Throughout the guide, the reader will find best practices identified by these successful New Mexico leaders who have learned from their own experiences working in schools and districts across the state and in partnership with the NM PSB. While the topics addressed are not meant to be all-encompassing, the guide identifies some of the most important work you are likely to encounter as a new principal.

Topics included in the guide are organized under central school leadership headings such as Equity & Culture, Leadership Practices, School Routines, Developing & Supporting Faculty, Instructional Infrastructure, Systems of Support for Students, School Routines & Procedures, and Organizing Your School Year. However, the reader should not feel compelled to consume each section in the order in which it is presented. Instead, identify the topic(s) that are most important or relevant and begin your journey there.

Each topic is divided into three sections and summarizes key leadership lessons identified and shared by the interviewees.

1. Essential Leadership Understandings - A brief introduction addressing the "why" or importance of the topic.
2. Essential Leadership Moves - A presentation of successful models/and or steps to approach the work.
3. Resources for Further Learning - A list of resources for a deeper dive into the topic.

If the reader finds the summary of the topic relevant and meaningful to their development, we encourage you to explore the subject at a deeper level by.

- Reviewing the Resources for Further Learning.
- Working with a supervisor or coach to develop a deeper understanding.
- Seeking additional professional development.
- Pursuing other means of learning and individual growth opportunities.

In conclusion, as you approach this critical work, always strive to do your absolute best to establish a balance between your personal well-being and your work obligations. Finding this balance will safeguard your physical and mental health and increase your overall ability to impact your school's programmatic and operational goals positively. Throughout this journey, remember, as a new principal, you are embarking on an extraordinary career that will significantly impact the lives of the students, teachers, and the families you serve. In turn, your community, staff, and students will impact your life, and you will grow as a leader. We wish you success as you take on some of the most fulfilling and vital work of your career in education.

This manual was developed to provide guidance and technical assistance to Performance Coaches supporting RISE, THRIVE and LEAD School Leaders in 2021-2022. The materials developed may be used for training purposes only to support RISE, THRIVE and LEAD School Leaders.

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EQUITY & CULTURE

EDUCATIONAL EQUITY

Essential Leadership Understandings

The word equity has become popularized without a fundamental understanding of its implications, unfortunately, to the extent where everything in education seeks the label of "equitable." For example, equitable curriculum, equitable assessment, equitable instructional strategies, and so on. Many leaders claim to be committed to providing an "equitable education" for all students. However, upon closer examination, we find they are applying a superficial approach designed to close the opportunity gap of their minority students. Furthermore, popular interpretations of equity tend to present it as an isolated element of education, which we occasionally leverage to solve the disparities among various student groups.

To improve equitable practices for all students, PSB adheres to the definition of equity provided in Building Ranks: A Comprehensive Framework for Effective School Leaders, defining equity as "the behaviors, systems, processes, resources, and environments that ensure that each member of the school community is provided fair, just, and individualized learning and growth opportunities." To this end, PSB views equity as an educational component embedded and engrained in the education system to serve all students and close both the achievement and opportunity gaps.

Essential Leadership Moves

As a new principal, it is critical to understand the need to implement a systemic approach to ensure that the various educational processes and elements in your school act together to achieve the common goal of educational equity. Leaders must recognize embedded equitable and inequitable practices at the school and classroom level and identify how they impact students' equal access to the requisite opportunities, support, and tools they need to succeed. Any practice that negatively impacts students must be surfaced and addressed.

To support this complex but necessary task, we have provided examples of equitable and inequitable practices aligned to Paul Bambrick-Santoyo's Seven Levers of Leadership. See the table below.

Equitable and Inequitable Practices Aligned to Bambrick's Seven Levers of Leadership

Levers	Equitable Practices	Inequitable Practices
Lever 1 Data-Driven Instruction	Collecting quantitative data and disaggregating it by demographic groups, including race, ethnicity, and gender. Collecting qualitative data via interviews, surveys, and/or focus groups to obtain access to a holistic and comprehensive profile of students, inequalities, and/or certain predetermined behaviors. Analyzing data to better understand students' strengths and needs and to interpret trends that can create inequalities. Review and interpret data with an asset-based thinking approach. Asset-based thinking assumes that there is untapped potential in every student, potential that can be leveraged to improve outcomes.	Evaluating quantitative data exclusively. Quantitative data leaves out students' contexts and experiences. Review and interpret data with a deficit-based thinking approach. Deficit-based thinking accepts systemic issues that impact minority students.
Lever 2 Instructional Planning	Standards-based planning and teaching to ensure that all students are working towards learning the content outlined in the New Mexico Content Standards. Universal Design for Learning to maximize individual students' growth and empower them to take ownership of their learning. High leverage practices like scaffolded supports to make the content accessible for all students. Flexible assessments to provide students with the opportunity to show their knowledge in multiple formats.	Permanent assignment of students into ability groups with low expectations for academic work. A traditional learning environment that does not promote multiple means of engagement, representation, and action and expression.

Lever 3 **Observation and Feedback**	Celebration of Culturally Responsive Teaching (CRT). Observation that tracks the teacher's tone, the type of feedback the teacher gives to students, student engagement throughout the lesson, and/or specific instructional strategies that meet different learning styles. Reflective feedback to challenge the observed teachers to self-examine their strengths and areas of need.	No students' voice or choice. Inequitable patterns of teacher-student interactions: • Noninclusive or culturally relevant instructional materials. • Consistent directive feedback conversations with minimum teacher's voice.
Lever 4 **Professional Development (PD)**	High-quality professional development activities are extended to all teachers. Professional development opportunities that promote an environment that is welcoming and respectful to engage in conversations around diversity, inclusion, and equity. Thoughtful PD, aligned to schools' needs, to strengthen the quality of education and to weaken the teacher shortage problem.	Professional development opportunities that are offered to lead/ experienced teachers only. Top-down decisions on professional development opportunities. Misalignment between school priorities and PD opportunities.
Lever 5 **Student Culture**	A student-centered master schedule that offers equal opportunities for all students for college and career readiness. The common goal and desire for all students to thrive both academically and socially. Equitable grading practices.	A culture of excuses where labeling and 'tracking' students are acceptable. Building the entire master schedule without considering students' needs first. Misalignment between the demographic makeup of advanced courses and the demographic makeup of the school.

Table continued on following page

Lever 6 **Staff Culture**	Staff culture that sets high expectations for teaching and learning for all staff members. A process for collaboration and shared responsibility. A clear mission that states the purpose, values, and commitments and prioritizes equitable beliefs and practices.	Misalignment between school mission and staff's actions.
Lever 7 **Managing School Leadership Teams**	A school leadership team that represents the diversity of the staff, students, and community. Agendas provide an opportunity for all voices to be heard. A process to prioritize diversity in the hiring process.	Homogenous leadership team. Top-down communication that illustrates the school hierarchy.

Resources for Further Learning

Bambrick-Santoyo, P. *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools.* San Francisco, CA: Jossey-Bass; 2018.

National Association of Secondary School Principals (NASSP). *Building Ranks: A Comprehensive Framework for School Leaders;* 2018.

Waterford.org. *Why Understanding Equity vs. Equality in Schools Can Help You Create an Inclusive Classroom.*
https://www.waterford.org/education/equity-vs-equality-in-education/

SCHOOL CULTURE

Essential Leadership Understandings

According to Alliance for Education Solutions, school culture is defined as the "norms, values, beliefs, traditions, and rituals built up over time." A school's culture is always at work, either positively or negatively. School culture is shaped by every decision and action, from the principal's leadership style to the way teachers choose curriculum materials and interact with students.

Creating a positive school culture is one of the first tasks you will want to tackle as a new principal. A positive school culture, or a culture of excellence, can profoundly impact the success of your school. Successful leaders know that when teachers are energized and committed to the school's goals, they work harder to address the school's challenges. A positive school culture provides an environment for students that is safe, supportive, and reassuring, and thus positively impacts student achievement.

> "Culture eats strategy for breakfast."
> --Peter Drucker

Essential Leadership Moves

Assess the current state – Begin by assessing the existing school culture. Strategies such as staff surveys and one-on-one interviews provide valuable insight into the values and beliefs represented in the school's everyday practices. Asking staff and stakeholders for their input demonstrates their voice matters. As a school leader, you can gain a lot of insight by asking just a few questions, such as, "What are three things that are working well in our school?" "What are three things not working well in our school?" "What solutions might you offer to improve?" Gathering this data from all stakeholders provides an entry point to understand the school's current reality better.

Live your values and beliefs – Motivational speeches and posting value statements on classroom walls will not form culture. Culture is created by demonstrating the behaviors that express the stated values and beliefs you want in your school. The behaviors representative of the espoused values and beliefs, both by the adults in the building and the students, must be repeated each day until they become habits or "the way we do it here."

Aligning practice with vision, values, and beliefs – Paul Bambrick-Santoyo, in his book, Leverage Leadership 2.0, speaks to the necessity of aligning school-wide and classroom routines with the stated vision, values, and beliefs of the school.

To develop consistent daily classroom routines that inform school-wide routines, school leaders should ask the following four critical questions:
1. What am I doing?
2. What are the teachers doing?
3. What are the students doing?
4. What happens when leaders, teachers, or students do not comply?

Engaging in self-reflection and leading faculty through a discussion that examines the extent to which the answers to these four questions align with the espoused values and beliefs can be beneficial for unearthing school-wide and individual practices that are incongruent with the desired school culture. As Bambrick-Santoyo points out, "Students learn from what we do, not what we say. Answering these questions is how we decide what we want to teach them and the first step to converting our vision for school culture into realities." (p172)

Students and Staff as Culture Stakeholders – Building a strong school culture requires school leaders to think about their two primary stakeholder groups, students and teachers, and take intentional actions to build a positive culture for each of these groups. Below are a few starting points new leaders should consider.

Student Culture
In Leverage Leadership (p 186), Bambrick-Santoyo shares four key ideas to focus on building a solid student culture:
1. Establish a vision. What do you want students and staff to be doing?
2. Turn vision into minute-by-minute systems. Build minute-by-minute routines to make the vision a reality.
3. Practice. Give multiple opportunities to practice before stepping into the classroom.
4. Monitor and maintain. Evaluate your progress with a measurable tool.

Staff Culture
In reflecting on strong staff cultures, Bambrick-Santoyo shares this thought: "Great staff culture doesn't come from replicable charisma; it comes from the careful development of habits that build a strong staff community" (p191). Bambrick-Santoyo offers these five strategies to build a strong staff culture:

Five Strategies for a successful staff culture (p192)
1. Set a vision.
   Wisely design a clear and palpable vision for the work environment in your school.
2. Get the right people on the bus.
   Without great people, little else matters. Ensure your vision helps drive your hiring.
3. Put a stake in the ground.
   Reflect your commitment to developing a strong staff culture by prioritizing it from the first interactions of the year.
4. Keep your ear to the rail.
   Look and listen for negative culture warning signs that are coming down the tracks.
5. Lather, rinse, repeat.
   Staff culture is fragile. If you are not intentional about building, maintaining, or communicating your staff culture, someone else will define it for you.

Communication and culture – Effective communication is vital for a strong culture. Beliefs, values, and actions will spread the farthest and be tightly reinforced when everyone communicates with everyone else. In a strong school culture, leaders communicate directly with teachers, administrators, counselors, and families, who also communicate directly with each other. A culture is weaker when communication is limited, and there are few connections. For example, if teachers never hear from their principal, or staff members are operating in isolation from one another, it will be difficult for messages about shared beliefs and commitments to spread.

Celebrations – Celebrate big and small wins and include vision-building messages in all staff communications. Take time to create social events for your staff, students, and families, and remember that simple changes can produce significant results. Motivating a school takes constant effort throughout the year. It is vital to continually repeat the desired vision, values, and beliefs that form the foundation of the school's culture.

Resources for Further Learning

Bambrick-Santoyo, Paul. (2012). Leverage Leadership: A Practical Guide to Building Exceptional Schools. San Francisco: Jossey-Bass.

MISSION, VISION & PURPOSE

Essential Leadership Understandings

One of the most important tasks for a beginning principal is to inspire a shared vision for staff, parents, students, and the community. Taking the time to co-create and articulate a vision for the school provides an opportunity for the staff and school community to get to know the principal and better understand what they are thinking. The staff wants to know, "What does the principal want from me?" and "What does the principal believe about our school and our students?" The process of co-creating, or in some cases, "tweaking" an existing vision, mission, and purpose statement is one process for communicating professional beliefs, values, and expectations and harnessing the energy and voice of the faculty and school community.

David Burkus, in his article: What's the Difference Between Vision, Mission, and Purpose? offers the following explanation of each of these concepts as well as why each is important.

Vision Statement

A vision statement is a statement of what the future looks like if the organization is successful. It's a statement of where the school is headed. Vision statements are, by nature, aspirational. They are meant to inspire by painting a picture of a future worth working towards. However, since vision describes a future state, it can't stand alone. You still need to describe how you plan to make that change. There has to be a plan for what you're doing to make that vision a reality. That's where mission comes into play.

Mission Statement

Mission sits inside vision and describes the plan of action. If the vision statement answers what the world is going to look like in the future, mission, on the other hand, answers the question "how?" as in "how are we going to make that vision a reality?" "How are we going to get there?" "How do we define the objectives to measure whether we're making progress?"

Here is an example of a Mission and Vision statement from the Museum of Indian Arts and Culture in Santa Fe, NM.

Mission: "The mission of the Museum of Indian Arts and Culture/Laboratory of Anthropology is to serve as a center of stewardship, knowledge, and understanding of the artistic, cultural, and intellectual achievements of the diverse peoples of the Native Southwest."

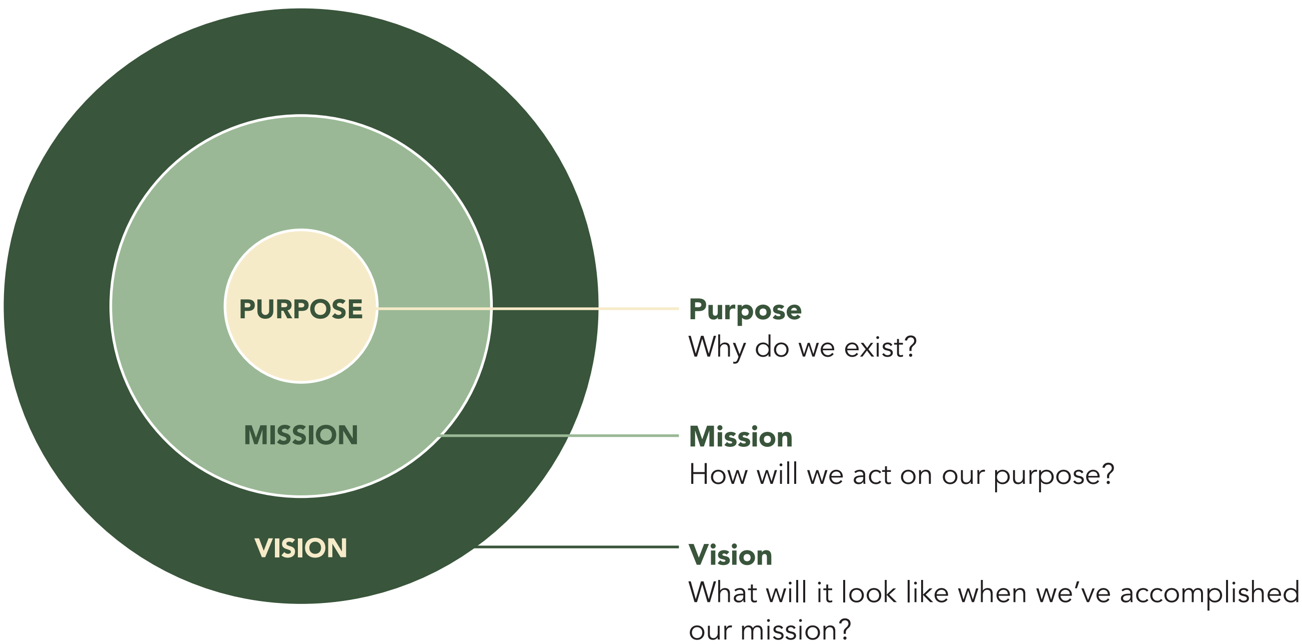
Vision: "A world that recognizes and understands Native peoples as diverse tribes, each with a distinctive history, culture, and language, and each of which is an integral part of the vibrant, historical, and cultural landscape of the American Southwest."

Some organizations craft a combined mission/vision statement rather than two stand-alone statements. There is no right or wrong. It's what works for the school. The important thing is that the vision and mission are clear, compelling, and inspirational.

Purpose Statement
The vision statement should inspire people to dream; the mission statement should inspire them to action. But there's still an unanswered question. With vision and mission, we have the "what?" and the "how?" respectively. But we still need to answer the "why?" That's where purpose comes in.

A purpose statement explains the organization's reason for existence. It speaks to "why" the organization is important and explores the impact on the people you serve if the organization didn't exist. As Burkus states, "It explains the injustice in the world you are seeking to right, or what opportunity you are seeking to leverage."

The graphic below represents how the three elements work together.



Vision is the what.
Mission is the how.
Purpose is the why.

Taking the time to lead the staff through the process of clarifying and crafting a purpose statement with questions such as: "What do we do, and why does it matter?" creates the space for compelling conversations that can ignite the passion and energy of the faculty.

For example, a Pre-K center with a bland mission statement realized that their deeper purpose, their "why," was to "provide the educational foundation for the rest of our student's lives." When the team came together, the clarification of this purpose led to powerful conversations around some of these questions:

- What happens to our students and families if we fail at our purpose?
- How do we need to show up every day to live up to this purpose?
- What new behaviors and ways of working do we need to commit to so that we are working in alignment with our purpose?

Purpose, or the "Why we do what do," is the force that engages the heart and connects the heart to the mind.

Essential Leadership Moves

Assess the current state – Determine whether the school has a powerful shared vision, mission, and purpose statement already in action or if it needs to be re-created.

Create a process for developing or refining vision, mission, and purpose – Make a plan and engage all stakeholders. Several resources are referenced at the end of this section to guide the development of a school's vision, mission, and purpose.

Communicate the school's vision, mission, and purpose – Create communication systems to reinforce the implementation of the school's vision, such as the school website, newsletter, hallways, and classrooms displays

Clarify or establish organizational values – Examine and refine the beliefs and norms to ensure they are aligned with the school's vision and purpose.

Resources for Further Learning

Creating a Purpose-Driven Organization, Harvard Business Review
https://hbr.org/2018/07/creating-a-purpose-driven-organization

Why Culture and Purpose Must Align Within the Workplace
https://www.inc.com/adam-fridman/why-culture-and-purpose-must-align-within-the-work.html

Non-profit Vision and Mission Statement Worksheet. Whole Whale offers this vision and mission generator that may be a valuable resource to support the development, revision, or assessment of the school's vision and mission statements. https://www.wholewhale.com/tips/mission-statement-generator/

KEY LEADERSHIP PRACTICES

CHANGE MANAGEMENT

Essential Leadership Understandings

Change is the only constant, and a significant part of the principal's job is guiding their school through the many change initiatives imposed by federal, state, and district mandates. Some changes occur at the school level due to the leader's vision or need to address a deficiency within the school. Regardless of the motivation for the change, it is always difficult, even when necessary, and principals play a crucial role in leading their schools through the change process. The most successful principals do this by serving as both the leader of change (the one who creates the vision and motivates the people) and the manager of change (the one who plans the actions and monitors the outcomes). The first step towards mastering these two roles is understanding the principles of change management and organizational change models.

The Priority Schools Bureau has supported district leaders, principals, and school leadership teams with understanding and implementing change by introducing them to two well-known, researched-based change management models. Though these models have different approaches, they are far more similar than different and share many common principles. You may also recognize that the NM DASH is tightly aligned to these models. Your 90-day plan is your road map for addressing change and your bridge across the Knowing-Doing Gap (Pfeffer, J., Sutton, R. I., 1999).

Essential Leadership Moves

The Kotter Change Model is one of the most utilized change models in the world. In this model, Dr. Kotter describes how leadership and management are two distinctive and complementary action systems. Each has its function and characteristic activities, and both are necessary for success. In his 8-step process for leading change, Kotter identifies and extracts the actions of numerous individuals and organizations who have successfully implemented change and presents them in a user-friendly format for leaders who are embarking on a change journey. Included below is Dr. Kotter's 8-step process and a brief description of each step.

Kotter's 8-Step Process

1. Create a Sense of Urgency
   Help others see the need for change through a bold, aspirational opportunity statement that communicates the importance of acting immediately.

2. Build a Guiding Coalition
   A volunteer army needs a coalition of influential people – born of its ranks – to guide it, coordinate it, and communicate its activities.

3. Form a Strategic Vision and Initiatives
   Clarify how the future will be different from the past and how you can make that future a reality through initiatives linked directly to the vision.

4. Enlist a Volunteer Army
   Large-scale change can only occur when massive numbers of people rally around a shared opportunity.

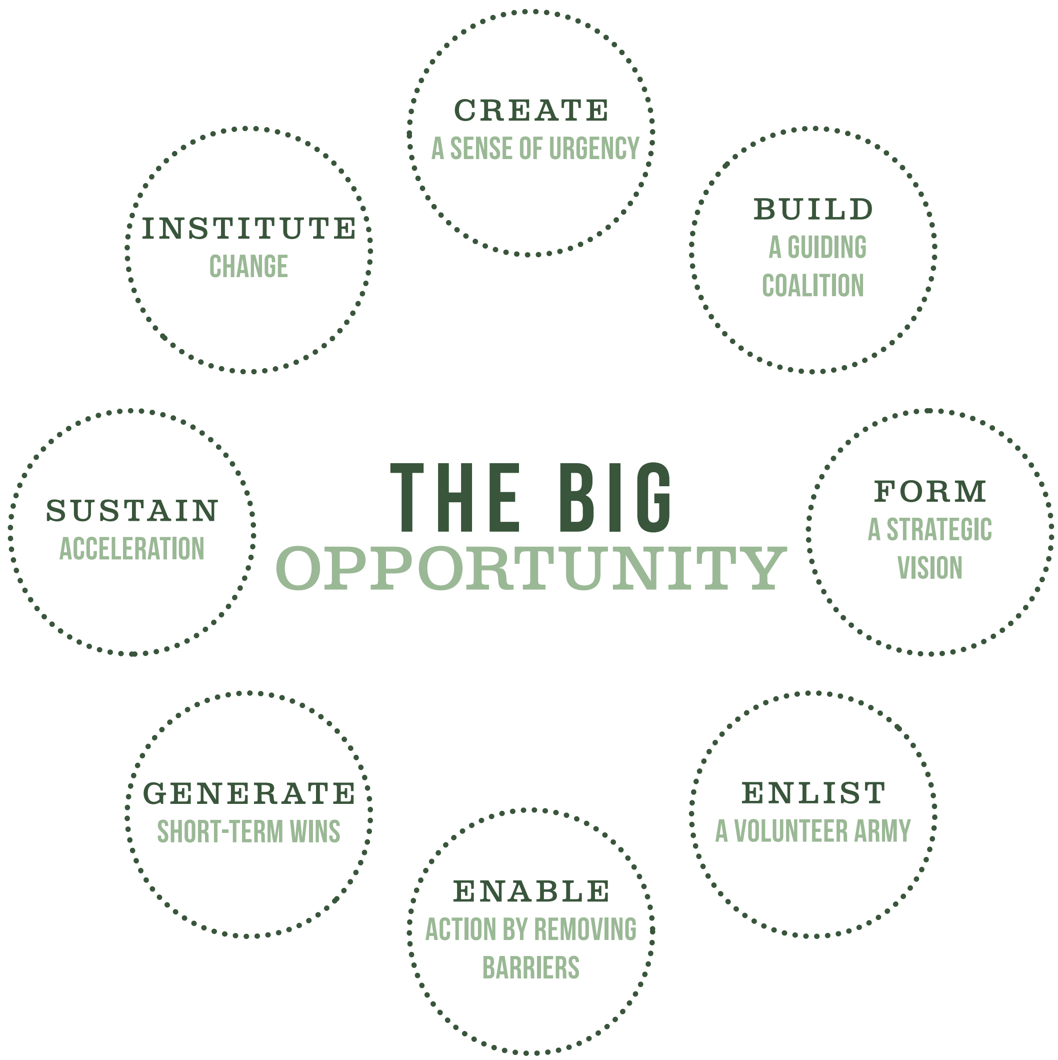
5. Enable Action by Removing Barriers
   Removing barriers such as inefficient processes and hierarchies provides the freedom necessary to work across silos and generate real impact.

6. Generate Short-Term Wins
   Wins are the molecules of results. They must be recognized, collected, and communicated – early and often – to track progress and energize volunteers to persist.

7. Sustain Acceleration
   Press harder after the first success. Your increasing credibility can improve systems, structures, and policies. Be relentless with initiating change after change until the vision is a reality.

8. Institute Change
   Articulate the connections between the new behaviors and organizational success, ensuring they continue until they become strong enough to replace old habits.

Another practical change model employed by the Priority Schools Bureau is the ExperiencePoint Change Model. This model is closely aligned to Kotter's 8-Step Process with one key difference; the ExperiencePoint model does not presuppose members of the organization have a good understanding of the problem. This model first encourages a shared analysis of the situation among key stakeholders to create the alignment and urgency required to set the project up for success. The ExperiencePoint Model is divided into two parts, *Aligning Key Stakeholders – planning, and Engaging the Organization - implementation*. Participants in the NM RISE program participate in a computer-based simulation that delivers a year of change experienced in one day. During this session, leaders roll up their sleeves and tackle a realistic change project. The experience offers the essentials of a year-long change journey in a one-day session, enabling leaders to engage with the behaviors, tools, and skillsets that make change happen. Below you will find the steps in the ExperiencePoint Change Model and a brief description of each.



ExperiencePoint Change Model – 7 Steps

Aligning Key Stakeholders - Planning

1. Understand the Need for Change
   This is the rationale or "Why." Accomplished through continuous environmental scanning, data analysis, and organizational diagnosis.

2. Enlist a Core Team
   Create and support a core team of stakeholders tasked with working on a solution and scaling it.

3. Develop a Vision & Strategy
   Envisage the opportunities and implications of the new solution on the organization. Your vision should be tangible, feasible & flexible, focused, simple, participative, rigorous, and open.

Engaging the Organization – Implementation

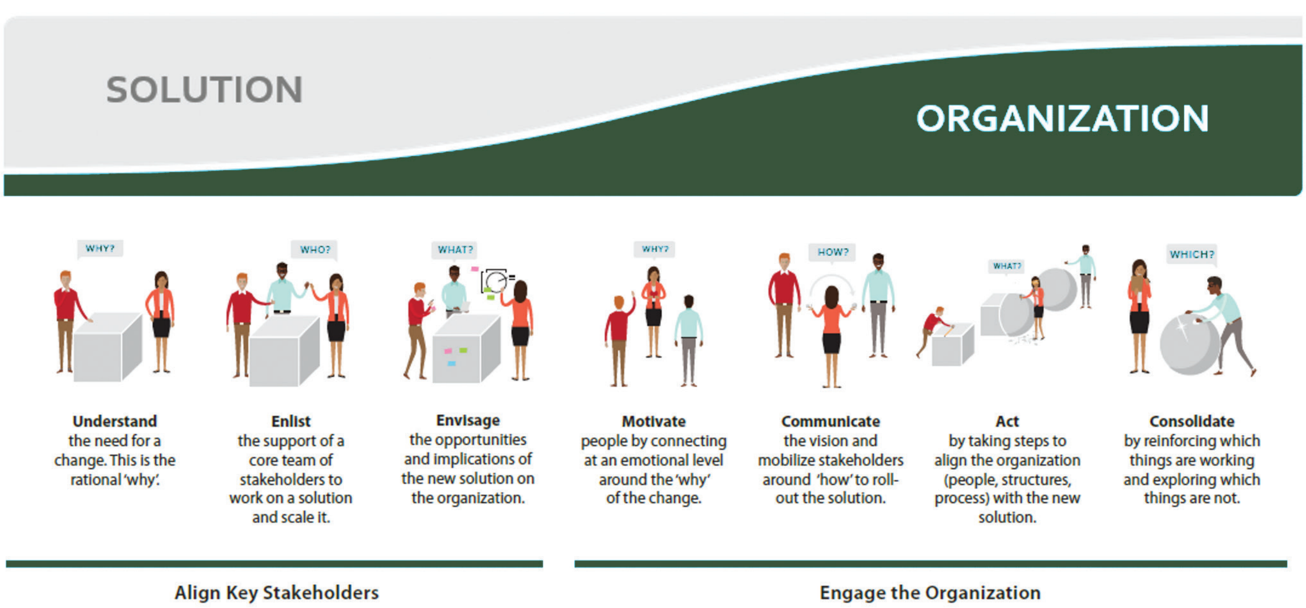
4. Create a Sense of Urgency
   Motivate people by connecting at an emotional level around the "why" of the change. You must make this effort in earnest. Most change programs fail at the outset because of a failure to effectively communicate the urgency of circumstances.

