



PROMOTING EFFECTIVE TEACHING AND LEARNING TOOLKIT

Toolkit 2 in the Utah Educational Leadership Toolkit Series

Prepared for Utah Leading through Effective, Actionable, and Dynamic (ULEAD) Education

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In this toolkit, Hanover Research and ULEAD explore strategies and resources that current and aspiring school principals can utilize to meet the criteria outlined in Strand 2: Teaching and Learning of the Utah State Standards for Educational Leadership.



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EXECUTIVE SUMMARY

INTRODUCTION

This toolkit provides guidance and resources to support current and aspiring school principals in developing their personal capacity for leadership and meeting the criteria outlined in the **Utah State Standards for Educational Leadership** (located [here](#)). Specifically, this toolkit is designed to develop current and aspiring principals' skills and knowledge related to **Strand 2: Teaching and Learning**.

Utah's Educational Leadership Standard 1: Visionary Leadership



Effective educational leaders support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 2.1: Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school, support success in post-secondary education, and embody high expectations for all students.

Standard 2.2: Build a professional culture of trust and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.

Standard 2.3: Require all educators to know and use the Utah Core Standards for the courses they teach.

Standard 2.4: Require all educators to know and use the current Utah Effective Educator Standards.

Standard 2.5: Ensure instructional practice is consistent with knowledge of student learning and development and effective pedagogy.

Standard 2.6: Ensure instructional practice is engaging, challenging, and relevant to student needs, experiences, and interests.

Standard 2.7: Guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.

Standard 2.8: Ensure available technologies are used to enhance instruction and create opportunities for student learning.

Source: Utah State Board of Education¹

Research shows that—aside from teachers—**school principals are the most influential school-based factor in promoting student achievement.**² Specifically, research finds that principals account for a quarter—on average—of their school's overall impacts on student achievement outcomes. Likewise, research observes that differences in student achievement up to 20 percentage points may occur when a school has an "above-average principal" rather than an "average principal."³

Effective principals are integral to their school's success.⁴ Research shows that effective principals positively impact the mission and vision of their schools and student and staff outcomes.⁵ In particular, effective principals are more likely to retain qualified and effective teachers, which helps drive student achievement.⁶ More broadly, research shows that "it takes multiple in-school

factors coming together to significantly improve student achievement on a larger scale" and "that principals are in a unique position to bring those factors together."⁷ The impact of having an effective principal is greater in schools facing more challenges. Researchers find "no documented instances[...]where troubled schools are turned around if they do not have a talented leader."⁸

Indeed, it is accurately and "widely believed that a good principal is the key to a successful school" given the many roles they fill: instructional leader, staff evaluator, lead disciplinarian, overseer of daily operations, school representative to families and the community, and more.⁹ Principals are integral to all aspects of their school's operations, from the quality of the teachers to the instructional strategies used with students to the overall school climate.¹⁰

As such, principals