5. Communicate the Vision
   Communicate the vision and mobilize stakeholders around "how" to roll out the solution. When communicating the vision, ensure repetition, consistency in message, consistency across channels, and connectivity.

6. Take Action
   Act by taking steps to align the organization (people, structures, process) with the new solution. Align systems with the new vision and strategy. Critical systems to target include recruitment systems, training systems, performance appraisal, and reward systems. In aligning structures with the new vision and strategy, also consider:
   - Filling key positions with the right people
   - Shifting power between units – addressing resistors

7. Consolidate Gains
   Consolidate by reinforcing which things are working and exploring which things are not. At this stage, you must work hard to maintain the momentum of the change effort through proper pacing.
   - Plan for quick wins
   - Follow quick wins with new targets

When implementing change, there is no single right way that will guarantee success. Context is everything. The key is to consider each unique situation, create the appropriate model/framework for planning, and then implement, monitor, adjust, and celebrate quick wins until the change becomes an integral part of your organizational culture.



Resources for Further Learning

ExperiencePoint Website
https://www.experiencepoint.com/

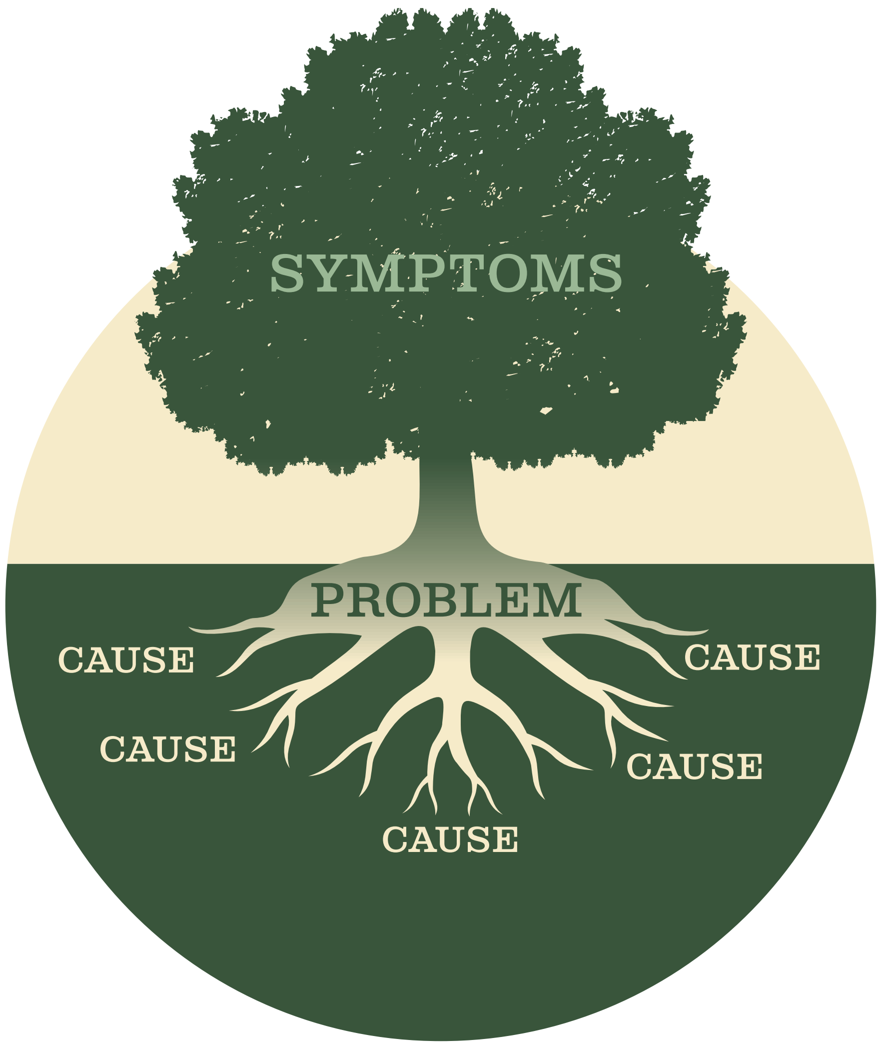
Kotter Inc. Website
https://www.kotterinc.com/8-steps-process-for-leading-change/
Kotter, J. (1999). *John Kotter on What Leaders Really Do. Harvard Business Press.*

Pfeffer, J., Sutton, R. I. (1999). The Knowing-Doing Gap: How Smart Companies Turn Knowledge into Action. United States: Harvard Business Review Press.

ROOT CAUSE ANALYSIS

Essential Leadership Understandings

Root cause is defined as the deepest underlying cause, or causes, of performance challenge(s), which would result in the elimination or substantial reduction of the performance challenge(s) if resolved. In the NM DASH Process Guide for Schools, Root Cause Analysis occurs when School Core Teams work together to identify the actual underlying cause, or causes, of their school's Performance Challenge(s). These underlying causes then become the intentional target of the school's improvement strategies outlined in the 90-day plan. Understanding root cause analysis and how to utilize the various tools and processes for conducting a root cause analysis can be one of the most valuable skills a principal can acquire. Mastering this skill not only improves organizational outcomes and conditions but can also save one of the most valuable non-renewable resources coveted by all principals, time.



Successful organizations effectively utilize root cause analysis when addressing challenges, including schools and school districts. It is a research-based method for solving real-life problems, or performance challenges, to ensure that the improvement strategies will yield the intended results.

To illustrate an example of root cause analysis, let's look at a process shared by the University of Virginia, Darden School of Business, using the "Five Why" method to identify the root cause.

In UVA's example below, the Jefferson Memorial, located in Washington DC, was becoming expensive to maintain due to the erosion of the stone used to build the monument.

Why 1: Why was the Memorial eroding?

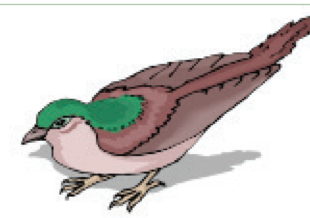
- Because high-powered sprayers and chemicals were being used to clean the monument every two weeks.
- If we did not investigate any further, the solution would be to look for a new cleaning method. Or change the chemicals.

Why 2: Why was the monument being cleaned every two weeks?

- Because there was a large amount of bird droppings on it.
- If we stopped here, the solution might be to find a new way to remove the droppings or find a way to prevent the birds from getting close to the monument, maybe with netting.

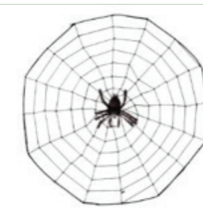
Why 3: Why were the birds at the monument?

- They were attracted to the monument by the considerable number of spiders that resided there.
- If this was as far as questioning went, the solution might be to find a way of removing the spiders. Maybe use pesticides.



Why 4: Why were there so many spiders at the monument?

- The spiders were attracted by the considerable number of midges there for them to catch.
- If we ended our questioning here, the solution might be to remove the insects. Again, pesticides could be an option.

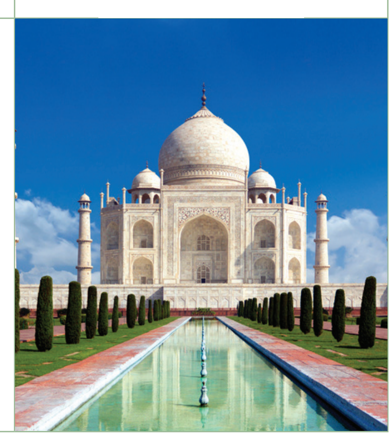


Why 5: Why were there so many midges at the monument?

- They were attracted by the high-powered lights turned on around dusk.
- Having made it through the Five Whys, investigators found a root cause they could address with much less effort and cost: the lights, and specifically the time they were turned on.
- The eventual solution was to turn the lights on later in the evening after most of the insects had moved elsewhere or returned to their nests.

The Outcome

This solution was much simpler and more cost-efficient than the other potential solutions that may have been implemented had the Five Whys not been fully used. As a result of turning the lights on later, far fewer insects were attracted to the monument, which reduced the spider population, which reduced the bird population, which reduced the bird fouling, which meant the memorial needed to be cleaned less often, and with less corrosive cleaning agents. Interestingly, the same problem of deterioration is happening to the Taj Mahal, and similar root cause analyses are taking place.



Essential Leadership Moves

As a school administrator, leading the School Core Team through root-cause analysis to address the performance challenges identified through the NM DASH process is critical to the success of the school improvement effort. Applying the wrong solution to the right problem can result in lost time, lack of progress, and a demoralized staff.

Root Cause Analysis is about identifying breakdowns in systems and processes, NOT blaming people. For example, an individual may be causing a problem, but a deeper cause may be found in training, scheduling, unclear expectations, or lack of systems. The table below describes the features of the Root Cause Analysis process with guidelines for implementation.

Root Cause Analysis Process and Implementation Guidelines

Root Causes are	Root Causes are not
• Focused on systems and processes. • Issues within the locus of control of adults in the building. For example, if the district has not provided updated curriculum materials, which would be a "condition" out of the control of the school site, defined as something that is missing or lacking; and, if addressed, is likely to lead to increased student achievement and improved student outcomes.	• Student attributes, e.g., poverty level, motivation, etc. • Parents • Teachers • Individuals

How to engage in root cause analysis

- Follow a process to guide the analysis.
- Stay open to multiple possibilities.
- Keep multiple voices in the conversations.
- Generate testable explanations.
- Dig deeper to organize and integrate the team's thoughts.
- Identify additional data sources to confirm theories

Steps on Root Cause Analysis:
Caution! The initial response is usually the *symptom*, not the root cause of the problem**.**

- Focus on a performance challenge (or closely related performance challenges).
- Consider multiple sources of data.
- Generate explanations using a brainstorming process.
- Categorize/ classify explanations.
- Narrow probable causes by eliminating explanations over which you have no control and prioritize.
- Deepen thinking to get to a "root" cause.
- Validate identified root cause with other data.

Guiding Questions When Conducting Root Cause Analysis

- What does the School Core Team determine to be the heart of the problem for the Performance Challenge?
- What student achievement data, including specific student groups of student and adult behaviors and instructional practices evidence, does the team have to support this hypothesis?
- Would the problem and challenges have occurred if that cause had not been present? If the answer is yes, it is not a Root Cause.
- If the cause is corrected, is the Performance Challenge reoccur likely to reoccur? If the answer is yes, it is not a Root Cause.

Resources for Further Learning

Ammerman, M. (1998). The Root Cause Analysis Handbook: A Simplified Approach to Identifying, Correcting, and Reporting Workplace Errors (pp 66 67). New York: Quality Resources.

Georgia Leadership Institute for School Improvement (GLISI); Board of Regents of the University System of Georgia; and Georgia Partnership for Excellence in Education. (2010). Leading a Team to Analyze Root Causes Using Quality Tools Georgia.

Preuss, P.G. (2003). School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems. Larchmont, NY: Eye on Education.

SCHOOL CORE LEADERSHIP TEAM

Essential Leadership Understandings

Thomas Edison once said, "Time is the only thing we can't afford to lose." As a new or beginning principal, you can probably relate very well to this quote. Not surprisingly, almost every interviewee who contributed to the work in this guide identified time as a limiting resource. Finding time is not just a challenge for new principals and new leaders; time management, or using time more efficiently, is a common obstacle for new and veteran leaders in all organizations. Peter Drucker, one of the most influential management thinkers of the 20th century, said, "We can always find more money and hire better people, but we cannot rent, hire, buy, or otherwise obtain more time." The best we can ever do is make the most of the time we are given by planning for the future and creating processes, systems, and structures that address the day-to-day routines and our school-level challenges.

Successful school leaders know how to create and leverage their leadership team to accomplish the numerous tasks and responsibilities they must address to move the school forward and increase student performance. Additionally, a diverse and knowledgeable leadership team will improve the principal's ability to provide leadership in the areas of problem-solving, communication, motivation, professional development, and coaching. To do these things well, with limited time, requires a team.

Essential Leadership Moves

Depending on the school's size and priorities, multiple leadership teams may be created for various purposes. For example, a school may have an instructional leadership team that focuses on specific priorities related to the school's instructional infrastructure. A second leadership team may target student attendance, behavior, or other identified school-level priorities. This particular topic will focus on the most critical leadership team that every New Mexico School should create and develop, no matter how large or small, the NM DASH School Core Team.

The purpose of the NM DASH School Core Team is to guide the school's approach to increase and sustain student achievement and positive educational outcomes for all students. The School Core Team will analyze data, identify school needs, address those targeted school needs, and monitor critical actions to achieve student academic goals utilizing the NM DASH process and tools.

Key Actions of the School Core Leadership Team

- Develop the school's NM DASH 90-Day Action Plan and monitor progress towards improvement.
- Support and leverage the school professional learning system through; (1) creating effective coaching relationships, (2) developing the capacity of teacher teams, and (3) planning and executing impactful professional development sessions.
- Learn through data analysis about what is and is not working and adjust school-wide improvement strategies accordingly.
- Facilitate two-way communication between the School Core Leadership Team and staff and engage staff in decision-making that advances the school's strategic focus.
- Engage in regular reflection upon its team processes and effectiveness and take actions to improve its functioning.

Defining the purpose and critical actions of the team creates a collective understanding among the team members regarding the focus and purpose of their work. To enable the team to function effectively, leaders must provide them with the structures and systems required to do their job. The following list describes a few of the structures and processes that should be in place to support the team:

Structures and Processes for an Effective School Leadership Team.

- Team members have a clear understanding of the team's purpose and priorities.
- The team meets regularly and frequently (ideally, weekly).
- The team has clear roles and responsibilities for members.
- The team creates and follows norms.
- The team uses protocols to ensure equity of voice among the group.
- Team members maximize time through the use of an agenda with clear objectives for each meeting.
- Team members inform decision-making with data and clear evidence.
- The team considers and applies change management principles.
- Meetings end with next steps (action items) that have clear owners and due dates.
- Team members systemically track action items and consistently monitors both implementation and progress.

Identifying School Core Leadership Team Members

The membership of the School Core Team will vary depending on the size and circumstances of the school. Communication, collaboration, and coordination are key purposes of the team; therefore, membership should include cross-sections of stakeholders, including those with diverse perspectives.

Creating an effective leadership team begins with recruiting individuals with diverse skills and viewpoints to achieve school performance goals. Chenoweth and Everhart (2002) recommend school leadership teams represent the diversity of the staff, students, and community. The leadership team should include representatives from all grade levels, departments, and specialty areas and students and community stakeholders when appropriate. Additionally, team members should be knowledgeable about school improvement efforts and possess diverse skills to help move the team toward its goals. Chenoweth and Everhart also suggest that leadership team members should:

- be committed to school-wide change,
- be respected by colleagues,
- possess leadership potential,
- demonstrate effective interpersonal skills; and
- be able to start projects and "get things done."

Successful leadership teams are typically made up of volunteers (Marzano et al., 2005), so participants must be invited to serve on the leadership team rather than assigned to serve.

The NM DASH Process Guide for Schools requires that School Core Team members represent various positions and roles within the school environment. The term "position" is the job title of the School Core Team member; the term "role(s)" is the function(s) they will fulfill on the School Core Team. For example, 3rd-grade teacher (position) and Student Group Representative (function).

A District Representative AND a District Reviewer/Reflection Monitor are required for each School Core Team. The district assigns these representatives, and their roles are clearly defined in Appendix A of the NM DASH Process Guide for Schools.

The role of the District Representative is to:
Serve as an active member of the School Core Team.

- Ensure communication between the School Core Team and the District Office.
- Attend all meetings to the greatest extent possible, including 30-, 60-, and 90-day check-ins for Progress Monitoring.

The role of the Certified District Reviewer/Reflection Monitor is to:

- Review, provide feedback, based on the embedded Quality Indicators, to the School Core Team.
- Approve for implementation of the NM DASH Annual and 90-day Plans.

Role of the School Leader – Building a School Core Team

There are key actions you will take and factors you will want to consider as you build your School Core Team. Some of these actions involve engaging with the district leaders. The following is a list of initial steps for establishing a team and setting them up for success:

- Identify the School Core Team members before the start of the school year. New principals may need to retain the members from the prior school year or trust that their predecessor established an effective team. Meeting with each leadership team member one-on-one before the start of the year may also help new principals better understand the skills and capabilities of their team members.
- Identify a District Representative AND a District Reviewer/Reflection Monitor. Note: District staffing issues may necessitate the same person be designated for both District Reviewer/Reflection Monitor and District Representative. Additionally, smaller districts may consider the option of assigning the role to a Regional Education Cooperative "regional" District Reviewer/Reflection Monitor.
- Provide introductory information to team members to orient them to the purpose and charge of the School Core Team.
- Schedule an initial meeting to create team norms, including accountability for completing tasks.
- Establish a schedule for regular meetings and activities.
- Consider including "adjunct" School Core Team members who can provide expertise and assistance as needed.

Guiding Questions

The following list includes some guiding questions to help school leaders think through the representation of the team members:

- To what extent does the School Core Team represent diverse backgrounds and viewpoints, based on relevant data, to consider challenges from many perspectives?
- Are there representatives from across grade levels?
- Are there representatives that support the focus areas of the 90-day plan? E.g., Early Warning Systems representative? Content experts?
- Is the School Core Team representative of the student body, including student groups and community?

Resources for Further Learning

Chenoweth, T. G., & Everhart, R. B. (2002). Navigating comprehensive school change: A guide for the perplexed. Larchmont, NY: Eye on Education.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results. Alexandria, VA: Association for Supervision and Curriculum Development; Aurora, CO: Mid-continent Research for Education and Learning.

NM DASH 90-DAY PLAN

Essential Understandings

School improvement doesn't happen without a well-crafted improvement plan. All LEAs and schools in New Mexico utilize the NM DASH (Data, Accountability, Sustainability, and High Achievement), a web-based action-planning tool to develop their school improvement plan. Required in statute, NM DASH is the locomotive engine for your improvement plan, and it drives all the other systems in your school.

The NM DASH identifies the student group(s) in greatest need and the performance challenges that need to be addressed. Once challenges are identified through a solid data-driven root-cause analysis, all other decisions, plans, and initiatives should align with the plan's priorities. As school leaders examine the purpose and effectiveness of each system within their school, they should see a direct link to the school's priorities.

Essential Leadership Moves

Assessing the current state – One of the first tasks of a new principal is to determine the current state of their school. An essential source of data is the school staff. When possible, interview all staff members to assess their perception and understanding of their strengths and challenges. If it's not possible to interview everyone, the principal should interview as many staff as possible. Interviews should be one-on-one and guided by a consistent set of questions.

Taking the time to meet with and gather input from the staff is essential in building positive school culture. As the staff interviews are taking place, listen for potential school core team members. The data gathered from staff interviews and multiple sources of data help identify the highest priority challenges.

Developing the plan – New principals may consider bringing in an external facilitator who has experience developing the plan's components, as NM DASH prescribes. The facilitator helps guide the principal and their core team by demonstrating how all components work together toward a coherent improvement plan. A facilitator serves as a process guide and a model for how to approach the planning process. Having a facilitator allows the principal to be an observer/learner and a participant in the planning process. A next step might be for the principal to co-facilitate the process and then lead it themselves.

If bringing an external facilitator is not feasible, the principal should do their best to fully understand the NM DASH process before the NM DASH development meeting. Do so will improve the principal's ability to facilitate a meaningful and productive conversation with their core team. The components of the 90 Day Plan are outlined below for your quick reference. PSB strongly encourages new principals to review the NM DASH Resource Library resources and to engage in and access the NM DASH Learning Modules through the Canvas course.

NM DASH 90-Day Plan Components

- Planning:
  - » Build Core Team
  - » Set Student Achievement Goals
  - » Conduct Root Cause Analysis and Select Focus Areas
  - » Create Desired Outcomes, Develop Progress Indicators, and Define Critical Actions
  - » Plan for Implementation
  - » Conduct Data Analysis and Identify THE Performance Challenge
- Implementation
- Monitoring Progress

Once the plan is complete, the principal should consider the following suggestions provided by successful New Mexico school leaders.

- *Leveraging the plan*
  As a school leader, you have the choice to make your plan a compliance document or use it as a tool to address the highest leverage challenges the school is facing. If the right challenges are selected and the desired outcome is met, you will undoubtedly see a high level of success. Addressing these challenges and experiencing success is a momentum builder for your core team, staff, students, and parents.

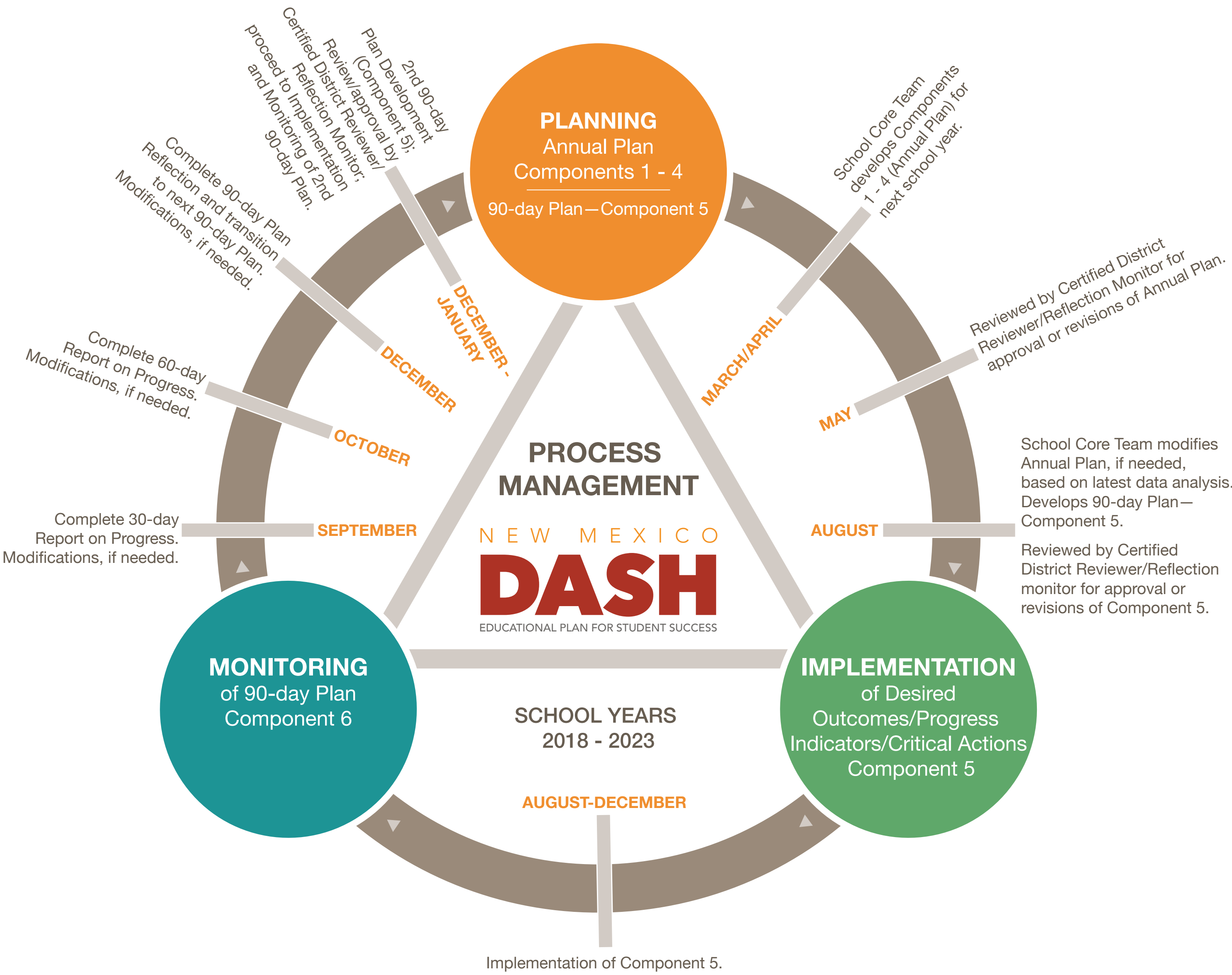
- *Monitoring the plan*
  The success of your school in eliminating performance challenges is very important to the growth of the students you serve. Engaging all of your staff in monitoring the plan and tracking success along the way is critical to maintaining focus and momentum and identifying opportunities for celebration. It is good practice to have a process to inform staff of the plan's progress at specific intervals (e.g.,30, 60, 90 days). These periodic check-ins help staff know if the school is on track to achieve its goals or if critical adjustments are necessary.

- *Making time*
  One of the biggest challenges for principals is setting aside the required time to build an effective 90-day plan. Lack of time can push you and your core team to write the plan with the thought of, "let's just get this done." Approaching the process without proper planning and time will more than likely lead to compliance and is a disservice to your students and faculty.

Resources for Further Learning

Learning to Improve: How America's Schools Can Get Better at Getting Better (2015). https://www.carnegiefoundation.org/resources/publications/learning-to-improve/

NM DASH Log-in Portal. https://webnew.ped.state.nm.us/bureaus/priority-schools/nm-dash/


PLANNING
Annual Plan
Components 1 - 4
90-day Plan—Component 5
MONITORING
of 90-day Plan
Component 6
IMPLEMENTATION
of Desired
Outcomes/Progress
Indicators/Critical Actions
Component 5
PROCESS
MANAGEMENT
NEW MEXICO
DASH
EDUCATIONAL PLAN FOR STUDENT SUCCESS
SCHOOL YEARS
2018 - 2023
MARCH/APRIL
School Core Team develops Components 1 - 4 (Annual Plan) for next school year.
MAY
Reviewed by Certified District Reviewer/Reflection Monitor for approval or revisions of Annual Plan.
AUGUST
School Core Team modifies Annual Plan, if needed, based on latest data analysis. Develops 90-day Plan—Component 5.
Reviewed by Certified District Reviewer/Reflection monitor for approval or revisions of Component 5.
AUGUST-DECEMBER
Implementation of Component 5.
SEPTEMBER
Complete 30-day Report on Progress. Modifications, if needed.
OCTOBER
Complete 60-day Report on Progress. Modifications, if needed.
DECEMBER
Complete 90-day Plan Reflection and transition to next 90-day Plan. Modifications, if needed.
DECEMBER - JANUARY
2nd 90-day Plan Development (Component 5); Review/approval by Certified District Reviewer/ Reflection Monitor; proceed to Implementation and Monitoring of 2nd 90-day Plan.

GROWING AND DEVELOPING STAFF

ELEVATE NM

Essential Leadership Understandings

Having highly qualified, effective teachers in every classroom is a worthy goal. Numerous studies have established that teacher quality is positively linked with student learning (Goe, 2007). Positively impacting teacher effectiveness is the primary driver for states and school districts developing and implementing teacher evaluation systems. Effective teacher evaluation systems will enhance teacher practice, improve their effectiveness, and ultimately increase student achievement.

Improving teacher quality is also an issue of equity. If we want equitable schools, we must ensure that every student has access to a high-quality teacher. Robust evaluation systems can dramatically improve teacher performance. Reliable indicators of effective teaching, paired with high-quality feedback and support systems, communicate that school and district leaders recognize the complexity of education and are collaborative partners in supporting teacher development.

The graphic below represents the Theory of Action that underlies teacher evaluation systems.

Elevate NM is the most recent New Mexico teacher evaluation system. It is based on the model developed by Charlotte Danielson and has been adapted to meet New Mexico students' unique cultural and linguistic needs. The NM PED describes the goals of the new evaluation system as follows:

The intention for Elevate NM is to support and uplift both the morale of New Mexico educators and their teaching skills through a system that provides feedback in three different ways:
1. Teachers' reflections through their Professional Development Plans (PDPs).
2. Feedback from administrators on the PDPs and classroom observations; and
3. Feedback from families and student surveys.

The model is designed around the growth and development of the teacher and is organized around four domains.
1. Planning and preparation
2. Creating an environment for learning
3. Teaching for learning
4. Professionalism

Each domain is supported with explicit descriptors for the criteria that must be met. Four areas characterize a teacher's development:
- Not Demonstrating,
- Developing,
- Applying, and
- Innovating.

Essential Leadership Moves

Elevate NM entered formal implementation during the 2020-2021 school year, and educators, district leaders, and school administrators continue to engage in continued professional development related to the successful implementation. As the evaluator, there are specific timelines that you will be expected to know and meet. The following is a high-level description of the significant activities arranged by the school-year calendar.

First Quarter

Teacher Self-Reflection – The year begins with the teacher engaging in self-reflection using the rubric to help them identify their strengths and areas for growth. During self-reflection, the teacher will cite evidence. The self-reflection is not an observation but rather a teachers' quick look at how they can improve and support their growth. For new-to-profession teachers, principals may want to complete a walkthrough before the self-reflection to give the teacher data to draw upon in their reflection.

Administrator Walkthrough – Following the teachers' self-reflection, the principal completes a walkthrough of their classroom. Walkthroughs provide an opportunity for principals to get a pulse of what is happening inside classrooms and better understand how to best support their teachers. For Elevate NM, a walkthrough is a 10–15-minute focused look at 1-2 elements of the Elevate NM criteria followed by a feedback meeting with the teacher.

Professional Development Plan (PDP) – A teacher can utilize the previous year's data and feedback to help inform their PDP. A teacher will create a PDP from this data and student academic data. Teachers should complete their PDP within the first 45 days of school. Teachers and administrators should allow enough time to start this process to include adequate time for the teacher to receive feedback from their principal and revise their PDP based on input. Timely information from the principal allows teachers to develop high-quality PDPs that provide the focus for the year.

Second Quarter

During the second quarter of the year, principals should conduct a second walkthrough and provide the teacher with additional feedback. The data collected from walkthroughs offer an opportunity for the principal to see how the school is growing on a particular element. The principal may find teachers to highlight and leverage during peer observations, focusing on building collaboration and leadership within the school.

Third Quarter

At the beginning of the third quarter, it is optional to have the teacher conduct another self-reflection and receive feedback from their administrator regarding their progress with their PDP. The middle of the year is an excellent time for principals to make sure teachers are on track and utilizing their time wisely, or if any adjustments are needed. Remember, the PDP goal does not change, but the strategies used to reach the goal or the timeline may be amended.

Scoring Domains

Scoring Domain 1 – The third quarter is the time to score Domain 1 - Planning and Preparation. Teachers upload a lesson plan of their choosing to the principal. The principal rates the lesson plan and provides feedback, ensuring that the teacher plans for success.

Scoring Domain 2 and 3 – The formal observation of Domain 2 - Classroom Environment and Domain 3 - Instruction occurs at the end of the third quarter. All elements within Domains 2 and 3 should be observed and scored. Generally, a principal will observe an entire class period. The observation may be done face-to-face or virtually.

Fourth Quarter

The last quarter includes a third walkthrough, feedback meeting, and the teacher's End of Year Reflection on their growth and progress towards meeting their PDP goal(s). This reflection should include data, artifacts, and any evidence that supports teachers having met their goals. The principal scores the End of Year Reflection and provides feedback.

Resources for Further Learning

For due dates and helpful videos for the school year: https://webnew.ped.state.nm.us/bureaus/educator-growth-development/elevatenm/administrator-toolbox/.

To Enroll in the Elevate NM Training for Administrators or Teachers and access resources including exemplars, training videos, and Canvas How-To complete each component videos, go to this link and click on course card: https://nmped.catalog.instructure.com/browse/educator-growth-development.

New Mexico Educator Evaluation System
https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_InfoPage_EducatorEvaluation_Final2020-1.pdf

Goe, L. (2007). The Link Between Teacher Quality and Student Outcomes: A Research Synthesis. National Comprehensive Center for Teacher Quality. October 2007.

COACHING PROTOCOLS

Essential Leadership Understandings

Coaching has emerged as one of the most effective professional development options for adult learners. It is an essential practice for new and veteran leaders because it is an investment in human capital and the systemic improvement of their teachers. Meaningful coaching conversations between school leaders and teachers are the catalyst for action, change, and student success. The principal's ability to impact student achievement is directly related to their ability to improve the effectiveness of their teachers.

To assist school leaders with improving their ability to coach and support their teachers, PSB has provided the protocols included in this document. These protocols make up the primary coaching components of the PSB coaching model. Understanding each of these protocols and utilizing them when coaching teachers will significantly improve your instructional leadership skills and coaching abilities.

Throughout the pages of this specific topic, the principal is referred to as the "coach." As a new leader, you will learn quickly that you must wear many hats and assume many roles. The role of "coach" will be one of the most useful and essential as you grow and develop your teachers.

Essential Leadership Moves

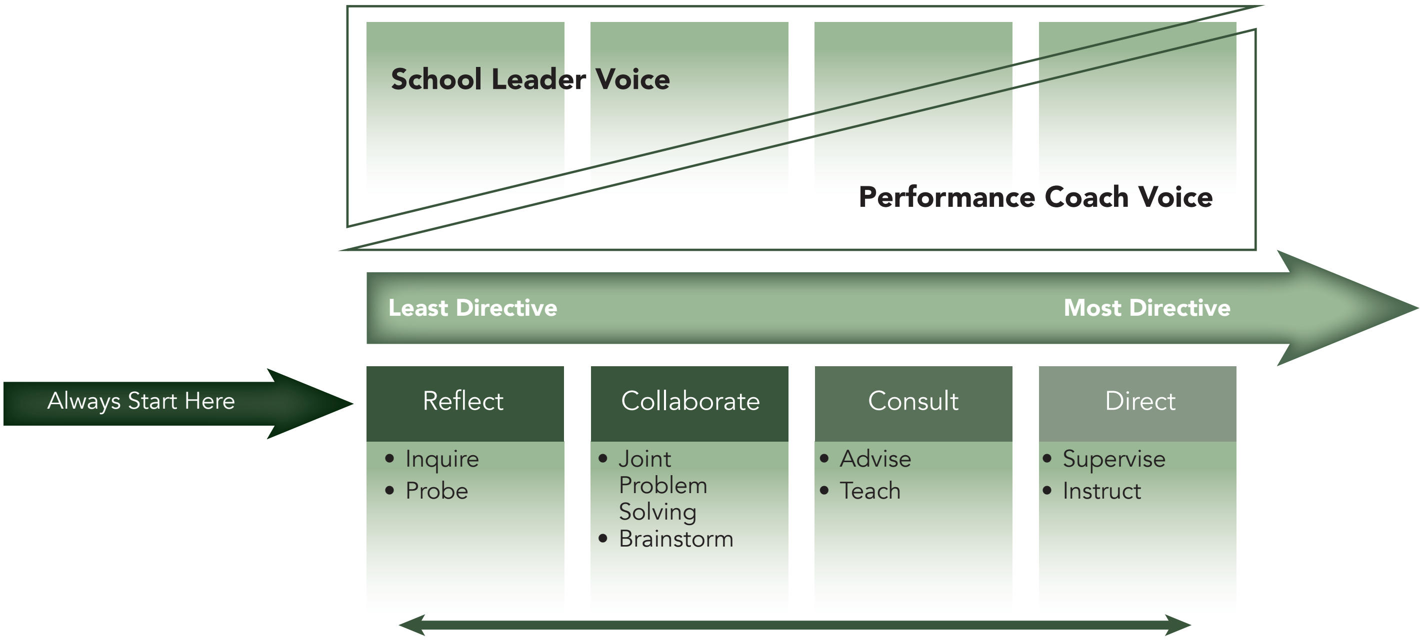
To increase the effectiveness of their coaching conversations, the Priority Schools Bureau encourages, supports, and trains all PSB coaches on the utilization of the following four coaching protocols.

1. ***The Coaching Continuum*** - Guides coaches in preparing for, organizing, and conducting coaching conversations. The continuum increases the coach's awareness of their role and behaviors as they move through the four different conversational coaching stances; Reflect, Collaborate, Consult, and Direct.
2. ***The Funnel Coaching Protocol*** – Utilized by coaches to assist teachers with identifying a goal and developing an action plan to grow their instructional practice.
3. ***The Reflection Protocol*** – Supports a focused conversation between the coach and the teacher to systematically guide them to reflect on their current instructional practices, build an understanding of their experiences, and create plans that directly impact student learning.
4. ***The Six Steps Model*** - Coaches gather weekly evidence independent of the teacher and use that evidence to set clear, action-oriented bites of feedback for their teachers instead of setting large goals. By giving a single, small, and actionable piece of feedback, teachers will be more successful in achieving goals and can move on to the next actionable step.

The following pages will provide more detailed information about each of these protocols and how to use them to improve coaching conversations with teachers.

Coaching Continuum

The Coaching Continuum illustrates the management of a conversation between a coach and a teacher. To be effective, coaches should become adept at moving through the four conversational coaching stances; Reflect, Collaborate, Consult, and Direct.



Coaches should always begin conversations in the Reflect stance, which is the least directive. The overarching goal of any coaching session is to conduct the discussion within the Reflect and Collaborate stances. The teacher's voice is the primary voice, their thoughts are clearly explained, and their self-identified action plans begin to develop. If needed, the coach can move to the more directive stances (Consult and Direct), always asking the teacher for permission to advise and instruct before doing so. Understanding the purpose of each conversational stance and when to adjust to another stance allows coaches to move freely through the continuum, from the least to the most direct, aligning the conversation to the teacher's skill level.

With few exceptions, teachers possess the knowledge to solve many of the problems they encounter. With skillful probing and coaching, teachers can be gently guided to reveal their thinking and improve their ability to overcome their challenges.

The following provides an elaboration of the purpose of each stance and sample statements a school leader might use:

- In the Reflect stance, the coach inquires and asks probing questions that encourage the teacher to engage in deep reflection and ownership of the goal or challenge to be addressed.
- In the Collaborate stance, the coach encourages a gentle brainstorming session between the coach and the teacher to generate and organize ideas that inspire action.
- In the Consult stance, the coach provides advice and empowers the teacher with choosing which idea(s) might work best for them.
- In the Direct stance, the coach enters a supervisory role. When taking this stance, the coach instructs, provides action steps, and follows up on implementing the actions.

Resources for Further Learning

Glickman C, et al. SuperVision and Instructional Leadership: A Developmental Approach (10th edition). Boston: Pearson; 2014.

Funnel Model

The Funnel Model provides a framework of questions that guides teachers in identifying a goal and developing an action plan to build their instructional skills. Adapted from the work of Tony Stoltzfus, Coaching Questions, the Funnel Model is a blend of three of the most popular coaching models: GROW, OSKAR, and CLEAR. Lisa Lawrence, a well-known coaching facilitator for PSB, best describes the model as "an action-oriented coaching framework utilized when creating plans for a better future." By asking powerful questions, the coach encourages the teacher to think, create answers they believe in, and act on their ideas.

The Funnel Coaching Protocol has five distinct steps, each with its purpose:

Step 1 – Questioning for Goals/Outcomes – In this step, the coach invites the teacher to identify a goal or the desired outcome by asking questions such as: "What do you want to accomplish?" "What specific outcome do you want?"

Step 2 – Questioning for Exploration – After the goal is set, the coach explores what the goal means by deploying a series of probing questions. Questions such as "What does this goal look like for you?" "How will you know when you've reached this goal?" can help to deepen the teacher's understanding of what they want to accomplish and why. Additionally, coaches should employ their listening skills to assess the teacher's answers for greater clarity and understanding.

Step 3 – Questioning for Options – In this step, the coach moves the teacher towards actions to accomplish the identified goal. The coach's responsibility here is to help the teacher generate ideas, including new and novel strategies. Teachers often have a set playbook of strategies and helping them think more boldly and creatively is one of the goals of this step. To push them outside the box and to generate innovative ideas, the coach should ask questions such as "What's something you've never tried before?" "If there were no boundaries, what's something you might try?" The coach should spend ample time generating and discussing options with the teacher to develop new thinking patterns and advance transformational actions.

Step 4 – Questioning for Decisions – This step involves helping the teacher move from a brainstormed list of potential actions to selecting the specific ones they will implement. Questions like: "Which options would you like to pursue?" And "If your success depended on you making a choice today, what would it be?"

Step 5 – Questioning for Action – Once the teacher has selected the action or actions, the next step is to help the teacher build a plan that brings specificity to the implementation of the actions. Stoltzfus (2005) emphasizes that having the teacher verbalize what will be done will increase commitment and accountability. By asking questions like: "What exactly will you do?" And "By what date will you get this done?" The coach helps the teacher articulate the action steps to achieve the goal within the identified timeline.

The following graphic represents the Funnel Coaching Protocol and the possible questions a coach might ask at the various phases of the coaching conversation.

Questioning for Goals/Outcomes

What is it you are hoping to achieve?
What specific outcome do you want?
What's the most important problem you want to solve?

Questioning for Exploration

What does this goal look like for you?
How will you know when you have reached this goal?
What does it mean to…?
How important is this goal to you? Why is it important?
Are there any barriers that might keep you from reaching this goal?
Can you see yourself achieving this?

Questioning for Options

What are some possible ways to achieve…?
If you had no constraints, what would you do?
How might you improve the situation?
What could you do to move yourself closer to the goal?
What have you done in similar situations in the past?
What is something you have never tried?
What else?

Questioning for Decision

The options you mentioned are… What stands out for you?
Which options do you want to pursue?
Of all the options you generated, what feels like the best fit for you?
Which would be the easiest?
Which would be most impactful?
If your success depended on you making a choice today, what would it be?

Questioning for Action

Let's turn that idea into an action step – what exactly will you do?
By what date will you get this done?
What else would you like to create action steps for?
Are there any obstacles for getting this done that we need to address?
What support will you need to make this happen? Resources?
Would you like for me to check in with you around this?

Resources for Further Learning

Stoltzfus T. Leadership Coaching: The Disciplines, Skills, and Heart of a Coach. Virginia Beach, Va.: T. Stoltzfus; 2005.

Reflection Protocol

The Reflection Protocol creates a focused conversation between a coach and a teacher with the specific purpose of systematically reflecting on their current practice. Research shows that teachers who engage in reflective exercises that support analysis of experiences and, as a result, changes in instruction significantly improve their thought processes and instructional practices (Artz & Armour-Thomas, 1999). For this reason, NM PSB encourages coaches and trains them to utilize the reflection protocol to support the metacognitive process of their teachers' reflection as a catalyst for improving teacher practice and closing student achievement and opportunity gaps.

The table below describes the Reflection Protocol, adapted by Lisa Lawrence from Carolyn McKanders. The protocol has five reflective components and conversation prompts that ground the coaching conversation between a coach and a teacher. The table provides a visual representation of the Reflection Protocol and question prompts to guide each step in the process.

The Reflection Protocol

Reflective Component	Prompt	
Respond	What are your first thoughts? How did it go?	
Explore	If assessment of situation/lesson is favorable, ask: • In your opinion, what contributed to your success? What else?	If assessment of situation/lesson is favorable, ask: • What did you want to happen? • What actually happened? • In your opinion, what contributed to the difference? What else?
Understand	• How do these contributors impact your thinking about this situation/lesson? • What understandings are starting to surface? • How does that thinking impact your next steps?	

Plan	• What do you want to do now? What would that specifically look like? • What are the next steps to get you there? • When would you like to try this? • What support will you need? (*Practice strategies with teacher as needed)
Commit	• Is anything standing in your way? Is this something you can commit to?

The 5 Steps of the Reflection Protocol:

Step 1 – Respond – As the opening step of the coaching conversation, the coach prompts the teacher to share their initial impressions on the content, delivery of instruction, and their students' learning. This step provides insight into the teachers' initial thoughts about their teaching before the coach's perspective influences it. During this step, the coach encourages the teacher's reflection towards evidence rather than feelings.

Step 2 – Explore – As the coach transitions to this step, the teacher assesses the evidence provided earlier to make an informed decision about the situation. After determining if the situation was favorable or unfavorable, the coach assists the teacher in exploring the contributing factors that impacted that determination.
Step 3 – Understand – In this step, the coach guides the teacher to further self-reflection to expedite self-learning. As the coach inquires and probes further, the teacher should make connections between the situation and the learning.

Step 4 – Plan – During this step, the coach provides an opportunity for the teacher to identify a goal and develop a plan to address it. The teacher should develop the plan with the guidance of the coach to support new thinking patterns and advance to transformational actions.

Step 5 – Commit – The last step provides the opportunity for the teacher to solidify their commitment to action. The coach should take this time to ensure that the teacher has access to the resources and support required to execute the plan successfully. By doing so, the teacher is empowered to be a change agent, "who uses inquiry-oriented ways to make improvements and adapt their work at both school and classroom level to new insights (Fullan, 1993b)."

Resources for Further Learning

Fullan, M. (1993). *Why Teachers Must Become Change Agents*. Educational Leadership, Volume 50 Number 6.

Yost, D. S., Sentner, S. M., & Forlenza-Bailey, A. (2000). An Examination of the Construct of Critical Reflection: Implications for Teacher Education Programming in the 21st Century. *Journal of Teacher Education*, 51(1), 39-49. Retrieved from http://jte.sagepub.com

Six-Step Feedback Model

One of the most utilized models for conducting focused observations and skillful feedback is based on the work of Paul Bambrick-Santoyo and is described in detail in his publication: *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools* (2018). In *Leverage Leadership*, Paul Bambrick-Santoyo outlines his Six Steps for Effective Feedback. Bambrick-Santoyo views post-observation feedback as an opportunity for the coach to provide an objective perspective to the teacher's work.

Like most initiatives that require building both knowledge and skill and acquiring new behaviors, these practices are not simple. They require commitment, ongoing training, district support, and individual persistence. With continued practice and support, coaches can master the Six-Step Process and positively impact the development of their teachers.

The Six-Steps for Post Observation Feedback is part of a more extensive system of observation and feedback with many supporting processes and protocols. For this topic, the focus is using the Six-Steps Protocol when guiding the planning and delivery of feedback following a classroom observation.

The Six Steps are as follows:

1. *Praise* – When scripting out praise for a teacher, it must be authentic, concrete, and directly tied to what occurred in the classroom.

2. *Probe* – Probing questions guide the focus of the coaching conversation. Starting with a targeted question helps guide the teacher to the area that needs to be addressed. When coaching a teacher, the coach must listen intently and with the mindset to "listen to understand." As the coach listens to how the teacher answers the question, the coach must develop the ability to ask on-the-spot questions about the teacher's response. Intent listening allows the coach to understand better what the teacher is thinking. As a bridge to the next step in the process, there must be the teacher's voice and they should be actively engaged in creating the action steps.

3. *Identify the Problem and Create Action Step(s)* – After sufficient time has been spent in the Probing phase, it is time to identify the problem and create an action step(s). Giving the teacher the power to select the action step(s) is the most ideal. If the teacher struggles with identifying an action step, the coach should then move to a more directive approach and share an action step with the teacher. Before moving to the practice steps, there must be agreement on the action step(s) to be implemented.

4. *Practice* – While awkward at first, practice is the step that brings everything together and provides the teacher with a mental vision of success. Coaches often report this is the most challenging step to master. Still, with time, both coaches and teachers will become comfortable with this practice, especially when coaches see the strategies move from the feedback conference to the classroom.

5. *Plan* – Deciding when and how the action steps will be implemented is critical to the success of the feedback meeting. Taking the time to complete this step during the feedback meeting ensures a shared understanding between the teacher of when and how the action steps will occur.

6. *Follow-up* – Follow-up is critical to the accountability of the Six-Steps for Effective Feedback Model. Taking the time to follow up and observe the implementation of the teacher's action steps communicates that the time and effort the teacher put into the feedback meeting is valuable to the coach and sends the message that the "principal is fully committed" to improving instruction.

The following chart summarizes each of the six steps with suggested time frames and example questions/probes. Notice that the coaching stance is based on the level of the teacher (1-4). Level 1 and Level 2 teachers can typically be coached using probing questions that guide them to reflect and self-identify the focus area and next steps. Level 3 and Level 4 teachers will need more guidance to identify the area of focus and the related action steps.

<table>
<tr><th colspan="2">Leading Post-Observation Face-to-Face Meetings</th></tr>
<tr><td>Coach Should Bring:
• Observation Tracker & One-Pager-Six Steps for Effective Feedback
• Pre-planned script for the meeting (questions, class evidence, etc.)</td><td>Teacher Should Bring:
• Laptop, school calendar, curriculum/ lesson plans, materials, data/student work</td></tr>
<tr><td rowspan="2">1
Praise
1-2 Minutes</td><td>Praise—Narrative the positive:</td></tr>
<tr><td>What to say:
Last time we set a goal of _____ and I noticed in my most recent observation how you [met goal] by [state concrete positive actions teacher took]. What made you successful? How did it feel?</td></tr>
<tr><td rowspan="2">2
Probe
2-6 Minutes</td><td>Probe—Start with a targeted question:</td></tr>
<tr><td>What to say:
What is the purpose of ____________ [certain area of instruction]?
What was your objective/goal for _________ [the activity, the lesson]?</td></tr>
</table>

Table continued on following page

3 **ID Problem &** **Action Step** **1 Minute**	**Bite-sized action step (do in a week) & highest lever; add scaffolding as needed:**
	What to say: **Level 1 (Teacher-driven)—Teacher self-identifies the problem:** Yes. What, then, would be the best action step to address that problem? **Level 2 (More support)—Ask scaffolded questions:** How did your lesson try to meet this goal/objective? **Level 3 (More leader guidance)—Present classroom data:** Do you remember what happened in the class when _____? [Teacher then IDs what happened] What did that do to the class/learning? [Show a video of the moment in class that is the issue]. What happened at this moment? [or the appropriate question to accompany the video] **Level 4 (Leader-driven; only when other levels fail)—State the problem directly:** [State what you observed and what action step will be needed to solve the problem.] [If you modeled in class] When I intervened, what did I do? [Show video of effective practice] What do you notice? How is this different from what you do in class?
4 **Practice** **As much time as remains**	**Practice—Role play/simulate how to improve current or future lessons:**
	What to say: **Level 1:** Let's practice together. Do you want me to be the teacher or the student? **Levels 2-4:** Let's try that. [Jump into role play.] Let's re-play your lesson and try to apply this. I'm your student. I say/do ______ How do you respond? **Level 4:** Model for the teacher, and then have them practice it. **Practice in the classroom**
5 **Plan Ahead** **As much time as remains**	**Plan Ahead—Design/revise upcoming lesson plans to implement this action:**
	What to Say: Where would be a good place to implement this in your upcoming lessons? Let's write out the steps into your [lesson plan, worksheet/activity, signage, etc.]

6 Set Timeline for Follow-up 1 -3 Minutes	**Set Timeline for Follow-up:**
	What to Say: When would be the best time to observe your implementation of this? **Levels 3-4:** I'll come in tomorrow and look for this technique. **What to Do—Set Timeline for:** • Completed Materials: When the teacher will complete the revised lesson plan/ materials. • Leader Observation: when you'll observe the teacher. • (When valuable) Teacher Observes Master Teacher: When they'll observe master teacher implementing the action step. • (When valuable) Video: When you will tape the teacher to debrief in the upcoming meeting.

When using the Six-Steps Model, principals may find the following practices helpful:

- Videoing a classroom observation is a valuable tool when coaching a teacher. Videoing coaching sessions and having someone with experience provide feedback enhances the development of coaching skills.
- Watching coaching sessions of others provides the opportunity to self-assess progress and learn from peers.
- During the observation, coaches can work on their pre-planned script for the feedback meeting using a scripting template aligned to the Six-Steps protocol.
- The use of accountability tools, like observation spreadsheets, helps monitor action steps and assess how the coach's feedback is being implemented.

Resources for Additional Learning

Bambrick-Santoyo, P. Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools. San Francisco, CA: Jossey-Bass; 2018.

OBSERVATION, FEEDBACK, & COACHING CYCLE [OFCC]

Essential Leadership Understandings

Effective OFCC is a professional development process that encourages teachers to analyze, critique, practice, reflect and revise their instructional practices. Additionally, school leaders and coaches who provide this support have the opportunity to identify common challenges that may indicate deficiencies or misalignment within the district or school instructional infrastructure systems.

Essential Leadership Moves

The following pages were obtained from the Priority Schools Bureau's Principal Coaching Guide. The Priority School Bureau encourages new principals to use this information to guide their team's improvement efforts on creating an effective OFCC system.

While OFCCs are more informal than observations conducted in the annual evaluation system, they require strategic timing, intentional decision-making, and thorough documentation. Three of the most critical aspects of a robust OFCC foundation are stated below:

- Differentiate levels of support for each teacher.
- Identify roles and responsibilities of the instructional leadership team.
- Clearly articulate the purpose and process of coaching cycles.

Differentiate levels of support for teachers
Like the standard practice of differentiating support for students by tiering them based on academic and behavioral learning needs, we can do the same for teachers based on their professional learning needs. When we consider the traditional Response to Intervention (RTI) triangle, 80% of our teachers should make expected progress on professional growth goals from the tier one levels of support the system offers them. Tier one support may include but is not limited to teacher certification programs, annual teacher evaluation, schoolwide professional learning opportunities, and participating in PLCs. Approximately 15% of our teachers will likely need tier two additional support or specific professional learning opportunities related to their content or pedagogical gaps. The few teachers who move into tier three will require more consistent coaching support, perhaps even weekly.

When we implement an effective OFCC, we should include coaching cycles into our tiered supports. All teachers, regardless of their performance, should be allowed the tailored support of coaching cycles. A general guideline is that coaching cycles happen for all teachers in tier one every 4-6 weeks. Teachers in tier two should receive the professional growth support of OFCCs more frequently than their tier-one colleagues. Frequency is based on their need and the capacity of the instructional leadership team, ideally every 2-3 weeks. When a teacher requires tier three support, the demand and purpose of observation and feedback coaching cycles typically intensify. At this point, the school leader may need additional guidance and support from district leadership.

Identify roles and responsibilities of the instructional leadership team
Building a team with shared purpose and practice is critical to achieving high outcomes and supporting the system's sustainability. Regardless of the number of members in your instructional leadership team, roles and responsibilities must be clear from the launch of your OFCC system. Common practices among team members are critical as you collectively support teachers to improve their practice.

Clearly articulate the purpose and process of coaching cycles
The purpose of OFCCs is, as Tim Gallwey, formerly a nationally ranked tennis player, suggests, is to unlock the potential of our teachers, maximize their performance, and help them learn. OFCCs have the potential to be the most effective form of professional learning as they are differentiated to meet the needs of each teacher. As school leaders launch their OFCCs, principals should explain to teachers that coaching cycles help them refine their practice through an iterative observation cycle, feedback, and follow-up observation. Some key points to share:

- The observation lends the teacher a second set of "eyes" to see what they may be unable to notice from their vantage point at the front of the room.
- The immediate feedback session allows the coach (principal, assistant principal, instructional coach, performance coach, etc.) and teacher to collaboratively discuss the data collected, key instructional moves, students' learning outcomes, and any slight adjustments if necessary.
- The follow-up observation supports the teacher in implementing adjustments and helps determine the impact on student learning.

Once the team determines and articulates a clear, common purpose and process, you can begin implementation. This starts with team calibration, ensuring all participants' "noticings" align. Calibration for OFCCs is not as extensive as for the annual teacher evaluation because there is no rating or formal assessment. Calibration in this context is about how the team members are similarly looking for and seeing the declared instructional priorities and choosing the high-leverage action steps to discuss with the teacher in feedback sessions. During calibration sessions, instructional team members can provide insight based on their instructional strengths and expertise. As teacher practices improve over time, influenced by powerful coaching cycles, the instructional leadership team will need to re-calibrate.

The Observation Cycle
It is critical to create an OFCC system that maximizes the time and energy instructional leaders spend observing and planning feedback. Below are some steps to create an effective system before, during, and after the observation.

Before the observation

- *Weekly Schedule*
  Create a weekly schedule that helps with time management, prioritizes time to do observations and feedback sessions, and ensures teachers are provided with adequate support. Bambrick-Santoyo suggests that instructional leaders intentionally schedule the feedback sessions with teachers in advance, leaving the observations unscheduled. Some prefer to block the observations on their calendar with an explicit explanation that the teacher should plan on meeting for a feedback session after school the same day or perhaps during planning time the next day.

  Regardless of your strategy for prioritizing time for observation and feedback sessions, it is best if teachers do not know when they will be observed. OFCCs will have more impact if the instructional leader sees authentic planning and delivery and genuine teacher and student behavior. It is not helpful to see a choreographed version of a lesson.

- *Focus the Intention of Observation*
  In general, OFCC supports teachers with implementing learning from their PD and collaboration meetings — all related to the instructional priorities articulated in the NM DASH. As instructional leaders, you must understand what these priorities look like, sound like, and their intended impact on

student learning. Reviewing these expectations before entering the classroom will help you stay focused during the observation without being distracted by "noticings" unrelated to the schoolwide goals.

- *Feedback from the initial OFCC session should be revisited in the follow-up observation.*
  Before entering the room, review the action step you and the teacher discussed to prime your attention for evidence of implementation. Threading each OFCC with the previous OFCC enables teachers to be accountable for progress and growth in their practice. This consistency also strengthens the coaching relationship.

- *Vary and Track Observation Times*
  The day of the week, the time of the day, the class period, and the content area can shape how a lesson unfolds in various ways. A coach visiting a third-grade class every Friday during small group instruction ends up with a myopic view of that teacher's practice and content knowledge. If the purpose of the OFCCs is to garner a comprehensive view of teacher practice, the day, time, and content for observations should vary. On the other hand, based on a school's NM DASH, the instructional team may decide that literacy instruction is their focus and thus schedule observations during that time.

- Identify the Vantage Point for Focus Student Group(s)
  Often, educators who have experience doing observations have trained themselves to have a keen eye on everything the teacher does and says. One of the main themes of Bambrick-Santoyo's work is that student output relays a stronger message of the level of student learning. Therefore, as you enter the classroom, you should be clear about which student(s) or student group(s) require your observational attention. Again, this focus should come from your data analysis of NM DASH. Which of your students have the most significant learning needs? For which students is your professional learning plan supposed to address content or pedagogical access? Knowing who the specific students are in the given classroom will deepen your observational power.

During the observation

- *Low-Inference Data*
  The skill of taking observational data can be challenging at the start, mainly when you are focused on low-inference data. In their chapter titled "Learning to See, Unlearning to Judge," the authors of "Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning" (City, 2008) describe taking objective data absent evaluation and judgment. This does not mean you should only take quantitative data, such as tallying opportunities to respond or tracking the number of minutes a transition takes. Qualitative data is just as important, perhaps more so, depending on your instructional priorities, provided you script or record information without simultaneously making inferences or determining value. As your instructional leadership team spends time calibrating look-fors, the team can support each other in minimizing assumptions unconsciously embedded in the qualitative data.

- *Student-Facing Data*
  As previously mentioned, some educators have experience conducting observations to give all their attention to the teacher's actions and words. While an instructional leader refines their practice of OFCCs, it will be necessary to also pay attention to the actions and words of students—this is where the actual proof of learning exists. One outcome of an effective observation is to notice the cause-and-effect relationship between how the teacher executes a lesson and the evidence of student learning. For example, based on the school's NM DASH, a teacher may be working on crafting high-level questions to

increase students' cognitive engagement. While observing, the instructional leader scripts the teacher's questions, but without recording student responses, it would be challenging to determine how the high-level questions result in high cognitive engagement of students without documenting their responses. Additionally, to obtain quality student-facing data, the instructional leader should position themselves strategically in the room—usually in the front corner —and get comfortable moving around the room to examine student work. Taking pictures of student work can often prove valuable later in feedback sessions.

- *Resources at Hand*
  Regardless of when instruction is observed, the instructional leader will want to ensure that they have any necessary resources to understand the expectations of the lesson being taught. A strong instructional leader does not enter an observation without their state's core standards. Depending on the instructional priorities the leader is observing, they may also need the teacher's scope and sequence, tools/strategies from PD, collaborative notes from the PLC, or the teacher's daily lesson plan (if they are expected). During the observation, referencing such informational documents can clarify what the instructional leader is hearing and seeing and what they are not.

After the observation

- Warm and Cool Highlights of Instruction
  Ideally, an instructional leader goes straight from observing a classroom to a quiet space to plan their feedback session thoughtfully. The conflicting demands of the job often do not permit such a luxury. A leader may need to do three observations back-to-back before planning any feedback, or they may be immediately pulled from one responsibility to another and only get to feedback planning the following day. This reality demands recording observation data. Before leaving the classroom, the leader can quickly review the data they have recorded and highlight or list two or three "warm" points of feedback—what the teacher or students did effectively. This will be helpful later when they plan the specific praise for the feedback session. Conversely, they can note two or three points of "cool" feedback, concerns, or improvements that may be helpful to keep in mind when planning feedback.

- *Audience for Feedback*
  As mentioned earlier, prioritizing time to do OFCCs can be challenging. Therefore, leaders should strive for efficiency without sacrificing effectiveness. With this way of thinking, the leader must consider whether feedback from the observation(s) should be delivered separately to individual teachers or simultaneously to a team. General practice is individual teacher feedback sessions because the discussion is directly related to classroom observations. However, on rare occasions, the leader may notice a pattern emerge after observing multiple classrooms, and the needed improvement is linked directly to collaborative work done in PLCs. Then, it would be advantageous and efficient to provide feedback to the team all at once. For example, after observing the instruction of all three English Language Arts teachers, the leader notices that the learning targets for the day are vague. When students are asked about learning expectations, only 17% can clearly describe the target. Because learning targets are part of the collaborative planning process, the leader decides to conduct the feedback session with the whole team during their PLC. Distinguishing the context for when feedback is best suited to an entire team will be developed over time.

- Plan the Feedback Session
  Just as we would never want our teachers to deliver an unplanned lesson, neither should an instructional leader spontaneously conduct a feedback session. This is the leader's opportunity to provide a

quality professional learning experience with each teacher, and the leader must make the most of it. In educational coaching, there are various styles, such as "The Art of Coaching" by Elena Aguilar or "Instructional Coaching" by Jim Knight. In the original edition of "Leverage Leadership," Paul Bambrick-Santoyo describes a protocol for feedback sessions called "Six Steps for Effective Feedback: Leading Post-Observation Face-to-Face Meetings." In the 2.0 edition, the protocol evolves into "See It, Name It, Do It," which aligns with similar protocols for data meetings, Instructional Teacher Action Plan (ITAP), review meetings, and other leadership discussions related to improving student planning.

Whatever protocol is selected, all members of the instructional leadership team should conduct their feedback sessions using a common process as the starting point for consistency and fairness. When teachers know what to expect during a feedback session, they will more likely trust the process and optimize their learning.

An effective feedback session ideally takes only 12-20 minutes. Being concise and efficient takes practice; an instructional leader needs to build their feedback fluency. Time yourself with each feedback session and then reflect on moments where the conversation became contentious, muddy, or circuitous. Practice avoiding those pitfalls—often, a lack of clear feedback planning is the reason.

When possible, PSB recommends that instructional leaders conduct feedback sessions in the teacher's classroom. Being in their territory can help some teachers feel safer. All their tools, plans, materials, etc., are at their fingertips to enhance authentic discussion and stay out of hypotheticals. Additionally, being in their classroom lends the authentic space for teachers to practice the action step (steps four and five in Six Steps).

The final step of the OFCC is to track key data points. Each instructional leader should retain their observational data as it will be analyzed when planning feedback and referenced during the feedback session. It may also prove valuable in team meetings when identifying patterns that guide revisions to NM DASH. Ideally, the instructional leadership team will concisely collect the following:

- Name of coach
- Name of teacher
- Date of observation/feedback sessions
- Action steps: How the teacher will improve
- Evidence of implementation: Evidence of action step implementation observed in follow-up observation

Resources for Further Learning

Aguilar, Elena, *The Art of Coaching. Effective Strategies for School Transformation*. New York, NY: John Wiley & Sons; 2013

Bambrick-Santoyo, Paul. *Driven by Data 2.0: A Practical Guide to Improve Instruction*. San Francisco, CA: John Wiley & Sons; 2019.

Bambrick-Santoyo P. *Get Better Faster: A 90-Day Plan for Coaching New Teachers*. San Francisco, CA: John Wiley & Sons, Inc; 2016.

Bambrick-Santoyo, P. *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools*. San Francisco, CA: Jossey-Bass; 2018.

Knight, J. *Instructional Coaching. A Partnership Approach to Improving Instruction*. Thousand Oaks, CA; NSDC, 2007.

Lemov, D. *Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College*. San Francisco, CA; Jossey-Bass, 2015.

Lemov, Doug. *Teach Like a Champion Field Guide*, Hoboken, NJ; Jossey-Bass, 2011.

Hammond, Zaretta, and Yvette Jackson. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. 2015.

OBSERVATION AND FEEDBACK CALENDAR

Essential Leadership Understandings

Managing a daily, weekly, and monthly calendar to provide the time you need to serve as an instructional leader is one of the most frequent challenges principals cite as a barrier to fulfilling the responsibilities associated with this role. As Bambrick-Santoyo states in Leverage Leadership 2.0, "Leading schools probably makes you feel as if you don't have control of your time, but in reality, it's the one thing you can control." For most of you reading this, you are probably thinking, "Yes, but easier said than done!"

One of the basic instructional leader moves is conducting classroom walkthroughs and observations, followed by providing high-quality and timely feedback to teachers. Unfortunately, given the pressures of the principalship's day-to-day demands, this is the one area that most often gets "scheduled over." Or worse, when classroom observations do take place, the feedback meeting does not occur or occurs too far in the future to be of any real value.

Taking the time to thoughtfully plan your monthly calendar, focused on your responsibilities as an instructional leader, will help you balance how you spend your time on school management, instructional leadership, and other priorities essential for your school's success.

Essential Leadership Moves

Bambrick-Santoyo offers a strategy for managing your calendar that many principals have found to be of value. The following is a description of the steps he suggests to help you prioritize tasks each day, each week, and each month, emphasizing that observation and feedback are the anchor event of this specific calendaring process.

1. Using a blank calendar for the month, enter district commitments, meetings, and task deadlines. Next, add your campus meetings and task deadlines.
2. The next step in the process is to calendar your instructional feedback sessions for the month. Feedback is scheduled before observations because observations without feedback is of little value to you and no value to the teacher.
3. Once your monthly meeting obligations and feedback sessions have been scheduled, backward map the observations you will make to inform the feedback sessions.
4. At the end of each month, analyze how well you could keep the observation and feedback sessions you placed on your calendar; if you find that you are missing too many, investigate why. Ask yourself, "Did you miss recurring calendaring obligations or under-estimate the time you spent in the district and campus meetings you placed on your calendar?"

In the graphic below, Bambrick-Santoyo provides an example of a completed weekly calendar using this process. The scheduled tasks are color-coded, showing duty (green), observation (purple), and feedback meetings (yellow). Color coding allows anyone who has access to your calendar the ability to easily see the prioritization of your work and your availability to schedule other items that may come up during the day-to-day operation of the school.

North Star Principal's Weekly-Monthly Schedule

Uncommon Schools | NORTH ★ STAR

Principal's Weekly-Monthly Schedule 2011-12
Week 1

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
7am					
:30		Morning Duty		Morning Duty	Morning Duty
8am	Community Circle	7/8 Circle	5/6 Circle		
:30					Community Circle
9am		Obs: James, Armstrong, Love, Cusato, Edwards			Mtg-Goncalves
:30					
10am				Mtg-James	Mtg-McNeil
:30	Obs McNeil, Smiley, Ravitz, Condron, Frost, Smith	Mtg-Dowling	Mtg-Dowling & Schultz		
11am				Mtg-Smith	
:30					
12pm	Lunch Duty	Lunch Duty	Lunch Duty		
:30					Mtg-Decina
1pm	Obs: Gary, Jones, Frost, James, McNeil	Obs: Goncalves, Frost, Feinstein	Obs: Cusato, Metz, Goncalves, Lunch, Ravitz, Decina	Mtg-Jones, IL	
:30					Mtg-Feinstein, IL
2pm					
:30					Mtg-Frost
3pm			Mtg-Paul, Kelly	Faculty PD	
:30					
4pm					Mtg-Schultz
:30					
5pm					
:30					
6pm					
EVENING					

A frequent derailer of a well-planned day is the demands that others place on your time, often without knowing what you had planned. To ensure your calendaring has the intended outcome, make sure your office staff is trained to understand what is and is not an emergency. Additionally, they should know when you should be interrupted versus leaving a message or scheduling an appointment for a later time. A task-specific calendar will assist the office staff and other stakeholders in understanding your priorities and how you allocate your time to achieve your school's goals.

School leaders should prioritize being in classrooms supporting teachers and students. At the same time, they need to meet with parents and other members of the school community. With a calendar such as the one described in this process, office staff can easily communicate your availability and schedule meetings as needed.

Just as teachers need to reflect on their practice to improve their craft, principals need to reflect on their leadership moves. Keeping task-specific allows the leader to reflect and review how the allocation of their time impacted their school's performance. Checking the prior year's calendar can also help identify specific deadlines from the previous year and other activities, meetings, and events that need to be considered when planning the new monthly calendar.

> "Exceptional school leaders succeed because of how they use their time: what they do, and how and when they do it."
>
> - Paul Bambrick-Santoyo

Resources for Further Learning

Bambrick-Santoyo, Paul. (2018). Leverage Leadership 2.0: a Practical Guide to Building Exceptional Schools. San Francisco: Jossey-Bass.

Short on Time: How do I Make Time to Lead and Learn as A Principal? William Sterrett ASCD Publications

You’ve Got Email
http://www.ascd.org/publications/educational-leadership/jun20/vol77/num09/You’ve-Got-Email.aspx

DIFFICULT CONVERSATIONS

Essential Leadership Understandings

As a new principal focused on building a positive culture and positive relationships with your faculty, having a difficult conversation is probably not something you relish. At the same time, not holding conversations that need to be held makes the problem you are not addressing worse over time. If the issue deals with missed work expectations, poor behavior or other issues that impact the school's performance, failing to address it is giving tacit approval to the current state.

There are many reasons we tend to delay or put off holding these conversations.

- We may lack the confidence to think we can do it effectively.
- We may define it as an either/or situation. For example, "I can either maintain a positive relationship with teacher X or address her daily late arrival."
- We may worry that we will not handle the reactions or emotions the conversations may elicit.
- We may want to keep the peace and not rock the boat.

The inconvenient truth is that depending on the issue, your failure to address it can negatively impact the school's morale. Something you cannot afford to happen!

Essential Leadership Moves

The good news is there is a framework that you can follow to help you plan for and guide the conversation. Not all exchanges need this level of preparation. However, when you know there is likely a difference of perspective, and potential for an emotional response, taking the time to plan out the conversation will increase the likelihood of addressing the performance issue without negatively impacting your relationship with the individual.

Before you plan the conversation, there is some "self-work" that needs to happen first. This list speaks to some of the most critical considerations:

- Have a mindset that the goal of the conversation is to be in dialogue with the individual. You want to hear their perspective rather than simply "tell" them yours.
- Be open that there may be information you do not have that could change or impact your perception of the issue.
- Make sure that your goals for the conversation are healthy. For example, you want to seek to understand rather than be right.
- Be clear about what you want as a result of the conversation. What does success look like?

The following four-phase framework is adapted from the work of Grenny, Joseph et al. in their best-selling books: Crucial Conversations Tools for Talking When Stakes are High (2011) and Crucial Accountability, Tools for Resolving Violated Expectations, Broken Commitments, and Bad Behaviors (2013) and supplies a structure to help you plan and hold more effective difficult conversations. Within the framework, there are sample sentence stems to help bring the content to life.

The Four Phases of a Difficult Conversation (Summary Level)

1. **Preparation**
   - Establish the goal based on the performance gap/problem you want to address.
   - Establish clarity about what you want - what does success look like?

2. **Initiation**
   - Create safety and prepare to enter the discussion.
   - Ask for permission.
   - Establish mutual purpose.
   - Demonstrate respect.

3. **Discussion**
   - Address the performance gap using STATE skills.
   - Listen and learn.
   - Monitor and rebuild safety if needed.

4. **Conclusion**
   - Problem-solve agreements.
   - Make commitments and a plan to follow up.

The Four Phases of a Difficult Conversation (Detail Level)

PHASE 1 - *Preparation - Determining What You Want*
Establish the goal based on a description of the performance gap – What is your goal, what do you want to accomplish? What needs to be different? Using data and behavioral language, describe the performance gap - what is the expectation versus current performance? What facts do you have to support the description of the performance gap? Using data rather than feelings and impressions to describe the problem tends to depersonalize the content and make it easier for the person to understand the issue.

Some questions to help you create clarity:
- What do you want as an outcome of the conversation? For yourself and for the person with whom you are meeting? Address/examine your motives – be honest with yourself.
- What are the facts of the situation? (Look at those facts as a neutral observer would describe them. Your perspective may change when you take a step back.)
- What does resolution look like?
- What are the possibilities for how the person you are speaking with might react? And how would you then react?
- What support or follow-up are you willing to provide?

PHASE 2 - *Initiation – Create Safety and Enter the Conversation*
When individuals do not feel safe, they may be in cognitive shutdown and unable to process or respond in a healthy way to what you have to say. Below are some simple strategies to create safety. When using these strategies, be sure to pay attention to your tone, body language, and overall effect as you begin the conversation. The two methods, *Asking Permission and Establishing Mutual Purpose* can go a long way to establishing emotional safety and, as a result, support a productive conversation.

1. Ask for permission to hold the conversation.
   Asking permission and pausing for the person to give their consent helps create a safe environment for the conversation. It helps to put both participants on a more even playing field and shows a level of respect for their interests.
   Some sample statements to ask permission:
   - Can I speak with you about something that I think is affecting our team?
   - Can I speak with you about something that I believe is affecting the morale of our faculty?
   - May we have a conversation about…

   Caution: Do not use this "ask" to start talking about the problem – that comes later. Also, if the individual responds that they do not feel ready for the conversation, it is best not to push. Say something like, "OK, well, let's set a time to meet tomorrow."

2. Establish mutual purpose
   Dialogue cannot begin until mutual purpose exists. Mutual purpose is the entrance condition for dialogue. Without mutual purpose, people are likely to hold back. When others think your goal is to blame, win, or chastise, they are likely to draw back and not engage in the conversation in a way that allows them to hear, learn, and understand.

   Mutual purpose is the foundation of trust. When individuals believe that your intent is positive, they are more likely to listen to the content of your message, even if it is painful.
   Sample statements to establish Mutual Purpose:
   - "I know we both want what's best for your students..."
   - "I know that you're as committed as all of the members of your team to having productive team meetings..."
   - "I know we both value healthy relationships with students and their families..."

PHASE 3 – *Discussion – Hold the Discussion about the problem or issue*
After you have opened the conversation by asking permission and establishing mutual purpose, it is time to engage in the actual discussion of the issue at hand. STATE Skills supplies the roadmap for the conversation when discussing risky or challenging content. Carefully planning out what you want to say by following this map increases the chance of a successful outcome for you and the person with whom you are holding the difficult conversation. STATE is a useful pneumonic and is described below:

Share your facts – People who are experts in dialogue share tough messages by *beginning with what they see and hear and then moving to stories and feelings*. The less skilled do the opposite. They jump in with their emotions and stories but share few facts. *Starting with what you see and hear minimizes defensiveness.*

Identify the performance gap/issue you want to address. What have you seen or heard? What have you seen or noticed that you want to share? What are the facts that are leading you to your conclusion/story?
Sample statements for sharing facts:
- "Although as a faculty, we've agreed to use exit tickets daily, during the last three walkthroughs at the close of your class, I noticed you're not doing this."
- "I've noticed that you've been anywhere from 10-15 minutes late for each of our last PD faculty meetings. Because we are learning this content together, we had to stop and bring you up to speed; as a result, we're not getting through all of the material."

Tell your story – This is where you share what you have concluded and how you are feeling. What conclusions have you reached? What do you think is going on?

Sample statements for Telling your story.

- *I'm beginning to wonder* if you're on board with this practice."
- *I'm beginning to feel* that you may not be committed to implementing the new reading program."

Ask for other's path – Invite others to share their viewpoint. Carefully listen to what they have to say. Be willing to abandon or reshape your story as you gain more information. How do you make it safe for them to share their perspective, even if it is different from your own?

Sample statements for Asking for other's path:

- "I'd like to hear your perspective on this issue."
- "If I'm missing something here, I'd like to hear it."
- "Do I have it right? Is there something else going on here that I need to know?"

*These first three steps are "**What** you do," the following two steps describe "**How** you do it."*

Talk tentatively – Strike a blend. When you share your facts and stories, it is important to do so tentatively. This means you tell your account as a story, not as fact. At the same time, you want to express confidence in your conclusions but leave room for the fact that you might have it wrong. You might learn something in the conversation that causes you to revise your perspective – your story.

Encourage Testing – How you ask others for their views is another opportunity to balance confidence and humility. Remember your purpose. If it is to convince, compel, or control, this will carry through in your tone and manner and leave little room for the individual to share their views. After you share your facts and tell your story, following up with statements like those listed below invite the other person to share their perspective, their story.

Sample statements for Encouraging testing:

- "Do you see it this way?
- "Does anyone see it differently?"
- "Is there something that I may not be seeing?"

During the discussion, you will perform three primary activities:

1. Communicating your ideas in a calm and logical manner
2. Listening to what the other person is saying. If notes or an outline helps you stay on track during your discussion, you should feel free to use them. However, do not read from the page.
3. Monitoring safety.

What do you do when things do not go as expected? When the conversation starts to get off track, you typically see two behaviors: defensiveness or silence.

Defensiveness – Step out of the content, focus on the process, and rebuild safety.

- *Re-establish Mutual Purpose* – Say something like, "I can see you're getting upset, and that's not my intention at all." "I do appreciate all the work you do with your students and the other projects you're involved in." "I just want you to understand how not showing up on time is impacting the progress of the team." "Is it OK for us to start the discussion again?"

Silence – If the individual goes to silence, ask questions that genuinely demonstrate your desire to learn and understand. Say something like:

- "I'd like to hear your perspective on this."
- "Please let me know if you see it differently."
- "Don't worry about hurting my feelings; I want to hear your thoughts."
- "Are you thinking that…"

If the person is upset, do not press on. If there is too much emotion, the conversation will not be productive. It may be better to delay and revisit it at another time. Say something like: "It seems like you're upset. Would you prefer to have some time to think about it and meet tomorrow?"

PHASE 4 – *Conclusion – Problem solve agreements, make commitments, and create a follow-up plan.*
Problem-Solve Agreements

- Listen to their perspective – You may find out that issues are going on in their lives or at work that genuinely prevents or make it almost impossible to meet the expectation.
- Learn and respond to new information – based on what you learn, restate or revise the expectation.
- Ask how you can help – If they are genuinely committed to improving their performance, asking how you can help send a powerful message that you are invested in their success.
- Reach an agreement on what will be different.

Formalize the Agreements – This is a step that most crucial conversations miss. The result is typically "groundhog-day conversations." Ensure both parties understand the agreements reached, any support or consequences discussed, and when and how you will follow up to ensure that expectations are met.

Be sure to:
Restate the agreements you reached.

- Follow the restatement to define *who will do what, by when, and describe the plan to follow up*. If appropriate, put it in writing.
- Set a follow-up time in which you can check to see how things are going.

Formalizing agreements may sound like, *"This has been a productive meeting for both of us, and I am pleased we have a plan that meets both of our needs. To restate so we are both clear, we agreed that I will… and you will… I will send this to you by email later today, so we both have a copy. I think it would be helpful for both of us to meet again in two weeks to check in and see how it's going. Does that work for you?"*

Resources for Further Learning

Grenny Joseph, Ron McMillan, Kerry Patterson, and Al Switzler. Crucial Conversations: Tools for Talking When Stakes Are High, Second Edition. New York: McGraw-Hill, 2011.

Grenny Joseph, Ron McMillan, Kerry Patterson, and Al Switzler. Crucial Accountability, Tools for Resolving Violated Expectations, Broken Commitments, and Bad Behaviors. New York: McGraw-Hill, 2013.

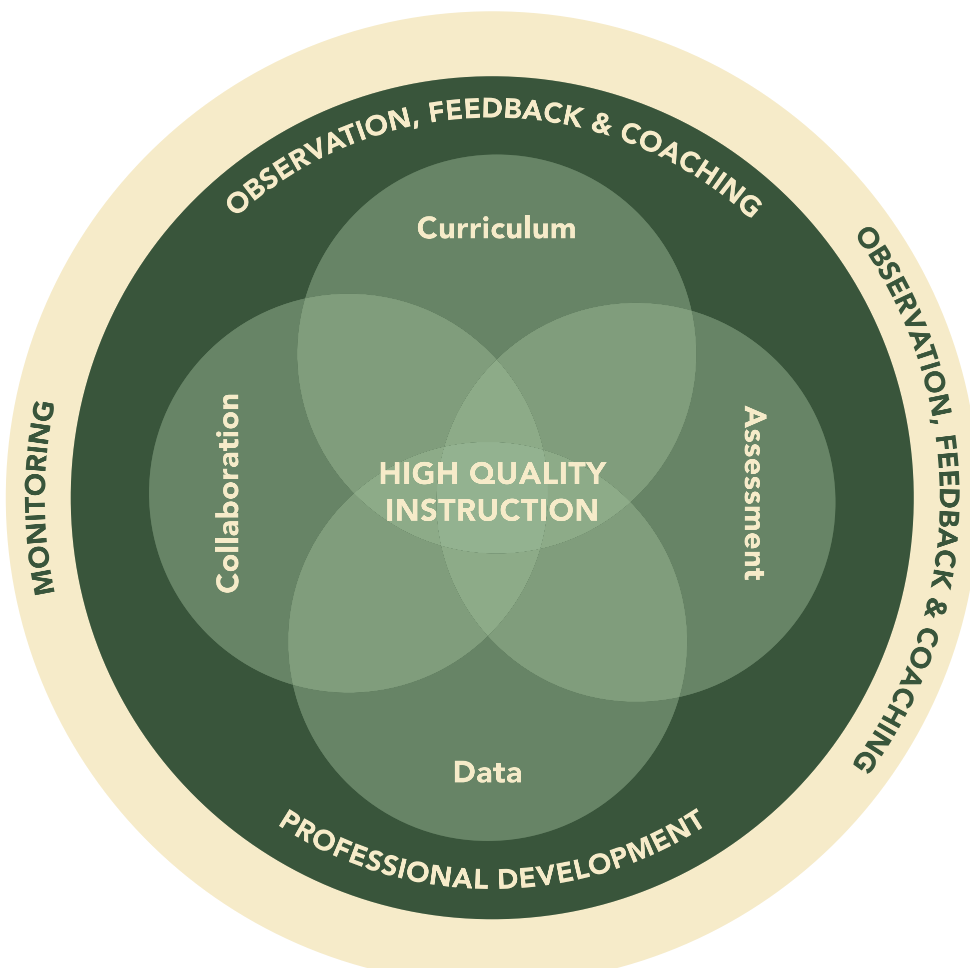
INSTRUCTIONAL INFRASTRUCTURE

INSTRUCTIONAL INFRASTRUCTURE

Essential Leadership Understandings

Principals, both new and veteran, often struggle with becoming influential instructional leaders. The day-to-day whirlwind and constant demands from internal and external stakeholders can make it challenging to provide the substantial time and energy required to lead and observe learning effectively. One way to reduce the time it takes to ensure students receive quality instruction in every classroom is to develop and implement the requisite systems and structures teachers need to plan, deliver, assess, and monitor effective teaching. For example, the principal may not be able to observe every lesson. Still, they can ensure teachers have access to and deliver a rigorous curriculum aligned to the New Mexico state standards. Likewise, an effective assessment strategy can create the data required to monitor the effectiveness of the delivery of the curriculum. Data collected over time can inform the principal's walkthrough schedule, time spent in specific classrooms, and the professional development needs of teachers. Though there is no simple solution to decreasing the demands on a principal's time, ensuring the school has a comprehensive instructional infrastructure will increase the likelihood that students receive rigorous instruction in every classroom.

In the graphic below, adapted from a version created by the University of Virginia Partnership for Leaders in Education (UVA-PLE), school leaders will find the instructional infrastructure systems teachers need to build their instructional skills and deliver high-quality instruction in every classroom. Ideally, this infrastructure is designed and provided by the district. However, if the district has not completed the work, individual schools will need to create their own systems. Below is a brief description of each component.



Curriculum: A comprehensive curriculum consists of a clearly stated scope and sequence of K-12 learning objectives aligned to the district, state, and national expectations. Scope indicates the depth to which the standards should be taught, and sequence suggests the order. Together, the scope and sequence of learning bring order to content delivery, maximizing sustained opportunities for student learning.

Assessment: A comprehensive assessment strategy provides the foundation for identifying effective instruction and promising practices within the district and school. Effective assessment strategies include assessments that provide data on foundational skill development, student growth, and real-time feedback on the effectiveness of teaching and learning in every classroom. Assessment data assists leaders and coaches in identifying instructional trends, school-level supports, and teachers' short and long-term professional development needs.

Data: Effective data-informed decision-making requires real-time, cross-sectional, longitudinal school, teacher, and student data. Along with ensuring easy access to robust district and school-level data systems, district and school leaders must provide technical support, data literacy training, and the conditions necessary for leaders and teachers to analyze and use data effectively.

Collaboration: Common structured collaboration meetings allow teams of teachers uninterrupted time to reflect on practice, develop expertise, share promising practices, plan rigorous instruction, analyze and discuss data, increase instructional efficiency, and ensure instructional equity. These meetings provide teachers and leaders an opportunity to improve school-level practices and enrich teaching and learning opportunities through an ongoing review of data, the unpacking of standards, collaborative instructional planning, and reflection on the delivery of instruction.

Observation, Feedback, & Coaching (OFC): Effective OFC is a professional development process that, when implemented well, encourages teachers to analyze, critique, practice, reflect, and revise their instructional practices. Additionally, leaders and coaches who provide this support are responsible for identifying common challenges that may indicate deficiencies or misalignment within the district or school instructional infrastructure system.

Professional Development: Professional development encompasses a wide range of individualized training, education, and learning intended to help leaders, teachers, and other educators improve their professional knowledge, skill, and effectiveness. District and school leaders should identify and provide individualized, small group, and whole-group professional development opportunities based on needs identified during observations, coaching sessions, and student and teacher performance data.

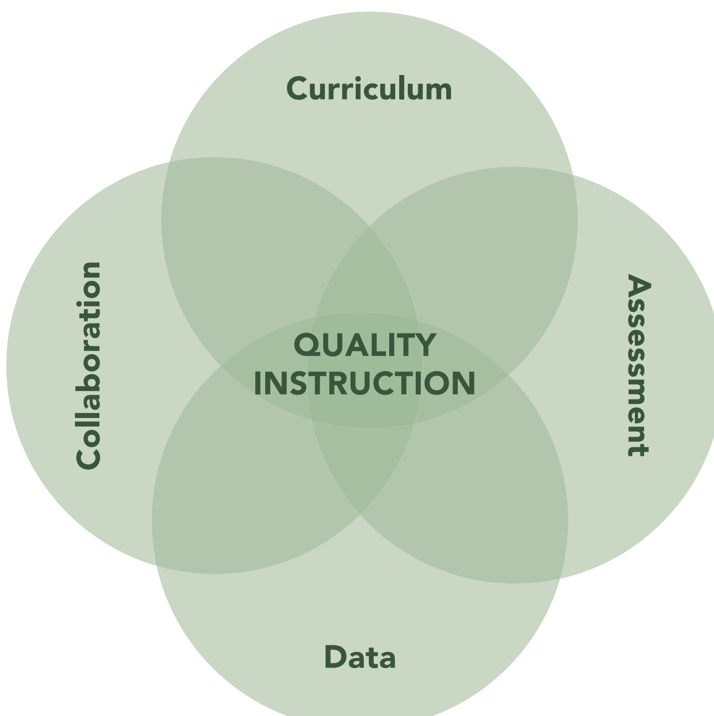
Monitoring: Effective monitoring systems ensure consistent implementation of expectations throughout the district and school, increase opportunities to identify misalignments, improve access and equity, and provide ongoing feedback on progress towards short- and long-term goals.

Continuous Revisions: Curriculum, assessment, data, collaboration, and professional development elements require continuous revisions to meet the needs of an ever-changing society and the differentiated needs of students and teachers. Districts and schools should have a well-defined process for identifying gaps or misalignments within their systems and clear procedures and timelines for making improvements.

“Without a solid foundation, you’ll have trouble creating anything of value.”
—Erika Oppenheimer

Essential Leadership Moves

The UVA-PLE created the design frameworks on the following pages to support school districts and schools with the design and implementation of these systems. These frameworks provide a roadmap for district and school leaders who want to create or improve their curriculum, assessment strategy, data systems & structures, and collaboration structures. Each design document begins with the foundational components districts and schools should develop first and then lists the intermediate and advanced components that should be developed as the team works to improve each system.



Curriculum Components	Curriculum consists of a clearly stated scope and sequence of K-12 learning objectives aligned to district, state, and national expectations. Scope indicates the depth to which the standards should be taught, and sequence suggests the order. Together, the scope and sequence of learning bring order to content delivery, maximizing sustained opportunities for student learning.		
Level	**Foundational Execution**	**Intermediate Execution**	**Comprehensive Execution**
Design (District)	Curriculum team with specific meeting dates. Curriculum rationale developed and communicated to stakeholders. Clear expectations for implementation that have been communicated and are monitored. State standards are arranged in sequential order indicating suggested time for teaching, assessing, analyzing results, and re-teaching. Vertical alignment documents at least one grade level above and below. Standards are grouped, classified, and bundled conceptually. Priority, content, process, and if included, value standards identified. Gap analysis protocol completed ensuring all standards are included. Documents are accessible and user-friendly.	Depth of Knowledge identified. Know, Understand, Do are identified. Grade-level text resources are identified and include suggestions for differentiated needs. Essential Questions/Understandings identified. Academic vocabulary included. Common errors and misconceptions identified. Sample formative assessment questions, performance tasks, and grading rubrics. Internal and external resources aligned to district curriculum and state standards identified. Strategies for ELL, advanced and special needs students included. Example exemplar lessons and student work. Appropriate text-level resources were identified.	Technology integration lessons/activities included or linked to each standard. Enrichment and re-teaching resources are identified and updated regularly. Suggested instructional strategies for differentiation identified for each standard. Cross-curricular connections and suggestions for implementing included. Exemplars or ideal student responses to performance tasks included. Strategies and suggested resources that support culturally responsive pedagogy. Suggested topics for subject-based and cross-curricular collaboration meetings. Written protocol for annual review and update that includes data-based feedback and opportunities for stakeholder input.
Implementation (School)	Teachers analyze standards to identify essential understandings, vocabulary, concepts, principles, misconceptions, and skills students must master. Foundational backward design planning model utilized by teachers to create lessons aligned to rigorous assessments. Vertical alignment documents are utilized to create daily lesson plans and formative assessments that are scaffolded to address prior and future learning. Lesson plans include data-based learning objectives, specific instructional strategies, whole group re-teaching, and aligned assessments.	Teachers identify strategies for re-teaching, enrichment, and specific methods for addressing the needs of advanced, ELL, and special needs students. Cross-curricular teams work together to plan long-term instruction and identify curriculum connections and integrated writing opportunities. Teachers create and share exemplars or ideal student responses before teaching and assessing. Lesson plans include essential questions, vocabulary, and strategies for ELL, advanced, and special needs students, whole/small group re-teaching, and aligned assessments that have formative questions and performance tasks.	Project-based learning opportunities are designed to increase rigor and promote cross-curricular learning opportunities. Flexible, integrated, multi-faceted intervention and enrichment strategies for small groups and individual students implemented. Lesson plans include differentiated & culturally responsive instructional strategies for specific groups and individual students, cross-curricular and integrated writing activities, opportunities for self-directed learning, and aligned assessments that have formative questions and performance tasks.

Assessment Strategy	Curriculum consists of a clearly stated scope and sequence of K-12 learning objectives aligned to district, state, and national expectations. Scope indicates the depth to which the standards should be taught, and sequence suggests the order. Together, the scope and sequence of learning bring order to content delivery, maximizing sustained opportunities for student learning.		
Level	**Foundational Execution**	**Intermediate Execution**	**Comprehensive Execution**
Design (District)	District assessment committee. Diagnostic BOY/EOYs, foundational assessments in K-2, and common interims aligned to pacing every 6 to 9 weeks in grades 3-12. The rationale for each assessment. Expectations for administering assessments and using assessment data. Protocols for administering assessments and for utilizing assessment data to determine re-teaching or next steps. Protocols for providing accommodations for special populations. District assessment calendar indicating administration dates and built-in time for analysis. Tools for generating item-analysis results (within 48 hrs.).	Protocol for creating, vetting, and updating interim assessments using professionally created item banks in grades 3-12. Process for annually revising district assessments to improve alignment & reflect curriculum changes. District and school-level professional development calendars that include flexible time for addressing interim data trends. Teacher-created formative assessments were administered after each lesson, and short-cycle assessments were administered every two to three weeks in core content classes. Process for district curriculum team to analyze assessment results, identify gaps in the curriculum, & inform the ongoing curriculum revision process.	Structures that allow high-performing teachers to create rigorous questions and performance tasks to supplement district item banks. Sample assessments were created for each state standard or district unit of study. District and teacher-created performance tasks aligned to units of instruction administered at least bi-weekly in all classes with calibrated rubrics. Exemplars that illustrate performance task rigor aligned to district calibrated rubrics. Assessment delivery system that allows the district to create and provide assessments similar in length, rigor, and format to the state-level assessment. Assessments aligned to ACT and college and career readiness standards.
Implementation (School)	Staff understand the rationale for each district and school assessment and can consistently articulate the purpose of each to students and parents. Teachers utilize backward design planning to create short-cycle and formative assessments before lesson delivery collaboratively. Schools administer district assessments with fidelity and monitor results to ensure full participation & validity. Principals and teachers work together to analyze the results of district assessments and create remediation/enrichment plans. Student accommodations are provided for every assessment and updated when necessary.	Daily formative assessments and corresponding lesson plans are created and reviewed prior to administration to ensure alignment with standards. Teachers utilize daily formative assessments to inform ongoing day-to-day planning and instruction. Teachers use assessment data to scaffold learning and differentiate instruction for small groups of students. Teachers and principals collect and analyze remediation and enrichment student work samples and collaboratively plan improvements. Teacher's vet mandated district assessments and provide feedback to the district assessment team	Teachers create and administer performance assessments, calibrate rubric scoring, analyze results to determine student needs and use results to improve day-to-day instruction. Teachers administer multiple types of assessments to measure daily and weekly progress. Teachers meet at least weekly to review student work samples and to compare and calibrate rubric scoring. Teachers use assessment results to assist districts with improving and aligning district assessments and curriculum. Assessment data analyzed to determine targeted professional development needs

Data Systems & Structures	Effective data-informed decision-making requires real-time, cross-sectional, and longitudinal school, teacher, and student data. Along with ensuring easy access to robust district and school-level data systems district and school leaders must provide technical support, data-literacy training, and create the conditions necessary for leaders and teachers to analyze and use data effectively.		
Level	**Foundational Execution**	**Intermediate Execution**	**Comprehensive Execution**
Design (District)	Data system(s) that provide real-time, cross-sectional, and longitudinal district, school, teacher, and student data. School and district data teams were established. Clear district and school-level expectations for collecting, organizing, and using data. District protocols for analyzing and acting on data. Collaboration protocols include clear guidelines for data collection, analysis, and intervention. Technical support and ongoing data literacy professional development. District and school calendars include time embedded in the day for data analysis BOY and after each interim assessment.	District data systems are easily accessed by teachers and provide user-friendly student-level reports – one or two pages. Resources available for acting on data: technology, intervention/enrichment programs, sample lesson plans, differentiation resources, etc. District protocols for analyzing and acting on student data every six, eight, or nine weeks. District and school professional development calendars aligned to data-based needs. Data coaches or instructional data support available to new and struggling teachers.	All district data systems are interoperable and provide user-friendly, color-coded, concise one- or two-page reports. The system includes the longitudinal district, school, teacher and student academic, program, demographic, and perception data. Data system integrates resources: instructional materials, lesson plans, and assessment results linked to frameworks and curriculum guides. The system provides basic analytics, i.e., identifying "at-risk" populations and individual students based on district-specific historical data trends. Data literacy coaches are available to all leaders and teachers.
Implementation (School)	Longitudinal assessment, program, demographic, and perception data is collected & analyzed to determine possible cause(s) for district & campus challenges and to set short/long-term goals. Interim/benchmark assessment data collected and analyzed every 6, 8, or 9 weeks and used to develop remediation/enrichment plans and inform school-level decisions. Weekly collaboration discussions include a review of real-time data and progress indicators. School-level data meeting cycle that includes a calendar of meetings, protocols, relevant data, and outcomes. Process for sharing data within collaborative teams.	Multiple data points, or categories of data, are analyzed to determine the correlation and possible root cause(s) of performance. Staff use data to design lesson plans, assessments, interventions, determine resources and monitor the effectiveness of current school-level strategies. Administrators and teachers participate in a cyclical process for sharing and acting on the district, school, grade, subject, and Individual teacher assessment data (plan, do, assess, reflect). School-level process for using data to make staff, program, and resource allocation decisions. Process for sharing within the entire school.	Permanent data structures and processes in place: data teams, data coaches, time for analysis, technology, data retreats, and ongoing PD. Students and parents can access real-time and longitudinal data to determine personal goals, contribute to learning, and support parent conferences. School, subject area, grade-level, and specialized data reports are available and shared with all stakeholders. Data patterns that indicate progress or lack of being identified. Process for sharing data with all stakeholders.

Collaboration Meetings	Common structured meeting time allows teams of teachers uninterrupted time to reflect on practice, develop expertise, share promising practices, plan rigorous instruction, analyze and discuss data, increase instructional efficiency, and ensure instructional equity. These meetings provide teachers and leaders an opportunity to work together to improve school-level practices and improve teaching and learning opportunities through an ongoing review of data, unpacking curriculum, and improving instructional planning and delivery.		
Level	**Foundational Execution**	**Intermediate Execution**	**Comprehensive Execution**
Design (District)	Master schedules with time built-in (minimum 60 minutes once a week) for teachers to share promising practices, unpack standards, develop lesson plans, and create assessments. Core teachers organized into meaningful collaborative teams. Protocol to ensure meetings are facilitated and supported by the principal or designee. Protocols are created to ensure meetings have a clear purpose and measurable outcomes. Protocols for norms, agendas, and minutes. Collaboration calendar that includes dates and purpose of collaborative meetings. District and school training on the development of teams, roles, and collaborative practices.	Master schedules with time built-in (minimum 90 minutes at least once a week) for teachers to create and discuss exemplars, share effective instructional strategies, review student work samples, and plan differentiated instruction. Collaboration calendar aligned to district interim assessment cycle. Protocols to ensure meetings are co-facilitated by lead teachers and principal/designee. Protocols are created to ensure meetings are focused on improving teaching and learning through data-informed decision-making. PD calendar that includes data-based PD opportunities for the whole school and individual teams based on need.	Master schedule with time built-in (minimum 90 uninterrupted minutes at least once a week) for ALL teachers that also includes vertical and cross-curricular collaboration meeting times. Protocols to ensure meetings are co-facilitated by lead teachers and meeting participants. Protocols for teams to work collaboratively to assess the effectiveness of policies, programs, procedures, and instructional practices based on their impact on student learning. Collaboration and professional development calendars are individualized and fluid. System to allow highly effective teams to support fewer effective teams.
Implementation (School)	Longitudinal student assessment, program, perception, and demographic data were collected and analyzed by meeting participants. Teachers share and commit to implementing promising instructional and classroom management practices. Short and long-term Instructional Action Plans are created or embedded in daily and unit lesson plans. Teachers share results of the implementation of commitments – student work samples, exit tickets, formative assessments, and interim assessment data. Collaborative teams create plans for whole group reteach. Administrators and lead teachers co-determine meeting purposes and monitor commitments.	Meeting protocols require teachers to collaboratively analyze student learning by reviewing work samples, exit tickets, short cycle, formative, and interim assessments. Exemplars created, shared, and vetted by collaborative team members. Assessment data and student work evidence aligned to previous outcomes shared and analyzed by collaborative team members. Short and long-term SMART goals are set, revised, and continuously monitored. The focus of meetings includes strategies for differentiated instruction for small groups. Lead teachers and meeting participants co-determine meeting purpose and monitor commitments.	Meeting protocols require teachers to actively participate in vertical and cross-curricular teams to reflect on and adapt instruction and assessment to meet the needs of all students. Leadership works with collaborative teams to improve district and school-level systems, processes, and structures that impact student learning. Collaborative team members co-determine the purpose of meetings based on new learning and evidence-based needs. The focus of meetings includes strategies for individualized instruction. Team members design strategies for embedding re-teaching and enrichment in tier I instructional planning and delivery strategies.

CURRICULUM

Essential Leadership Understandings

To ensure equity, students enrolled in classrooms with inexperienced, ineffective, or struggling teachers should have the same access to quality instruction aligned to a rigorous and comprehensive curriculum as those enrolled in classrooms with the highest performing teachers in the school and district. Suppose principals leave the interpretation and unpacking of state standards solely in the hands of individual teachers. In that case, the content delivered in classrooms will vary depending on the teacher's skill and ability to interpret the standard, identify supporting resources, and create aligned and rigorous assessments. Ultimately creating numerous learning gaps and adversely impacting the students' short and long-term performance outcomes.

Essential Leadership Moves

To support districts and schools with curriculum development and increase equity and access statewide, the NMPED created the New Mexico Instructional Scope (Nm Is). This resource ensures every teacher and student in the state of New Mexico has access to a foundational, guaranteed, viable, and equitable curriculum.

Nm Is is designed to:

- Meet districts where they are, with tools to support district-wide horizontal and vertical curricular alignment and guide the sequencing of standards at the local level.
- Foster programmatic planning at the district and school level and provide a rich foundation for aligned, collaborative conversations about teaching and learning.
- Support teachers in their individual and collaborative instructional planning and utilize strategies, including formative classroom assessment, to guide all students in attaining grade-level proficiency or above.

Nm Is is used to:

- Support lesson planning.
- Guide teams to discuss, plan, model, and reflect on practice.
- Scaffold planning and focused conversations with colleagues during professional learning community discussions, supporting the use of high-quality instruction that meets the needs of all learners.
- Consider how to address learning needs and where targeted scaffolds may be needed to assist students in accessing grade-level core instruction.
- Use side by side with high-quality instructional materials.
- Provide teaching support that contributes to equitable classroom structures and lesson planning.
- Assist in designing classroom learning environments that minimize barriers and optimize learning.
- Monitor students' progress on grade-appropriate assignments.

Unpacking the New Mexico Content Standards

Nm Is provides schools with unpacked standards that have been broken down to clarify what the standard means and define student performance outcomes. There are also embedded formative assessments offered that align with clusters of literature and informational text standards. Below is an at-a-glance sample of the information included in each standard document and the embedded formative assessment tasks provided.

NEW MEXICO
Public Education Department

New Mexico Instructional Scope
3rd Grade Literature Guide

RL.3.1

Anchor Standard: Key Ideas and Details
R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Strand and Anchor Standard

Grade	CCSS Domain	CCSS Strand	
3	Reading: Literature (RL)	Key Ideas and Details	
	Standard	**Vertical Alignment**	
	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	*Previous Grades:* RL.2.1, RL.1.1, RL.K.1	*Future Grades:* RL.4.1, RL.5.1
	Clarification Statement	**Vocabulary for Teacher Development**	
	Students ask and answer questions to show how they understand the text. They use specific ... support their answer.	• **explicit/explicitly**: stated clearly and directly, leaving ... or interpretation.	

Full language of standard

Vertical Alignment

Break down of standard

Students Who Demonstrate Understanding Can...

- ask and answer questions referring explicitly to the text as the basis for answers.

Essential Understandings

ASSESSMENT GUIDE

The resources provided in this Assessment Guides are meant to provide examples of formative assessments within instruction They are not compiled for a quiz, test, or summative assessment outside of instruction.

- Constructed Response Assessment Task aligned to 3.1 & 3.3
  - Evidence of Text Complexity and Cultural and Linguistic Responsiveness
  - VABB Analysis with Example Questions and Exemplar Student Responses
  - Example MLSS Universal Supports
- Constructed Response Assessment Task aligned to 3.9
- Multiple Choice Assessment Items

Grade	CCSS Domain		CCSS Strand
3	Reading: Literature (RL)		Key Ideas and Details
RL.3.1 RL.3.3	**Sample Task #1 (Constructed Response)**		
	Read *The Sign Painter* by Allen Say What do we learn about the boy every time the author makes a point of saying, "The boy did not answer"?		
	Exemplar Student Responses		
	• We learn that the boy is still growing into the person he wants to become. He stays silent ... sure of his answer or if he hasn't made up his mind. He does speak when he is sure ... when he shares that he loves painting.		
	DOK		**Blooms**
	Level 2		Understand
	Possible Aligned Language Objectives		**Possible Misconceptions**
	• Students will state a claim about why the author says, "the boy did not answer" and support their claim with evidence from the text (Argue-Writing- Expanding)		• Students may respond literally to explain why the boy does not answer (e.g., "he ... to say") without analyzing the ... meaning (e.g., "he is still growing into the person

Example of High-Quality Task

Exemplar Student Responses

Possible Misconceptions

Evidence of Text Complexity and Cultural and Linguistic Responsiveness

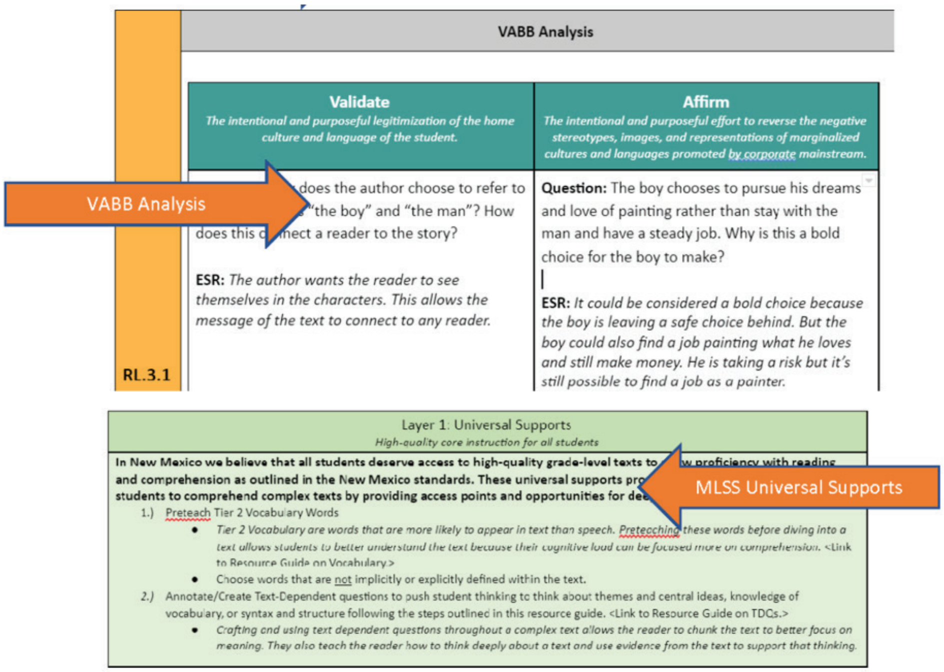
<u>Text Summary and evidence of Complexity:</u>

- A boy comes into town hungry and looking for work and meets a sign painter who offers him a job painting billboards. The man and the boy travel the desert painting a woman and one word, Arrowstar, on each billboard. The reader learns of the temptation of safe choices and the uncertainties of following a personal dream.
- The Sign Painter by Allen Say is worthy of students' time to read and also meets the expectations for text complexity at Grade 3. The Lexile level is 570 and it is a Caldecott winner.

<u>Evidence of Cultural and Linguistic Responsiveness:</u>

- **Who is represented in the text used to assess this cluster of standards?**
  The man appears to be white and the boy appears to be of Asian descent, but their race/ethnicity is never explicitly mentioned in the text.

CLR Analysis



Resources for Further Learning

New Mexico Instructional Scope resources can be found on the NMPED website using the following link: https://webnew.ped.state.nm.us/bureaus/curriculum-instruction/

ASSESSMENT

Essential Leadership Understandings

School leaders and their teachers must utilize various measures to understand if they are on track to meet their goals. In New Mexico, effective school principals incorporate a balanced assessment system that includes multiple assessments such as daily and short-cycle formative, common-interim or benchmark, performance tasks, adaptive and summative assessments to inform necessary adjustments to instruction and individual student needs.

Focusing on one measure alone does not fully inform how students are proceeding through the curriculum. There are many opportunities for teachers to capture data on student learning. However, if the systems and structures to support teacher analysis and action planning are not present, the benefit of the assessment data will not be realized. It is the role of the principal and their leadership team (coaches, interventionists, etc.) to find time for teachers and leaders to meet to analyze assessment data and review and plan the next steps based on that data.

> "Standards are meaningless until you define how to assess them. Assessments, therefore, are the roadmap to rigor."
> --Paul Bambrick Santoyo

Essential Leadership Moves

While having clear expectations for how teachers and administrators act upon data is a critical component of a school's assessment framework, designing the systems to ensure the work can skillfully occur is just as essential and typically more challenging. Structures and systems within your school assessment strategy should include:

- A rationale that communicates the purpose of each assessment and how the results are utilized to inform instruction.
- An assessment calendar that indicates when each assessment will be administered.
- Clear expectations and protocols to support the analysis and use of the assessment data.
- Time in the school master schedule to allow teachers to analyze and act on the assessment data.
- Systems for supporting and monitoring instructional action plans were developed because of data analysis.

In New Mexico, state and federally required assessments must be administered over the school year. Each school district has a District Test Administrator supporting and guiding the School Test Coordinator in meeting these requirements. The law requires that all students participate in these assessments, including students with disabilities (SWD) and English Learners (ELs), who must be provided with appropriate accommodations. At least 95% of students in each of the student groups listed in ESSA 1111(b)(2)(v)(I) must participate in these assessments. Required Assessments in New Mexico include:

Assessment	Grade Level	Administration Window
New Mexico's Measures of Student Success & Achievement (NM-MSSA - Reading, ELA, and Math) *Students in grades 3-8 will take the NM-MSSA in Spring 2021. The Every Student Succeeds Act (ESSA) requires that every state assess all students in language arts or reading and math each year in grades 3-8 and once in high school. The NM-MSSA, a statewide summative assessment, will be administered to meet the grade 3-8 component of this requirement*	Grades 3-8	Spring
Dyslexia Screener *Dyslexia screening is required statewide for first-grade students.*	1	By the 40th day of School and within two weeks of initial NM enrollment.
Interim Measures of Student Success Achievement (iMSSA) Math & ELA *An optional state-provided interim assessment.*	3-8	Fall *(Exceptions include: K5+: required in the first 20 days of school.)*
WIDA Screener *WIDA Screener is an English language proficiency assessment given to new students in Grades 1–12 to help educators identify whether they are English language learners (ELLs).*	1-12	By the 40th day of school and within two weeks of NM enrollment
NM Assessment of Science Readiness (NM ASR) *The NM-ASR is designed to measure a student's progress toward college and career readiness, as demonstrated by making sense of phenomena and solving real-world problems when applying and connecting scientific knowledge and skills. The items on the NM-ASR are aligned to the New Mexico STEM Ready! Science Standards for each grade band (3-5, middle, and high). The assessments will use the item clusters, standalone items, and open-ended items to measure the three dimensions of the new standards.*	Grades 5 & 11	Spring

Spanish Reading SBA	High School	Spring
Dynamic Learning Maps (DLM) *DLM is administered to students with significant cognitive disabilities whose special education Individualized Education Programs (IEPs) designate the state's alternate assessment as the appropriate academic assessment.* *• Students in grades 3-8 and 11 take DLM in English Language Arts and Math. • Students in grades 5, 8, and 11 take DLM Science.*	Grades 3-8 and 11 (ELA) Grades 5,8, and 11 (Science)	Spring
Istation (ISIP) *ISIP Math is available statewide but not required for students in K-2. ISIP Reading is required for K-2 students statewide. Additionally, the following is required for Reading Achievement Math Schools (RAMS) • Reading in grades K-2 in Reading Achievement Math Schools (RAMS) • Mathematics in grades K-2 in Reading Achievement Math Schools (RAMS)*	Grades K-2	*BOY *MOY *EOY
ACCESS/Alt ACCESS *ALT-ACCESS is administered to English Language Learners (ELLs) with significant cognitive disabilities whose special education IEPs designate it as the appropriate English Language Proficiency assessment. It is designed for ELLs in grades 3-5, 6-8, and 9-12 with disabilities that prevent them from meaningfully participating in ACCESS 2.0 for ELLs online or on paper with or without accommodations.*	Grades 3-5, 6-8, and 9-12	Spring
Early Child Observation Tool *ECOT is an application developed and housed at The PED and will contain the STARS universe of PreK and Kindergarten students for assessing students and tracking growth to assure students are on track.*	Kindergarten	Fall
SAT School Day *The SAT is an assessment designed to measure knowledge and skills that can consistently predict a student's success in college and workforce training programs.*	Grade 11	Spring

*Beginning of Year, Middle of Year, End of Year

Resources for Further Learning

Bambrick-Santoyo, Paul. *Driven by Data 2.0: A Practical Guide to Improve Instruction.* San Francisco, CA: John Wiley & Sons.2019.

Students & Families Assessment Information
https://webnew.ped.state.nm.us/bureaus/assessment-3/quick-communications/

New Mexico Instructional Scope
https://webnew.ped.state.nm.us/bureaus/curriculum-instruction/

New Mexico Instructional Scope - Principals
https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_NMI SPrincipals.pdf

New Mexico Instructional Scope - Instructional Acceleration
https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_InstructionalAcceleration-1.pdf

Using Multiple Measures & Formative Practice to Identify Learning Needs https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_FormativePracticeIdentifyLearningNeeds.pdf

New Mexico District Test Coordinator Manual
https://webnew.ped.state.nm.us/wp-content/uploads/2020/09/fall-20-21-dtc-manual.pdf

NMPED Assessment Website
https://webnew.ped.state.nm.us/bureaus/assessment-3/

DATA-INFORMED DECISION MAKING

Essential Leadership Understandings

As school leaders, we cannot simply "feel good" about what our teachers are doing; we must have data to prove that what they are doing is working. Data-informed decision-making is a critical component in every successful school. Suppose leaders want their teachers to utilize data to make informed decisions. In that case, they must model this practice and provide the requisite data systems, user-friendly data reports, data meeting structures, and data literacy training required to make this work possible. If teachers in your school are not effectively using data to make informed decisions and improve student outcomes, ask yourself, "Have you provided the time, tools, resources, training, and data necessary to do this work well?" If your answer is "no," the following pages may help you better understand how you can improve in this area. If your answer is a resounding "yes," but you are still not pleased with your school's data culture, you may want to look for the root cause by exploring other topics included in this guide.

Essential Leadership Moves

If you want to improve your school data systems and structures, the systems and structures below are a good starting point. Schools that have teachers who consistently and effectively analyze and act on data:

- ☐ Have access to and utilize user-friendly data reports to conduct item and standards-level analyses on interim and summative assessment data.
- ☐ Use differentiated, real-time checks for understanding to ensure individual student progress during and after each lesson.
- ☐ Have school data system(s) that provide real-time, cross-sectional, longitudinal district, school, teacher, and student academic, program, demographic, and perception data.
- ☐ Use multiple data points, or categories of data (academic, demographic, program, perception), to determine the correlation and possible root cause(s) of the student, teacher, and school performance.
- ☐ Use data from various assessments (balanced assessment strategy) to design and deliver differentiated learning experiences, assessments, enrichment opportunities, and interventions.
- ☐ Have access to a clear process for sharing and acting on school, grade, subject, and Individual teacher assessment data. (Data protocols)
- ☐ Have a clear process for assigning and monitoring students in data-based intervention/ enrichment programs.
- ☐ Provide students and parents access to real-time and longitudinal data that allows them to determine personal goals, contribute to individual learning plans, and participate in data-based parent conferences.
- ☐ Have school master schedules that allow them to participate in regularly scheduled collaboration meetings, focusing on improving instructional planning, delivery and assessment practices, and student performance outcomes using available data.
- ☐ Receive ongoing data literacy support and professional development.
- ☐ Have resources for acting on data: technology, intervention/enrichment programs, exemplar lesson plans, differentiation resources, etc., are available to teachers.
- ☐ Have access to data coaches.
- ☐ Conduct one-on-one or small group principal-teacher meetings to analyze and discuss student data.

If you are beginning this critical work, the first step to becoming a data-driven school is to identify and collect the correct data. Schools that simply collect and analyze assessment or academic data only look at 25% of the data required to make informed decisions. To get to the root cause of school performance challenges or teacher and student needs, you must consider 100% of the data. This means collecting, organizing, and analyzing multiple data points from multiple data categories. The following table contains the various data that leaders and teachers should consider when making data-informed decisions.

Categories of Data

Assessment
- Grades and G.P.A.
- State Assessment Data
- Diagnostic Assessments
- Foundational Reading Assessments
- Norm/Criterion Referenced Assessments
- Career & College Readiness Assessments
- District Interim Assessments
- Short Cycle Assessments
- Student Portfolios
- Individual Teacher and Student Item-Level Analysis Results
- Teacher Generated Tests/Quizzes

Program and Processes
- Regular, Honors, Advanced Placement, CTE Courses
- Instructor – (tied to student scores)
- Evaluations
- Curriculum
- Exceptional Education Services
- ESL/ELL Services
- Remediation/Intervention Courses
- After School Tutoring or Extended Learning Programs
- Supplemental School Programs

Perception
- State and District Ratings
- Observations
- Walkthroughs
- Parent Surveys
- Student Surveys
- Teacher Surveys
- News Articles
- Media Coverage
- School Rating Websites
- Discipline Incidents

Demographic

STUDENT
- Attendance
- Enrollment Dates
- Drop-out Rates
- Graduation Rates
- Ethnicity
- Gender
- Disabilities
- Economic Status
- ESL/ELL
- Grade Level
- Work Habits/Conduct

STAFF
- Number of staff
- Years of experience
- Absences
- Gender
- Ethnicity
- Retirement projections
- Types of certification
- Student-teacher ratios
- PD opportunities
- Extracurricular & committees

SCHOOL
- History
- Safety/crime data
- Turnover rate of teachers and staff
- Community support
- Programs offered

COMMUNITY
- Location and history
- Economic base
- Population trends
- Types of employers
- Projections of growth
- Community/business involvement
- Support agencies

Asking the Right Questions: Using Multiple Categories of Data

Once the appropriate data is collected and organized in a user-friendly data management system, school leaders must provide their teachers with the support and data literacy training required to analyze the data and make informed decisions. This begins by teaching them how to ask the right questions by using data from multiple categories. Below are a few data analysis questions using one, two, three, and four data types. Keep in mind, longitudinal data, or data over time, should always be considered when making data-informed decisions.

One category

- What is the current **attendance** rate? (demographic)
- What is the **student proficiency rate** in mathematics on the state test? (academic)
- What are parent, student, or staff **opinions** of the learning environment? (perception)
- How many students are enrolled in **remediation** programs? (program)

One category – longitudinal (Should be considered with all categories when possible)

- Is the **attendance** rate improving over **time**? (demographic/longitudinal)
- Have student **scores on standardized tests** changed during the past **three years**? (academic/longitudinal)
- How have parent, student, and teacher **perceptions** of the learning environment changed over the last three years? (perception/longitudinal)
- Has student enrollment in **remediation** programs declined in the last **three years**? (program/longitudinal)

Two Categories

- Does high **absenteeism** cause lower **grades**? (demographic/academic)
- Do students with **positive attitudes** score higher on **interims**? (perception/academic)
- Do **remediation** programs increase student achievement on **standardized achievement tests**? (program/academic)
- Do **ELL** students perform lower than **non-ELL** students on district **interims**? (demographic/academic)

Three Categories

- Do **ELL** students make greater growth on **state assessments** when taught by specific **teachers**? (demographic/academic/program)
- Do different **ethnicities perceive** the learning environment differently, and do they score differently on **standardized achievement tests** consistent with these perceptions? (demographic/perception/academic)
- Which **reading program** is making the greatest impact on **achievement** for **at-risk students**. (program/academic/demographic)

Four Categories

- Are there differences in **interim achievement** scores for **5th-grade girls and boys** who have a **positive perception** of their **teacher**? (academic/demographic/perception/program)
- Did **exceptional education students** in **inclusion classes**, with a **positive perception** of their school, make greater growth gains than their peers with **positive perceptions** in **self-contained classes** on **statewide assessments**? (demographic/program/perception/academic)

Resources for Further Learning

Kathryn Parker Boudett, Elizabeth A. City, Richard J. Murnane. (2013). Data Wise: A Step-By-Step Guide to Using Assessment Results to Improve Teaching and Learning. Cambridge, Mass.: Harvard Education Press

American Association of School Administrators (AASA). Using Data to Improve Schools, What's Working
https://aasa.org/uploadedFiles/Policy_and_Advocacy/files/UsingDataToImproveSchools.pdf

COLLABORATION STRUCTURES [PLCS]

Essential Leadership Understandings

Numerous research studies have concluded that teachers who actively participate in professional learning communities have higher levels of student engagement and outperform teachers who do not have access to or participate in this school transformation process Vescio, Ross, and Adams (2008). Not only do these meetings allow teachers to come together and develop their instructional skills, but they also provide an opportunity for principals to support small groups of teachers directly and positively impact student performance in the classroom. The graphic below demonstrates the direct line of influence a principal can exert on student performance through effective collaboration meetings.

Principal Actions ⟶ Collaborative Teams ⟶ Teacher Actions ⟶ Student Performance

These meetings provide principals with an opportunity to support teachers as they work collaboratively and collectively towards addressing the school's identified performance challenges. Working with small groups of teachers also allows the principal an opportunity to communicate and monitor expectations, provide targeted professional development, build collegial relationships, and demonstrate instructional leadership.

Essential Leadership Moves

In the UVA-PLE Collaboration District Design Document, district leaders are encouraged to work with schools to provide the following systems, tools, and resources that support the effective implementation of collaboration structures in their schools. These are the foundational systems, and structures schools require to do this work effectively.

- ☐ Master schedule with time built-in (minimum 60 minutes once a week, ideally 90 minutes once a week) for teacher collaboration.
- ☐ Teachers organized into meaningful collaborative teams.
- ☐ Protocols to ensure meetings are facilitated and supported by the principal or trained designee.
- ☐ Protocols to ensure meetings have a clear purpose and measurable outcomes that are aligned to student performance.
- ☐ Protocols for creating norms, agendas, and minutes aligned to the purpose and outcomes of meetings.
- ☐ The collaboration calendar includes dates, expected purposes, and outcomes of collaborative meetings aligned to the district assessment cycle.
- ☐ School professional development on the development of teams, roles, and collaborative practices.

As the school works towards creating or improving collaboration structures, principals can utilize the Principles of Collaboration guide located on the following page to assess their schools' collaboration structures. Keep in mind; this collaboration observation guide is not designed to be utilized in one meeting. Instead, it is intended to support the development of an entire collaboration cycle in which a team of teachers works collaboratively to identify a purpose and outcome, develops a plan to achieve the outcome, implements the plan, and then shares challenges and celebrates successes. This process would require 3-6 meetings to accomplish.

Five Principles of Collaboration, *Developed by the UVA-PLE*

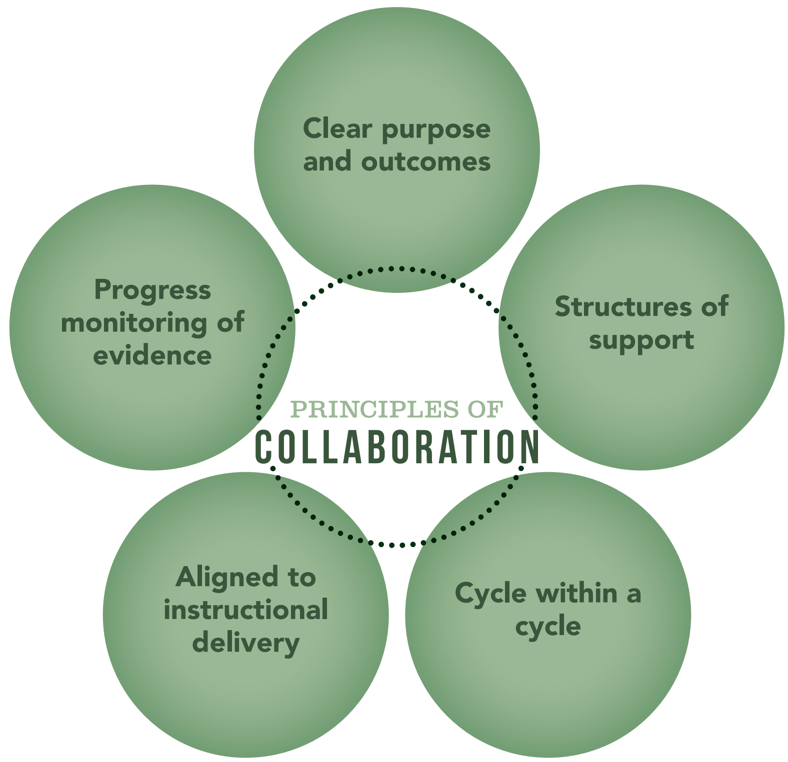
Principle #1
Meetings have a clear purpose and measurable outcomes for improving student achievement.
- Purpose and outcomes are aligned to school-level priorities and shared before meeting.
- The purpose is identified using evidenced-based metrics.
- Purpose supports increased student achievement.
- Purpose requires or is improved through collaboration.
- Outcomes can be measured and monitored.

Principle #2
Structures are in place to support collaboration to improve student achievement.
- The master schedule includes 60-90 minutes of uninterrupted time.
- Meaningful teaming with clearly defined roles and responsibilities
- Norms developed by the team and consistently observed.
- Agendas are created and shared before meetings.
- Meeting protocols created and utilized consistently.
- Appropriate materials available (work samples, data, curriculum guides, assessment banks, etc.)
- A knowledgeable facilitator or administrator present

Principle #3
Collaborative data discussions follow a cyclical process of progress monitoring through the analysis of quantitative and qualitative.
- The cycle is aligned to a comprehensive assessment strategy.
- The cycle begins and ends with a deep data review and the creation of action plans.
- Purpose and outcomes of previous and subsequent meetings aligned to the current meeting.
- Evidence of previous outcomes was shared and discussed.
- Meetings include actionable next steps and commitments that can be monitored.

Principle #4
Evidence of collaboration meeting discussions is evident in instructional planning, delivery, and assessment.
- Instructional action plans are developed after each interim to accelerate and enrich instruction, and evidence of implementation is available during walkthroughs and observations.
- Evidence of the effectiveness of implementation is maintained by collecting and reviewing authentic student work and other relevant data.
- Instructional strategies are discussed and embedded in lesson plans.
- Instructional delivery and student achievement challenges are discussed and addressed.
- Outcomes can improve instructional delivery.

Principle #5
The collaboration cycle includes a system for progress monitoring the effectiveness of outcomes.
- Walk-throughs, teacher observations, professional development, and interventions are directly aligned to the purpose and outcomes of collaborative discussions.
- Evidence of implementation is monitored by the administration, evaluated by the collaborative team for effectiveness, and acceleration/enrichment is redesigned when necessary.
- There is clear evidence of implementation and effectiveness of actions available during meetings.
- Short-term actions aligned to long-term goals are identified, implemented, and monitored.
- The next steps are documented and shared with the administration or meeting facilitator.



Resources for Further Learning

DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree Press.

Louis, K., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010). Learning from leadership: Investigating the links to improved student achievement. Minneapolis: University of Minnesota.

Reeves, D. (2011). Finding your leadership focus: Transforming professional learning into student results, K–12. Thousand Oaks, CA: Corwin Press.

Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education, 24(1), 80–91.

INSTRUCTIONAL TEACHER ACTION PLANS (ITAPS)

Essential Leadership Understandings

Gathering and examining data is merely a starting point when building a culture and system of data-driven instruction. To improve teaching and learning, the district and school not only need to collect and analyze data, but they must also be proficient at acting on data. Instructional Teacher Action Plans (ITAPs) are the tools that schools use to do this work. ITAPs are an essential element of the data-driven instruction (DDI) system; without them, the instructional cost of an assessment has no real benefit for increasing student learning. The assessment merely produces a mark in the grade book but little else. A well-written assessment, followed by structured analysis, provides a wealth of knowledge about student learning gaps and misconceptions so teachers can take action to reteach targeted lessons to the students who need them.

What is an ITAP?
Immediately following the analysis of a common district interim assessment, teachers meet to determine the instructional strategies and resources they will use during the next six- to nine weeks to address conclusions from the analysis. These instructional strategies, along with timelines for implementation, are the foundation of a good ITAP. If your school is in the preliminary stages of implementing DDI, these plans should be concise and simple. As teachers become more proficient in using data to create action plans, the team can add additional components. Essentially, the purpose of the action plan is to guide the design or redesign of teacher lessons.

An extensive explanation of data analysis and action planning is provided in Driven by Data (2010) and Driven by Data 2.0 (2019). Bambrick-Santoyo includes a template of the instructional teacher action plan used in Uncommon Schools by teachers who have been extensively trained and provided with significant blocks of collaborative time for DDI planning. PSB recognizes this comprehensive action planning template may be overwhelming for many teachers. However, in the resource section of Driven by Data 2.0, pages 17 - 30, you will find various templates that are a little more manageable for a teacher with limited planning time.

Essential Leadership Moves

Standards are meaningless until you define how to assess them, and assessments are the road map to rigorous learning. For ITAPS to be of value, teachers need to understand what the data is telling them. When developing ITAPS, the principal must understand what it takes to write an action plan. Teachers will need in-the-moment support to grow their craft to understand what the data tells them and translate that understanding into meaningful next steps.

Essential leadership moves must be made to support effective data analysis and action planning:

1. *Time* must be allocated to look at the data and transform what has been learned into writing the action plan. Do you have the proper schedule and resources to give teachers time? Once this is accomplished, you will find the quality of action plans strengthens at a faster pace.
2. When time is given, a *structure of expectations* must be in place, so everyone understands the desired outcome. This can best be accomplished by providing teachers with protocols that support the work.
3. Within this time, *assessment-in-hand analysis* is not one conceivable way to analyze student error-it is the only means by which to do adequate analysis.

Once these foundational structures are in place, leaders can begin working with their teachers and teams to create and implement instructional teacher action plans. Below are four more areas that may assist principals as they start this process.

1. Mining the meaning for incorrect answer choices
2. Looking beyond assessment data
3. Teacher support for data analysis
4. Creating instructional teacher action plans

Mining the meaning of incorrect answer choices

The bullets below offer the reader examples of common missteps that often occur when teachers analyze incorrect answer choices on an assessment. The pattern is named, described, and followed by a suggested action(s). There are many similar resources available to teachers. This example is included to help your teachers make informed interpretations of student responses rather than guessing and creating action plans misaligned with student needs.

- Pure Guess
  - This is likely when the percent of students choosing each response is equally distributed.
  - Suggested Action: Look for items at the end of a section or that contain complex vocabulary. Work with students on strategies to complete all items.
- Ultimate Misconception
  - This is likely when a large percent of the students chooses one incorrect answer choice.
  - Suggested Actions: Evaluate the answer choice that is drawing even the best students to this choice.
- The Split
  - Most of the students choose two different answer choices.
  - Actions: Usually, the second answer choice has a misconception that students with limited understanding choose. Identify the misconception.
- The Big Zero
  - An answer choice is not a viable misconception because no one chose it.
  - Actions: Rewriting the answer choices with a misconception can usually solve this problem.
- The Missing Bubble
  - This is a typical problem when students do not have enough time to finish a test or lose interest in responding to the items.
  - Actions: Teach the test prep strategy of skipping more challenging items and moving through the test until the end of the time allotted.
- Vocabulary Enigma
  - Often students miss items because they do not understand the terms that are used in the item stem.
  - Actions: Examine the vocabulary in the test so that students understand the basic terminology used.
- Misconception Mystery
  - When an item has been written with no identifiable misconceptions in the answer choices, the answers may tell you little about what students do or do not know.
  - Actions: Use the item as an open-ended item, bellringer, or extra credit question to help you determine why students are confused.

Looking beyond assessment data

While the results of the most recent common district interim assessment are an integral part of the teacher action planning process, schools should consider and analyze other types of data as well – short-cycle assessments, teacher-created assessments, student work samples, attendance, behavior, previous interventions, and other relevant data. For example, if a student has missed 20 days of school leading up to the assessment, an instructional action plan addressing only skill gaps may not be sufficient. Also, suppose the results of the common interim assessment indicate the student(s) did not master a particular concept or skill. In that case, the teacher or team should review previous classroom assessments to confirm or refute this assessment outcome before creating an action plan addressing the skill. For example, if the common district assessment indicates that the student(s) do not understand how to make inferences using implicit and explicit information, the team may want to review previous teacher-made assessments and student work evidence, aligned to the standard, to confirm their hypothesis before designing an action plan to address the possible deficit.

Teacher support for data analysis

After collecting and organizing actionable data, the teacher analyzes and compares the most recent common interim assessment results to previous data to identify strengths and weaknesses by whole-group, small-groups, and individual students. Depending on the teacher's ability to analyze data, this process can be completed by the teacher working alone (using guiding questions), the teacher and principal/designee working together, or the teacher working with a collaborative team. PSB has found that one-on-one teacher/principal data meetings, held before collaborative team meetings, help eliminate misconceptions and create the foundation for richer conversations during the collaborative deep-dive data meetings.

Creating Instructional Teacher Action Plans

After collecting and analyzing data, the teacher should work with a collaborative team or one-on-one with the principal/designee to create an action plan implemented in the regular instructional teaching cycle leading up to the following common interim assessment. Action plan templates can be common across the school or developed by individual teachers. However, if the principal has given teachers the autonomy to create their own ITAPs, PSB suggests that a few specific components are included in every plan. Examples to consider –

- Individual teacher performance results:
  - Broken down by class period, types of classes such as AP, Honors, Inclusion, Dual Language, etc. (This information guides data discussions and acknowledges challenges at all levels.)
  - The number of students participating compared to the number enrolled. (This helps you avoid overlooking students who may need interventions.)
  - Identifying non-proficient, approaching proficient, and advanced students. (This could also be indicated by quartiles or expected growth when possible)
- Standards, strands, or concepts that will be re-taught to the whole-group, small-groups, and individual students. (A school or classroom with a low proficiency or growth rate should focus on the whole group, whereas schools or classrooms with higher proficiency or growth rates will need to focus on individual students. Small groups should be a focus at all times.)
- The specific strategies and instructional practices employed during the instructional cycle leading up to the next interim assessment.
- Identify specifically how and when the re-teaching will be re-assessed.

Using ITAPS as a tool to guide your school's DDI implementation will help your teachers get one step closer to making data actionable in the classroom. Building a firm foundation in the preliminary stages of your implementation will ensure your school is poised for deepening the dialogues between teachers over time and result in positive outcomes for student learning.

Resources for Further Learning

Bambrick-Santoyo, Paul. *Driven by Data 2.0: A Practical Guide to Improve Instruction*. San Francisco, CA: John Wiley & Sons.2019.

Bambrick-Santoyo P. *Get Better Faster: A 90-Day Plan for Coaching New Teachers*. San Francisco, CA: John Wiley & Sons, Inc; 2016.

The University of Virginia Partnership for Leaders in Education. *Creating Teacher Action Plans*.

MASTER SCHEDULE

Essential Leadership Understandings

Whether you are leading an elementary, secondary, or school with a unique grade-level configuration, you will need to construct a master schedule that meets the needs of every student enrolled in your school. If done well, the master schedule will ensure the highest-need students are paired with the most experienced teachers and allow sufficient time for teachers to plan and collaborate. Additionally, the master schedule reflects the school's commitment to equity as it is the primary vehicle for prioritizing and protecting instructional time for students.

Essential Leadership Moves

As you reflect on your master schedule, the following questions may help you determine what adjustments may be necessary, if any. Keep in mind; the existing master schedule may be weighed down by vestige organizational norms and be adult-focused rather than student-focused, which can limit the success of your students and school. Transforming your master schedule can be difficult, and it may take multiple iterations to arrive at a version that provides equitable structures to support student success. Below are a few guiding questions that may help you achieve your desired master scheduling outcomes.

Guiding Questions – The following six questions will help you to analyze and plan for an effective master schedule:

1. Is your master schedule built around your NM DASH priorities?
   - » Does it facilitate the necessary time for quality collaboration among teachers (research suggests 60-90 minutes per week)?

2. How much time is provided for core curriculum instruction?
   - » Does the amount of time match the expected or recommended allotment from your district, state, or federal programs?
   - » Is that amount of learning time conducive to the necessary student growth to close existing achievement gaps?
   - » Is that time protected from extracurricular activities such as class celebrations, schoolwide assemblies, athletic events, etc.?
   - » Are these instructional blocks of time during optimal times of the day when students do their best learning?

3. Are teachers assigned to classes according to their certifications, qualifications, experiences, and strengths as much as possible?
   - » If not, are collegial resources available to them as necessary to support their professional growth?

4. Are students assigned to teachers who will best meet their academic, behavioral, and emotional needs?
   - » Are student schedules responsive to individual limitations and needs?

5. Are support staff (interventionists, paraprofessionals, tutors, etc.) available at the correct times to best support academic and behavioral needs?
   - » Are support staff trained on the school's behavioral systems and instructional priorities?

6. Are common assessments and time for remediation and enrichment built into the schedule?
   » Is intervention time blocked so that students do not miss tier-one instruction?
   » Are student groupings for intervention data-driven, flexible, and responsive?

The master schedule is a complex structure that takes considerable planning time each year to optimize student learning. Inevitably, each year presents new challenges and needs. The master schedule will always be a work in progress as it is used to augment other organizational systems.

Resources for Further Learning

Building a master schedule: Setting a realistic timeline
https://content.acsa.org/articles/building-a-master-schedule-setting-a-realistic-timeline

Mastering the Master Schedule
http://www.ascd.org/publications/educational-leadership/jun20/vol77/num09/Mastering-the-Master-Schedule.aspx

Pisoni, A. & Conti, D. (2019, April 20). What does your school schedule say about equity? More than you think. *EdSurge*.

SYSTEMS OF SUPPORT FOR STUDENTS

STUDENT ATTENDANCE

Essential Leadership Understandings

While student achievement is strongly correlated to teacher effectiveness, chronic student absence reduces even the best teacher's ability to provide learning opportunities. The relationship between attendance and achievement may appear early in a child's school career. Referencing a 2007 study on absenteeism in the early grades, the National Center for Education Statistics found that absenteeism in kindergarten was associated with adverse first-grade outcomes such as greater absenteeism in subsequent years and lower achievement in reading, math, and general knowledge (Romero, 2007).

Successful schools create an engaging environment that emphasizes the importance of attending school every day. As a school leader, it is imperative to stress the relationship between student attendance and student achievement and convey that message to parents and staff. However, even when it is frequently communicated that attendance matters, some parents and students may not realize the relationship between absences and failure. As a school leader, you will need to take proactive steps to reduce student absenteeism and gain the support of your community stakeholders.

Essential Leadership Moves

To proactively identify students at risk of failure due to excessive absenteeism, school leaders and staff must regularly monitor attendance. If a student is absent on multiple days in one year, the school should plan to address the student's chronic absenteeism on the first day of school the following year. Waiting for the student to miss numerous days of school before intervening makes it more challenging to address the problem. Additionally, the school should attempt to identify and address the root cause of the student's absenteeism rather than simply creating a generic intervention.

House Bill 236, the Attendance for Success Act, was enacted to meet ESSA requirements and respond to the shift at the federal level from a focus on truancy compliance to absenteeism intervention and prevention. The Attendance for Success Act promotes a proactive response to chronic and excessive absenteeism. The following describes the key actions that school leaders need to take to comply with the requirements of the Act:

1. The first step is to create a School-Based Attendance Team. The School-Based Attendance Team is responsible for developing the schools' attendance strategy, identifying the barriers to attendance, and leading the efforts against chronic absenteeism by developing programmatic responses to the identified barriers.

2. With the support of the School-Based Attendance Team, the school leader should establish an Early Warning System (EWS) to identify students at risk of chronic or excessive absenteeism. An EWS provides predictive student academic and engagement data to help school leaders create more effective prevention supports and early intervention services.

3. Based on the data collected through the EWS, school leaders are encouraged to follow a tiered intervention system to classify each student into one of four attendance intervention tiers. The classification is based upon the percentage of the class periods and school day absences the student experiences regardless of whether they are excused.

4. If the school has a chronic absence rate of 5% or greater, the school leader should consider creating attendance success plans. The purpose of the attendance success plans is to improve the student's future attendance by identifying potential root causes, planning intervention strategies based on the attendance intervention tiered system and connecting the student and the family with the appropriate supports and resources. If the chronic absence rates are 10% or greater, the attendance success plan should incorporate specific improvement targets.

The chart below illustrates the different tiers, the students serviced at each tier, and possible school-level interventions to support the students.

Tier	Students Targeted	Possible Interventions
Tier I The Whole School Prevention Tier	For all students and those missing less than 5% of classes or school days for any reason	• School climate programs • Positive behavioral supports and interventions • Attendance incentive programs • Parental support and relationship building
Tier II The Individualized Prevention Tier	For students missing 5% or more, but less than 10% of classes or school days for any reason	• Engaging student climate • Communication with parents/families about student attendance history • Impact of absences on student achievement widely understood and consequences of further absences • Chronic absence data monitored • Improved attendance recognized • Common barriers identified and addressed • Services available to the student/family
Tier III The Early Intervention Tier	For students missing 10% or more, but less than 20% of classes or school days for any reason	• Mentors • Action plans to address barriers and increase engagement • Personalized early outreach
Tier V The Intensive Supports Tier	For students missing 20% or more of classes or school days for any reason	• Coordinated school and interagency response • Parent-school meeting to identify supports and appraise for consequences of further absences (Referral to CYFD & legal intervention)

Adapted from https://www.attendanceworks.org & https://webnew.ped.state.nm.us

Resources for Further Learning

NMPED Attendance for Success Website
https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/attendance-for-success

Adelman, C. (2006). *The Toolbox Revisited: Paths to Degree Completion from High School through College*. Washington, DC: U.S. Department of Education.

Romero, M., and Lee, Y. (2007). *A National Portrait of Chronic Absenteeism in the Early Grades*. New York, NY: The National Center for Children in Poverty.

Hickman, G.P., Bartholomew, M., and Mathwig, J. (2007). *The Differential Development Trajectories of Rural High School Dropouts and Graduates: Executive Summary*. Phoenix, AZ: The College of Teacher Education and Leadership at the Arizona State University at the West Campus.

Allensworth, E., and Easton, J.Q. (2005). *The On-Track Indicator as a Predictor of High School Graduation*. Chicago: Consortium on Chicago School Research.

NEW MEXICO MULTI-LAYERED SYSTEM OF SUPPORT (MLSS)

Essential Leadership Understandings

A multi-layered system of support (MLSS) is a layered framework that uses data to help match academic, social-emotional, behavioral assessment, and instructional resources to every student's needs. Within the MLSS framework, educators work to ensure that most students receive and respond to core instruction. Using the data available, leaders and teachers identify students who need additional support for enrichment or remediation and monitor the effectiveness of these supports.

In response to the importance of MLSS, New Mexico has created the New Mexico Multi-Layered System of Supports (MLSS), formerly called Student Assistance Team (SAT) or Three-Tiered Model of Student Intervention. MLSS aims to provide a comprehensive, equitable, and flexible intervention system for all struggling learners. School leaders and teachers support student learning by offering high-quality instruction and academic and behavioral interventions.

A significant difference between the previous systems of student support and MLSS is that there is not an established period that a student needs to receive support or intervention. Instead of considering time as a deciding factor to move students up and down the MLSS layers of support, school leaders and teachers are encouraged to make data-informed decisions to evaluate the effectiveness of the interventions and use real-time data to determine appropriate levels of support.

The New Mexico MLSS is a three-layer intervention system: Layer 1 (Universal), Layer 2 (Targeted), and Layer 3 (Intensive). Each layer of intervention includes the following seven core components:

1. Data-based decision-making and instruction.
2. High-quality core instruction and interventions.
3. Informed and effective school leadership and systems.
4. Collaboration and processes for providing a layered continuum of supports.
5. Positive school culture and climate.
6. Student health and wellness.
7. Family engagement.

Essential Leadership Moves

Campus principals must become familiar with the NM MLSS and ensure that the required systems and structures are in place at the school site to meet the intent and requirements for each layer of support.

In addition to school-based academic and behavioral supports, the goal of New Mexico MLSS is for every student to have access to student health and wellness services and family and community systems of support. An active partnership with health care services, the creation of the required Advisory School Council (ASC), and extensive collaborative opportunities with community leaders are examples of support necessary to meet the holistic needs of students.

The following is a summary of the expectations, by layer, which must be provided at the school and classroom levels. These expectations should guide the school leadership team as they design and implement the school-level layers of support.

Layer 1 (Universal)
Based on the belief that ALL students are general education students, MLSS proposes that all students access Layer one, or universal interventions first. At this level, students receive high-quality, differentiated core instruction that is aligned to the state-adopted content standards and is responsive to the cultural and linguistic needs of students.

As stated in the NMPED MLSS Manual, "layer one academic and behavioral supports are proactive and preventative. Proactive interventions prevent most academic and behavioral difficulties before they occur and with the intent to help all students succeed in the general education setting and keep students with their peers."

The table below shows some of the possible academic and behavior interventions at the universal layer of support.

Universal Interventions

LAYER 1:
Interventions for ALL students

	Intervention Type	Intervention
Layer 1: All Students Universal Interventions  Common core state standards, core-instruction, school-wide reading, writing, mathematics and behavior interventions delivered via culturally and linguistically responsive practices.	*Academic*	» High quality differentiated core instruction » High quality differentiated materials » Differentiating work products to better meet student need » Smaller group instruction
	Behavior	» 5:1 positive reinforcement to corrective feedback » Effective anti-bullying policies and messaging » Positive social interaction with each student each day » Processes and procedures for common classroom functions » Social contracts » Character development curriculum » Explicit behavior expectations for common areas

Layer 2 (Targeted Interventions)
When universal supports are insufficient, school leaders and teachers should provide additional academic or behavioral interventions. Layer 2, or Targeted Interventions, provides core curriculum and instruction plus individualized support through research and evidence-based academic and behavioral interventions.

Progress monitoring is a fundamental component of the targeted interventions layer of support. To evaluate the effectiveness of the targeted academic and behavioral interventions, New Mexico Priority Schools Bureau (NM PSB) strongly recommends teachers continuously progress monitor student performance and track behavioral data. At this level of support, progress monitoring not only assists teachers in making more data-informed decisions but also helps students become more aware of their academic performance and behavior and informs the principal of the effectiveness of the interventions.

Ongoing communication with parents and guardians is a critical element for successfully implementing Targeted Intervention support. NM PSB encourages school leaders and teachers to frequently share relevant student performance and behavioral data with parents and guardians to keep parents informed and increase collaboration between the school and family.

The table below shows some of the possible academic and behavior interventions at the targeted layer of support.

Targeted Interventions

LAYER 2:
Interventions for SOME students

Intervention Type	Intervention
Academic	» High quality supplemental instructional programs or curricula » Push in staff supports to provide smaller group instruction, more time in small group or more frequent small group instruction
Behavior	» Self-monitoring » Token economics » Counseling » Small groups focused on social issues that may precipitate changes in behavior (e.g. divorce, grief, body image issues, anger management, etc.) » Daily behavioral logs » Behavior contracts » Sensory tools » Organizational tools

Layer 3 (Intensive Interventions)

If targeted supports are insufficient, school leaders and teachers should provide more intense academic or behavioral interventions. Layer 3, or Intense interventions, offers all layer 1 and 2 interventions plus intense and individualized support through research and evidence-based academic and behavioral interventions.

Typically, layer 3 Intensive Interventions are implemented for a longer period, in smaller groups, and with a one-to-one student-teacher ratio. NMPED MLSS guidelines state that *"Layer 3 intensive interventions include progress monitoring on a biweekly basis to assess students' responses to intensive interventions. Frequent communication (at least biweekly) with parent(s) or guardian(s) regarding assessed student* *progress is mandatory during Layer 3 intensive interventions."*

The table below shows some of the possible academic and behavior interventions at the intensive layer of support.

Intensive Interventions

LAYER 3: Interventions for FEW students		
	**Intervention Type**	**Intervention**
	Academic	» Pull out services to meet individualized needs » Longer, more frequent, smaller group, or otherwise more intensive interventions
	Behavior	» Continuous adult supervision » Social stories » Individual schedule » Structured breaks » Communication log with family » Proximity control » Behavioral contract

In the *Resources for Further Learning* below, you will find a link to guidance documents from the NM PED that address the requirements necessary for meeting the obligations associated with implementing the NM MLSS.

Resources for Further Learning

Illuminate Education. How to Explain MTSS to Almost Anyone.
https://www.illuminateed.com/blog/2020/01/what-is-mtss/

MLSS Continuum of Support Flowchart
https://webnew.ped.state.nm.us/wp-content/uploads/2021/03/MLSS_Continuum-of-Support-Flowchart.pdf

NM PED Multi-Layered System of Supports (MLSS) Manual
https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/MLSS_Manual_8.27.19-1.pdf

ENGLISH LEARNERS (EL)

Essential Leadership Understandings

English learners face the dual challenge of learning a new language and mastering the same academic content as their native-speaking peers. Sixteen percent of the more than 300,000 students in New Mexico public schools are English language learners. This demographic represents a significant and growing percentage of the students served in NM schools. Ensuring every student in need can participate in a program that helps them attain English proficiency while still providing access to the academic content necessary to meet achievement standards is both a legal and moral responsibility of school and district leaders.

At the Federal level, the Every Student Succeeds Act (ESSA) defines EL an EL student as an individual *"who is aged 3 through 21; enrolled or preparing to enroll in an elementary school or secondary school; was not born in the United States or whose native language is a language other than English; who is a Native American or Alaska Native, or a native resident of the outlying areas; and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or who is migratory, whose native language is not English, and who comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding English may be sufficient to deny the individual the ability to meet the challenging state academic standards; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society."*

Under Title VI and federal and state mandates, every district in New Mexico *"must screen, identify, and provide services to ELs."* To this end, new school leaders must understand "WHAT" assessments a student must take, "WHY" a student qualifies, and "HOW" to provide services effectively. The following section provides a starting point for answering these questions and ensuring every NM student receives the support and services they deserve.

Important Essential Leadership Moves

Below is a summary of the actions and timelines school leaders must take to meet the federal and state mandates for identifying and serving English Learners.

1. The first step a school leader needs to take is the identification of potential EL students. By ensuring parents complete the New Mexico Language Usage Survey (LUS) during initial enrollment, the school will have the data required for the identification phase. If the data indicates the student or the parents use a language other than English, the student should be referred for screening. An important piece of information about the LUS is that schools should administer it only once in a student's school career, not every enrollment.

2. After identifying potential ELs, a certified test administrator should administer the W-APT for kindergarten, or the WIDA Screener Online for grades 1-12, to all prospective Els, within the first thirty calendar days, or within two weeks if the student is enrolled after the start of the school year. Once received, assessment scores should be utilized to measure the student's English Language Proficiency and determine eligibility for language services.

3. Per federal law, districts and schools must inform parents of the EL identification and the available language programs. It is important to ensure that parents understand the language programs and services offered at the school to make an informed decision for their children. Parents do have the right to opt their children out of services.

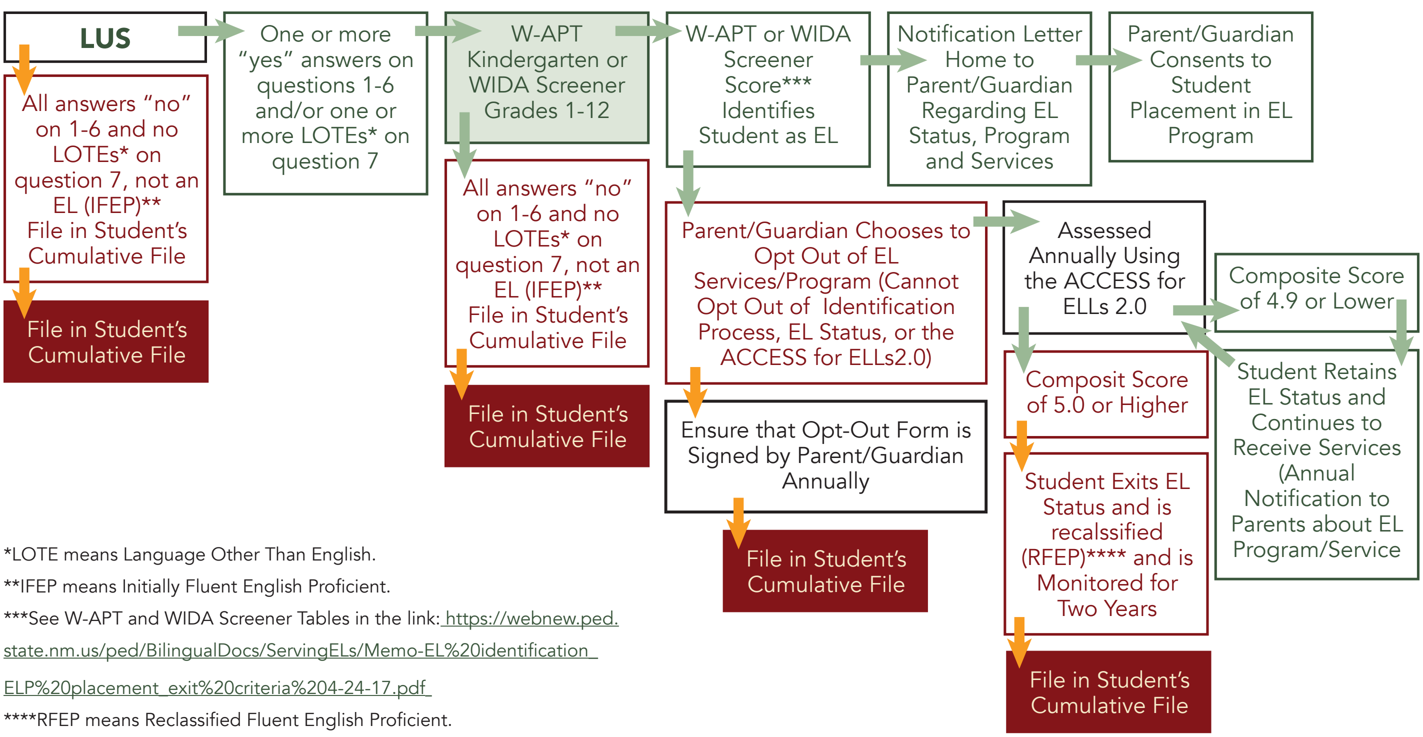
4. Every year, every identified EL student, regardless of whether they are receiving services or not, must take the ACCESS for ELs 2.0 assessment, a K-12 grade summative English language proficiency test. If a student qualifies for EL and Special Education, the student should be administered the Alternate ACCESS for ELLs.

The LUS Process Map below provides a visual representation of the process described in this guide.

LUS Process Map

New Student
(No LUS on file)

Scores from ACCESS for ELs 2.0 reflect proficiency levels ranging from Level 1 (Entering) to Level 6



*LOTE means Language Other Than English.

**IFEP means Initially Fluent English Proficient.

***See W-APT and WIDA Screener Tables in the link: https://webnew.ped.state.nm.us/ped/BilingualDocs/ServingELs/Memo-EL%20identification_ELP%20placement_exit%20criteria%204-24-17.pdf

****RFEP means Reclassified Fluent English Proficient.

(Reaching). When a student scores a level 5 or 6 on the Composite Score, they are considered (Proficient); meaning that the student no longer qualifies for EL services. However, schools and districts are still required to monitor the academic progress of their "Exit" students for two (2) years.

Principals utilize the proficiency language assessments to support decisions for placing students in the appropriate programs and inform classroom instruction and assessments. PSB encourages school leaders to provide professional development opportunities that support teachers with accurately interpreting the score reports from the proficiency language assessments and using the data to serve their students appropriately.

Resources for Further Learning

LUS Process Map
https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/LUS_Process_Map_6.2017.pdf

NMPED Language Usage Survey
https://webnew.ped.state.nm.us/wp-content/uploads/2018/04/ADA-WORD-NMLUS-FORMS-ENG_SPAN_NAV.pdf

NMPED English Language Learner Website
https://webnew.ped.state.nm.us/bureaus/languageandculture/english-learners/english-learner-identification/

US Department of Education Every Student Succeeds Act (ESSA) Website
https://www.ed.gov/essa?src=ft

SPECIAL EDUCATION

Essential Leadership Understandings

The purpose of special education is to enable students to grow to their fullest potential by providing a free appropriate public education (FAPE) designed to fit the unique needs of all learners. The Individuals with Disabilities Education Act (IDEA) is the federal law that ensures that FAPE is available to all eligible children with disabilities and that special education and related services are provided for them.

IDEA specifies the rights that are guaranteed to children with disabilities and their parents. One of the most challenging components of special education for school and district leaders is the legal aspect of implementing all the requirements under IDEA. Special education law is frequently changing due to litigation, legislative efforts, and local policy adjustments. However, school leaders must understand the laws and requirements that must be met for students with disabilities to ensure that their students receive appropriate education and that their staff members meet all required expectations.

Essential Leadership Moves

As a new principal, it is highly recommended that you evaluate the services and programs provided in your school to ensure that they follow district, state, and federal laws. Additionally, school leaders should be prepared to participate in special education evaluations and Individualized Educational Plan (IEP) meetings. They should also frequently observe special education teachers and support staff to guarantee that the needs of all children with disabilities are being met as specified in the student's IEP.

The school leader is responsible for ensuring every student's privacy, as determined in the Family Educational Rights and Privacy Act (FERPA). To this end, school leaders should create a process to determine who has access to documents and information related to students with disabilities and remain mindful of public discussions about these students and their academic and personal progress.

The school leader is the advocate for children with disabilities and, therefore, the one responsible for building an inclusive environment that celebrates diversity, acceptance, and high expectations for all students. The leader is also responsible for creating an inclusive environment where effective and equitable special education practices are provided by all staff members and where students with disabilities are fully integrated into the school and its community.

The Referral Process – One of the key processes the school leader is responsible for is that of the referral of students to determine eligibility for special education services. Determining who on your campus will support your oversight of this function, e.g., school counselor, school psychologist, etc., should be one of your first steps as a new administrator.

A summary level of the process for referring, evaluating, and placing students in special education is presented below for your reference. Keep in mind that there are time requirements that must be met for each step in the process, and working together with the district Special Education Director is advised.

1. The student is identified as needing special education or related services through Child Find, parent request, or teacher referral.
2. The student is evaluated; parental consent is needed before proceeding with the evaluation.
3. A team of qualified regular and special education teachers, service providers, administrators, and

parents decide on the student's eligibility after reviewing the evaluation's results.

4. If the team decides that the student qualifies for services described by IDEA, they are immediately eligible to receive services and should be educated in the least restrictive environment. A list of disabilities and exceptionalities a student can qualify for in New Mexico is presented below for your reference.
   - Autism Spectrum Disorder
   - Deaf-Blindness
   - Deaf or Hard of Hearing
   - Developmental Delay
   - Emotional Disturbance
   - Intellectual Disabilities
   - Multiple Disabilities
   - Orthopedic Impairment
   - Other Health Impairment
   - Specific Learning Disability
   - Speech-Language Impairment
   - Traumatic Brain Injury
   - Visual Impairment, including Blindness
   - Gifted Students

5. Within 30 calendar days after the eligibility/determination meeting, the school must schedule and conduct an IEP meeting. Parents and other participants should be notified in advance to be present and invite students' advocates as needed. The IEP team should make decisions adopted during the IEP meeting, and parents must permit the student to receive any services. Parents have the right to disagree and to contact the district's Director of Special Education.

6. IEP information is shared with the student's teachers, services are provided, and progress is monitored and measured.

7. The IEP team reviews the IEP annually, at a minimum, or more often if needed or requested by parents or school staff.

8. The student needs to be reevaluated at least every three years to determine if they still have disabilities as defined by IDEA.

As a new school leader, it is essential to keep ongoing communication with the district's Special Education Director and to model clear and respectful communication when addressing specific concerns or resolving conflicts between those involved in discussing and addressing the student's special education needs. Reminding all parties involved that the student's needs, education, and success are the primary goals can assist in resolving situations positively and productively. Occasionally, legal mediation is needed to solve unresolved issues, so we highly recommend keeping updated records and proper documentation if the district office requests them.

Resources for Further Learning

https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/Chapter-4-Disabilities-Exceptionalities.pdf

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT (PBIS)

Essential Leadership Understandings

PBIS is a proactive approach schools use to promote positive behavior and improve school safety. In schools that implement PBIS, all students learn about positive behavior, including students with IEPs and 504 plans. PBIS is a model that the New Mexico PED supports, and there are many examples of successful implementation in schools across New Mexico.

When PBIS is implemented school-wide, there are consistent expectations for behavior across the school and every classroom. When there is a consistent approach to managing behavior and implemented with fidelity by all teachers, students better understand what constitutes positive behavior. When this happens, the school culture becomes focused on learning rather than managing and responding to behavior.

Essential Leadership Moves

There are critical elements that need to be in place to have a robust PBIS system within any school. Although PBIS is predominantly used in elementary schools, there are many success stories from the secondary level. The following is a list of some of the more critical elements for a successful PBIS system that the principal and their school leadership team need to address:

PBIS team
There is not enough time to tackle this initiative on your own. The time spent to create a PBIS team with representatives from across the campus is well worth the investment. Having multiple perspectives from within the school allows the team to develop a well-rounded foundation before including the rest of the staff to complete the final design of the school's PBIS initiative.

Buy-in from staff
For PBIS to be successful, there must be buy-in from all stakeholders within the school community. This includes administration, teachers, support staff, and students. Including the staff in creating the school's PBIS system increases staff ownership and investment in its success. If the staff does not believe in the system, and if they are not invested in its success, it will ultimately fail, or at a minimum, not reach its potential to impact student behavior and improve school safety positively.

School-wide expectations
Commonly understood school-wide expectations allow all stakeholders to be on the same page, and it reduces inconsistent implementation from one classroom to the next. As the school leader, you have a unique responsibility to articulate the expectations for successfully implementing PBIS and establishing systems to monitor implementation. It is also important in the initial stages of implementation that non-compliance by staff be confronted and addressed. If staff begin to see that implementation is optional, the program will not achieve its potential.

The following list includes some of the more important factors for your consideration:
- Create clear and concise expectations.
- Teach what each expectation looks and sounds like.
- Model the desired expectations.
- Address every situation, big or small, when the desired expectations are not being met.
- Review the expectations frequently.
    - At the beginning of the year, teach all the expectations for behavior in the school's communal areas.

» Have a weekly focus on a specific communal area to keep the expectations at the forefront.
» After a week-long or longer break, reteach/review all communal area expectations again.

Professional development
The successful design and implementation of the school's PBIS system are dependent upon a shared understanding of PBIS and the behaviors that staff must embrace to support its success. It is crucial to provide professional development for the school's faculty even though they created the system.

Discipline procedures
One of the long-term goals of any PBIS initiative is the significant reduction of discipline referrals. Proper management of PBIS will eventually get you there, but in the meantime, new patterns of dealing with negative behavior must be adopted by everyone in the school community. Negative behaviors need to be confronted positively. One of the tasks of the design of the school's PBIS system is the creation of specific processes that move your challenged and challenging students toward a precise goal.

For example, four minor incidents of the same behavior equal one major office referral. Until the teacher has documented and tried four different interventions for the student's same behavior, the referral is not sent to the office. This allows multiple interventions to take place within the classroom and enable the student to change their behavior.

System recognition
In a well-implemented PBIS system, recognizing students for positive behaviors should be effortless. Teachers will have established a point system that is consistent for specific behaviors. Awarding points will take little time and allow your teachers to spend more time teaching.

There are many examples for establishing point systems. For example, leaders can set up a point system to award certificates that can be redeemed for prizes. For instance, if the school's mascot is the Bobcat, the award certificates could be called "Bobcat Bucks." Students earn a "buck" when demonstrating specific expectations based on the school's PBIS system. Their "buck" then goes into a drawing to win a prize. Having frequent opportunities to have their name drawn for a prize and recognized helps reinforce the PBIS expectations. Determining how often the recognition will occur depends on the PBIS team, with options for identifying weekly, quarterly, and at the end of the year.

Classroom systems and routines
One of the critical features of a well-designed PBIS system is a common set of classroom systems and routines adopted by all teachers in the school. Any teacher can tell you that routines are the lifeblood of successful classroom management. The PBIS team agrees upon routines and procedures that all teachers commit to implementing. This ensures that students know what to expect, and they are not faced with a separate set of rules and expectations depending upon the individual teacher. In some cases, teachers may have additional expectations within their classroom, but they need to ensure they are still following the school-wide expectations as the foundation.

Collect data and fine-tune the system
Understanding how well your PBIS initiative is performing is impossible without a reliable ongoing source of data. It is important to continue to evaluate and report out how the PBIS system is working. One of the tasks of the PBIS team will be to decide what data to collect and when. There should be data for each component of the system that can be used to track and report progress or identify implementation issues. For example, are teachers awarding points? Are students redeeming points? Has there been a reduction in

discipline referrals? What is working? What do you need to change? Where can we improve? Monitoring the school's progress throughout the year will keep the initiative alive and communicate its importance.

Creating any system takes time; however, the time is well worth it when teachers, administrators, and students can see progress. PBIS allows for all stakeholders to keep their focus on learning rather than being distracted by behavior problems. It is particularly powerful when students see how their positive behavior helps build a positive school culture and improves their learning experience.

Resources for Further Learning

PBIS world book (https://www.pbisworld.com/the-pbis-world-book/). There is a small fee for the download; however, having access to multiple examples of Tier 1, 2, and 3 behavior interventions may be valuable.

https://webnew.ped.state.nm.us/wp-content/uploads/2018/09/PBIS-champion-presentation-barb-002.pdf

https://www.pbis.org/

https://www.pbisrewards.com/blog/what-is-pbis/

SOCIAL AND EMOTIONAL LEARNING (SEL)

Essential Leadership Understandings

Social and Emotional Learning (SEL) aims to provide a foundation for safe and positive learning in our ever-growing multicultural and multilingual schools. Educators and community agencies are increasingly serving students with different motivations for engaging in learning, behaving positively, and performing academically. SEL is helpful to both children and adults. It helps to increase self-awareness, academic achievement, and positive behaviors in and out of school. Research studies have shown that students who participated in SEL improved their academic achievement by an average of 11 percentile points.

SEL is an integral part of education and human development. It is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel, and show empathy for others, establish, and maintain supportive relationships, and make responsible and caring decisions.

The Five Components of SEL describe the social skills that set people up for success throughout their lives.

1. Self-Awareness
   - Identifying emotions
   - Self-perception/Identity
   - Recognizing strengths
   - Sense of self-confidence
   - Self-efficacy

2. Self-Management
   - Impulse control
   - Stress management
   - Self-discipline
   - Self-motivation
   - Perseverance
   - Goal setting
   - Organizational skills

3. Social Awareness
   - Perspective-taking
   - Empathy
   - Appreciating diversity
   - Respect for others

4. Relationship Skills
   - Communication
   - Social engagement
   - Building relationships
   - Working cooperatively
   - Resolving conflicts
   - Helping/Seeking help

5. Responsible Decision Making
    » Identifying problems
    » Analyzing situations
    » Solving problems
    » Evaluating

Essential Leadership Moves

The Collaborative for Academic, Social, and Emotional Learning (CASEL) offers many resources for designing and implementing SEL at the school site. They offer a program guide that can help district and school administrators select a high-quality SEL program. Below is an outline of their data-based SEL Implementation model.

Phase 1 – Organize
Build Foundational Support – Schoolwide SEL has the potential to create profound change within your school. This change is a long-term process and is most effective when all members of your school community are aware of, committed to, and take ownership of SEL. This collaboration begins with establishing a solid foundation of support among all stakeholders.
- Establish an SEL Team
- Provide Foundational Learning
- Establish Two-Way Communication

Create a Plan – After establishing foundational support for SEL, your team will move into the planning stage, where you will define your vision and how to achieve it. Clear goals and a robust plan will help turn a commitment to SEL into an actual implementation that reaches every student.
- Establish A Shared Vision
- Conduct A Needs/Resource Assessment
- Build an Action Plan
- Build A Budget

Phase 2 – Implement
Strengthen Adult SEL – Successful SEL implementation depends on how well staff works together to facilitate SEL instruction, foster a positive school community, and model social and emotional competence. This calls on schools to focus on adults' professional growth as educators and their own social and emotional learning (Jones et al., 2018).
- Learn Together
- Collaborate
- Model Best Practices

Promote SEL for Students – The core of SEL implementation is promoting students' social and emotional learning throughout the school day and in partnership with families and communities. This requires much more than a single program or teaching method. Because their interactions across many settings influences student learning, promoting student SEL requires thoughtful coordination of strategies that reach across classrooms, all areas of the school, homes, and communities.
- School-Wide Strategies
- Classroom Strategies
- Family Participants

- Strategies to Involve and Support
- Community Participants – Engage the Community

Phase 3 – Improve

Practice Continuous Improvement – Continuous improvement refers to a deliberate and structured process to address problems of practice and improve outcomes. To reach your goals for schoolwide SEL, you will need to plan and implement action steps, track your progress, examine and reflect on outcome data, and adjust the course as necessary.

- Data – Collect and Monitor
- Continuously Improve Schoolwide SEL Implementation
- Test Innovative Strategies

Resources for Further Learning

CASEL.org has many free resources, including a guide on school-level implementation of SEL. The site also includes recommendations for curriculum for teachers and many more SEL resources.

New Mexico Public Education Department Social and Emotional Learning SEL – https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/social-and-emotional-learning-sel/

SEL Implementation. Jones, et. al 2018
https://www.selconnection.com/images/Preparing-for-Effective-SEL-Implementation.pdf

https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta

https://www.nu.edu/resources/social-emotional-learning-sel-why-it-matters-for-educators/

https://www.selconnection.com/images/Preparing-for-Effective-SEL-Implementation.pdf

ROUTINES AND PROCEDURES

SCHOOL BUDGET

Essential Leadership Understandings

The school budget should be a direct reflection of the school's priorities. While most public and private businesses have 35 to 40 percent of their budgets tied to personnel and benefits, the comparable number in public schools is, on average, between 80 and 85 percent. The remaining 15 to 20 percent of the budget is what school leaders can allocate to address their students' needs. Though this percentage may be different in charter schools, these principals still make every effort necessary to allocate available funds in a manner that best supports their students' needs. School budgets are impacted and limited by state, local, and federal mandates from building codes to class size requirements. As such, principals should be aware of the opportunities and limitations of each of the funding sources they manage and where there is flexibility in funding to address school priorities.

Essential Leadership Moves

How much is budgeted, encumbered, expended, and available are questions that a principal should have the means to answer quickly and effectively at any point in time. Additionally, it is essential to note that the fiscal year for schools in New Mexico begins on July 1 and ends on June 30. However, many districts put an internal deadline for spending funds in the spring, typically March or April, to close the books and prepare for the next fiscal year. Working with a supervisor and business office representative to establish a district-accepted process for budgeting should be one of the first actions of a new principal.

The role of finance is central to the mission, vision, and operation of all organizations. Without adequate resources and planning, the best intentions are destined for failure. Schools depend on a funding formula for most of their funds. To that end, principals should be familiar with the basic types of funds available to them to help address the needs and priorities of their schools. The following four funds represent most funding sources a school principal is likely to manage in their budget:

1. **Operational Funds**
   These funds typically referred to as "General Operations" or "G.O," are related to school/district membership per the State's funding formula, known as the State Equalization Guarantee, or "S.E.G." These funds can be used for nearly all aspects of operations, including salary, benefits, materials/supplies, software/hardware, and even things like minor construction projects.

2. **Federal Funds**
   These funds, including Title I, IDEA-B, etc., are application-based revenue sources that are not necessarily guaranteed like G.O. funds. While both GO and Federal Funds fluctuate, Federal Funds specifically require the organization to apply for these revenue sources. Depending on the size of the school/district, this responsibility may be assigned to the principal or the central office. In addition, the expenditure of these funds must be within the approved guidelines for the funding source and funding application.

3. **Activities Funds**
   These funds are site-based and are allocated to internal organizations or clubs, such as basketball, choir, Parent Activity Council, National Honor Society, etc. Activity funds may be of a classroom or extra-curricular nature. They may include student clubs, student organizations, student publications, and the sale of merchandise through a classroom or school store. Student representation is a critical factor in the management of funds raised by and expended for the benefit of students and shall be required whenever possible.

While each district tends to operate using slightly different procedures, it is best practice to obtain three quotes for any purchase. The State of New Mexico requires that all purchases exceeding $20,000 require three quotes to receive the best obtainable price; however, doing so for all purchases, even those below the $20,000 threshold, allows administrators to show due diligence concerning fiscal responsibility.

Additionally, the principal should ensure that internal controls include dual-control methodologies. The dual-control methodology requires that a minimum of two persons are required to create and approve purchase orders or count and deposit cash into the appropriate account(s). Principals should also be aware that cash funds must be deposited with the proper dual-control measures and documentation within 24 hours of receipt when received. This 24-hour period does not neglect weekends, meaning that if funds are received and receipted on a Friday at 4:00 PM, they must be deposited by 4:00 PM on Saturday. It is always advisable to obtain your district's internal controls manual for specific guidance regarding finance.

Resources for Additional Learning

How New Mexico Schools Are Funded (2016):
https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/SBFAB_home_How-New-Mexico-Schools-Are-Funded-4-7-16.pdf

School Budgets 101. American Association of School Administrators (AASA)
https://www.aasa.org/uploadedfiles/policy_and_advocacy/files/schoolbudgetbrieffinal.pdf

SCHOOL FAMILY COMMUNICATION

Essential Leadership Understandings

Two-way communication between families and schools contributes to student success. Positive communication is one of the most effective tools a school leader can leverage to build positive relationships and trust with the families they serve. School/family connections can enhance a students' overall education when both the school and the family work in a partnership for the student's success.

The best way to gain the support of parents and school stakeholders is to have ongoing, clear lines of communication from the very beginning of the school year. As a leader, you will quickly learn that you can never overcommunicate. Ensuring your parents and school stakeholders are well-informed will lessen the opportunity for misinformation to derail important school initiatives and increase the likelihood that parents will buy-in and support the school's mission and vision.

Essential Leadership Moves

Establishing systems to support effective communication between the school and the families it serves is an important early leadership action for principals. The following speaks to some of the features of a comprehensive and effective school/family communication system.

Parent-Teacher Communication – Establish and communicate how and when teachers and families should communicate throughout the year. Asking how parents like to receive communication from their child's teacher, e.g., by email, phone, or in writing, demonstrates respect and a sincere interest in collaborating with the parent and helps to establish a partnership between families and teachers from the start. Begin the year with and continuously share positive news and celebrations. Parents are more likely to support a teacher's request for reinforcement from home if they hear about their child's strengths before problems occur.

Feedback From Families – Asking parents to share their views on school issues can improve communication and benefit the school in multiple ways. Parent surveys are an excellent tool for accomplishing this task. Surveys help the school understand parents' opinions, perspectives, and perceptions toward the school, raise awareness of issues, and identify opportunities for improvement.

School-Wide Communication – Another vital form of communication managed by the school leader is school-wide communication. School-wide communication methods typically include newsletters, Robo-calls, calendars, or other communications sent home with the students or posted on the school website, social media, or other technology platforms such as Smore.

There are three primary structures for communication with families. Each has its unique benefit:

1. *In-Person Communication*
   In-person communication is one of the most effective ways to build a partnership between the school and the child's home. Various events create opportunities for in-person contact and relationship-building between parents and the school. Examples include Parent Volunteer opportunities, open houses, parent/teacher conferences, Parent Advisory Committee (PAC), and other school events.

2. *Technology-Based Communication*
   Although technology-based communication is a more recent method for connecting with families, it

can be just as effective as in-person communication. Technology-based communication is independent of parent and school schedules and allows more flexibility for both partners to communicate with one another. Principals can use several platforms to enhance technology-based communication, such as Bloomz, Class Dojo, ClassTag, Remind, etc.

Some families may prefer email or text messaging as the primary form of communication. Principals can leverage class websites, social media, and virtual conferences such as Google Meet, Zoom other technology-based communication systems to improve school and family communication.

3. *Written Communication*
   Although some leaders may think written communication is "old school," it is still an effective way to keep families informed. Positive notes from a teacher to a parent about their student are powerful in building positive school/family relationships. Other examples of written communication include a written parent/teacher communication log that goes home with the student or planners/agendas with notes that go back and forth between the home and school.

   Regardless of the form, school leaders should do their best to personalize communication as much as possible. Even when they send out school-wide or "generic" announcements, personalizing the message delivered to your school families communicates that the school values and cares about them and their children.

Resources for Further Learning

Families, Schools, and Communities: Building Partnerships for Education Children. Scully, P., Stites, M., et al. (2018).

How to (Really) Listen to Parents
http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/How-to-(Really)-Listen-to-Parents.aspx

Communications Gridlock? Try Crowdsourcing
http://www.ascd.org/publications/educational-leadership/summer15/vol72/num09/Communications-Gridlock¢-Try-Crowdsourcing.aspx

Enhancing Collaborative Partnerships with Culturally Diverse Families
http://www.ascd.org/publications/classroom-leadership/apr1999/Enhancing-Collaborative-Partnerships-with-Culturally-Diverse-Families.aspx

EMERGENCY DRILL REQUIREMENTS

Essential Leadership Understandings

Emergency drills are an essential aspect of response preparedness. Both students and adults must master emergency response skills. When students and staff learn and practice protective actions, they build confidence in their ability to respond when and if an emergency occurs.

When preparing for emergencies, schools need to establish a clear, step-by-step plan explaining what everyone should do. Practicing emergency drills is essential for checking that the plan works in practice and familiarizing everyone in the school, especially students, with the plan. For this reason, and numerous others, at the start of the school year and regularly throughout the year, every school in New Mexico is required by state law to conduct emergency drills.

Essential Leadership Moves

Senate Bill 147 (SB147) - School Safety Drill Requirements, approved during the spring 2021 session, provides updated school emergency drill requirements. Per this statute, the new school emergency drill requirements are as follows:

Beginning of the School Year – An emergency drill shall be conducted in each public and private school once a week during the first four weeks of the school year. Of these:
- One (1) shall be shelter-in-place that includes preparation to respond to an active shooter.
- One (1) shall be an evacuation drill.
- Two (2) shall be fire drills.

Remainder of the School Year – During the remainder of the school year, each school shall conduct at least four (4) additional emergency drills, at least two (2) of which shall be fire drills. In locations where a fire department is present, principals or their designee should request a fire department member to attend to give instruction and constructive feedback.

To ensure drills happen in a realistic and timely manner, principals should calendar each drill in advance. When calendaring drills, the principal should consider planning exercises for various times throughout the day. Additionally, principals should not share calendared drills with non-essential personnel before the drill to ensure the training is as close to real-life as possible.

Resources for Further Learning

NM PED Safe Schools Website
https://webnew.ped.state.nm.us/wp-content/uploads/2020/09/SHSB_-NM-Planning-for-Safe-Schools-guidance.pdf

PRINCIPAL YEAR AT A GLANCE

PRINCIPAL YEAR AT A GLANCE

PSB offers this Year at a Glance, a monthly calendar of tasks and events for new principals. The events included should serve as a starting point for planning and scheduling your school year. The calendar consists of the primary tasks principals will likely be responsible for accomplishing organized by month. Some tasks are specific to New Mexico, and others are general "to do's" applicable to any principal in any school. We encourage principals to add events and tasks to this calendar as they arise. If consistently maintained and refined throughout the year, the calendar will become more comprehensive and personalized to the leader each year.

July
• Do a community walk and introduce yourself to local business owners and neighborhood associations. • Draft an introductory and welcoming letter for parents and staff. • Be sure you have attained your NM Teacher Calibration Badge, review policies and procedures, and write down teacher evaluation/observation deadlines. • Create an observation and feedback schedule for the year. • Review school policies and update student and staff handbooks as needed. • In collaboration with the school secretary, review and prepare student enrollment packets. • Finalize master schedule and classroom lists and schedules. Share them with staff as early as possible. • Finalize staff calendar- assessment, staff meetings, PLCs, in service, PD… • Prepare recess and lunch duty schedule. • Meet with your Athletic Director and coaches to review sports schedules and plan for the upcoming season. • Fulfill staffing needs. • If you are allowed to meet with your 90-day Core Team, review data, perform a root cause analysis, establish school goals, create your 90-day plan, and upload it on NM-DASH. If you are not allowed to meet with your Core Team due to contractual restraints, please plan this meeting for the first day that your teachers are back. • Review the budget and align expenses to identified school goals and priorities. • Begin planning the first week of school.

August

- Schedule a facilities walkthrough with your custodian to ensure that classrooms, common spaces, and exterior are ready for staff and students.
- Meet with your cafeteria employees to review procedures and expectations.
- Check-in with the school nurse to verify immunization records and student health plans.
- Check bell system.
- Update staff list – voice mail extensions and email.
- Beginning of the year staff meeting- review vision and mission; 90 Day Plan; state testing achievement data and value-added information; school safety plans; first-day procedures; master schedule; staff calendar; duty schedules; staff & student handbooks; instructional expectations; and plan for team building activities.
- Ensure staff is aware of the various forms that need to be distributed and collected from the students.
- Ensure staff has access to all instructional materials and necessary technology.
- Hold an Open House and new student orientation.
- Send an introductory and welcoming letter to parents.
- Share any important dates and reminders for the first week of school via email, social media, or website.
- Perform an emergency drill every week during the first month of school.
- Ensure Beginning of Year Assessments (BOY) schedules are in place and completed per district and State requirements to include the Dyslexia Screener, WIDA Screener for new students whose parents indicated any language other than English on the Home Language Survey, BOY Istation reading assessment for K-2 and ECOT assessment for PreK students. (Reference Assessment section of this guide)
- Meet with your Parent Teacher Organization president to discuss plans for the year.
- Begin classroom walk-throughs and feedback sessions.
- Revisit the budget and align expenses to identified school goals and priorities.

September

- Complete the 30-day check-in on the 90-day plan on DASH with your core team.
- Complete the Elevate NM first round of classroom walkthroughs and feedback sessions for all teachers.
- Meet with teachers to set Elevate NM Professional Development Plan (PDP) goals for the year.
- Adjust schedules and classroom lists as needed.
- Attend PLC meetings.
- Review student achievement data, monitor student progress, and ensure all students have access to the Multiple Layers of Support System (MLSS).
- Review attendance data and implement the Attendance for Success Act.
- Prepare for fall state summative testing (secondary).
- Send Title I letter to parents whose child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.
- Meet with activity sponsors.
- Revisit the budget and align expenses to identified school goals and priorities.
- Perform an emergency drill.

October

- Progress Monitoring Reading Assessment for K-2 students.
- SAT Fall administration (secondary).
- Complete the 60-day check-in on the 90-day plan on DASH with your core team.
- Meet with individual teachers on their Beginning of the Year Professional Development Plan (BOY PDP). Allow enough time for teachers to resubmit their plans for a higher score.
- Begin the Elevate NM first round of classroom observation and feedback sessions for all teachers.
- Attend PLC meetings.
- First state reporting period (40 Days).
- End of first 9 weeks. Prepare grades, report cards, parent-teacher conferences, and awards ceremonies.
- Review student achievement data, monitor student progress, and ensure all students have access to the Multiple Layers of Support System (MLSS).
- Review attendance data and implement the Attendance for Success Act.
- Revisit the budget and align expenses to identified school goals and priorities.
- Perform an emergency drill.

November

- Progress Monitoring Reading Assessment for K-2 students.
- Complete the 90-day check-in on the 90-day plan on DASH with your core team.
- Continue with the Elevate NM first round of classroom observation and feedback sessions for all teachers.
- Attend PLC meetings.
- Examine the district's policies regarding holiday activities and displays, and communicate verbally and in writing to students, parents, and staff.
- Revisit inclement weather procedures and communicate verbally and in writing to students, parents, and staff.
- Review student achievement data, monitor student progress, and ensure all students have access to the Multiple Layers of Support System (MLSS).
- Review attendance data and implement the Attendance for Success Act.
- Revisit the budget and align expenses to identified school goals and priorities.
- Perform an emergency drill.

December
• Progress Monitoring Reading Assessment for K-2 students. • Reflect on the success of your first 90-day plan and begin with the process of developing the second one. • Finalize the Elevate NM first round of observations for all teachers and a post-observation meeting with each teacher. • Ask your teachers to upload evidence for Elevate NM Domain 1- Lesson Plans and feedback. • Attend PLC meetings. • Second state reporting period (80 Day). • Develop the schedule for semester exams. • Communicate final exam expectations to your students. • Review student credits and transcripts and determine student scheduling and enrollment practices/processes for the second semester (secondary). • Establish expectations for building usage while school is not in session. • Review student achievement data, monitor student progress, and ensure all students have access to the Multiple Layers of Support System (MLSS). • Review attendance data and implement the Attendance for Success Act. • Revisit the budget and align expenses to identified school goals and priorities. • Perform an emergency drill.
January
• Middle Of the Year (MOY) Reading Assessment for K-2 students. • Middle Of the Year (MOY) ECOT Assessment for PreK students. • Schedule and begin ACCESS test for ELL students. • With your 90-day Core Team, review data, perform a root cause analysis, establish school goals, create your second 90-day plan, and upload it on NM-DASH. • Begin with the Elevate NM second round of classroom walkthroughs and feedback sessions for all teachers. • Begin scoring Elevate NM Domain 1 - Lesson plans and feedback. • Attend PLC meetings. • Plan a meeting with Human Resources to share your personnel recommendations for terminations or non-renewal. • End of second 9 weeks/semester- grades, report cards, parent-teacher conferences, and awards ceremonies. • Review the status of students in danger of not graduating and set student/parent meetings (secondary). • Ensure college financial aid meetings are scheduled (secondary). • Review student achievement data, monitor student progress, and ensure all students have access to the Multiple Layers of Support System (MLSS). • Review attendance data and implement the Attendance for Success Act. • Revisit the budget and align expenses to identified school goals and priorities. • Perform an emergency drill.

February
• Progress Monitoring Reading Assessment for K-2 students. • Complete the 30-day check-in on the 90-day plan on DASH with your core team. • Elevate NM Domain 1 - Lesson plans, scores, and feedback due. • Continue with the Elevate NM second round of classroom walkthroughs and feedback sessions for all teachers. • Begin the Elevate NM second round of observations for Level 1 teachers and a post-observation meeting with the teacher. • Attend PLC meetings. • Third state reporting period (120 Days). • Make plans for kindergarten round-up and preschool screenings (elementary). • Begin plans for graduation (secondary). • Review student achievement data, monitor student progress, and ensure all students have access to the Multiple Layers of Support System (MLSS). • Review attendance data and implement the Attendance for Success Act. • Plan for spring testing. Review testing procedures, protocols, and expectations for students, staff, and parents. • Revisit the budget and align expenses to identified school goals and priorities. • Perform an emergency drill.
March
• Progress Monitoring Reading Assessment for K-2 students. • New Mexico Assessment of Science Readiness (NM-ASR) administration. • New Mexico SAT School Day. • Complete the 60-day check-in on the 90-day plan on DASH with your core team. • Complete the Elevate NM second round of observations for Level 1 teachers and a post-observation meeting with the teacher. • Finalize the Elevate NM second round of classroom walkthroughs and feedback sessions for all teachers. • Attend PLC meetings. • End of third 9 weeks. Prepare grades, report cards, parent-teacher conferences, and awards ceremonies. • Review student achievement data, monitor student progress, and ensure all students have access to the Multiple Layers of Support System (MLSS). • Review attendance data and implement the Attendance for Success Act. • While planning for ELA and Math spring testing, review testing procedures, protocols, and expectations for students, staff, and parents. • Follow up with Human Resources to share your personnel recommendations for terminations or non-renewal. • Revisit the budget and align expenses to identified school goals and priorities. • Perform an emergency drill.

April
- Progress Monitoring Reading Assessment for K-2 students.   - Administer the New Mexico Measures of Student Success and Achievement (NM-MSSA).   - For any student working toward a Bilingual Seal, arrange for this process ahead of graduation.   - Complete the 90-day check-in on the 90-day plan on DASH with your core team.   - Start the Elevate NM third round of classroom walkthroughs and feedback sessions for all teachers.   - Ask your teachers to upload evidence for Elevate NM Domain 4- Professionalism   - Ask your teachers to begin their Elevate NM PDP reflection.   - Attend PLC meetings.   - Kindergarten round-up and preschool screenings (elementary).   - Identify students who will benefit from summer school and communicate opportunities to students and parents.   - Complete graduation arrangements (secondary).   - Begin planning for students transitioning to a new level (elementary/middle/high) school.   - Review student achievement data, monitor student progress, and ensure all students have access to the Multiple Layers of Support System (MLSS).   - Review attendance data and implement the Attendance for Success Act.   - Finalize or encumber purchases.   - Review and communicate “end-of-year checklist” for staff - what needs to be collected, turned into the office, locked up, reported, etc.   - Perform an emergency drill.   - Begin planning the master schedule for the next school year.

May
• End Of the Year (EOY) Reading Assessment for K-2 students. • End Of the Year (EMOY) ECOT Assessment for PreK students. • Reflect on the success of your second 90-day plan and begin developing next school year's plan. • Finalize the Elevate NM third round of classroom walkthroughs and feedback sessions for all teachers. • Elevate NM Domain 4- Professionalism due • Elevate NM EOY PDP Reflection due. • Meet with individual teachers to have the teacher sign the summative report of their evaluation. Place a signed copy in the HR file. • Fourth state reporting period (160 Days). • Develop the schedule for semester exams. • Communicate final exam expectations to your students. • Complete graduation arrangements. • Notify non-graduating seniors. • End of fourth 9 weeks/semester- grades, report cards, parent-teacher conferences, and awards ceremonies. • Review student achievement data, monitor student progress, and ensure all students have access to the Multiple Layers of Support System (MLSS). • Review attendance data and implement the Attendance for Success Act. • Communicate non-renewal or termination decisions to identified staff and advertise vacancies for the next school year. • Conduct year-end inventory of textbooks, supplies, and equipment. • Collect book orders and supply requisitions for the coming year. • Ensure all items on the "end-of-year checklist" are completed by each staff member. • Start budget planning for the upcoming school year. • Plan summer cleaning, maintenance, repair, and ground keeping. • Finalize plans for summer school. • Meet with Athletic Director and coaches regarding summer athletic camps. • Encourage teachers to sign up for summer professional development opportunities. • Perform an emergency drill.
June
• Review both quantitative and qualitative data with Leadership Team to inform the school's 90 Day Plan for the forthcoming school year. • Close out financial records. • Build a master schedule for the upcoming year. • Begin planning professional development opportunities for staff. • Hire for vacancies. • Order supplies. • Communicate with custodians and supervise cleaning schedules.

Resources

NMPED Assessment
https://webnew.ped.state.nm.us/bureaus/assessment-3/

NMPED Standardized Reporting Dates
https://webnew.ped.state.nm.us/bureaus/information-technology/stars-manual/submission-schedule/

NMPED Educator Evaluation
https://webnew.ped.state.nm.us/bureaus/educator-growth-development/elevatenm/

Association of Wisconsin School Administrators, AWSA
https://awsa.memberclicks.net/update-article--building-administrator-checklists

Principal Calendar, SOAR
https://static.battelleforkids.org/Documents/SOAR/PrincipalCalendar_2016-2017_FINAL.pdf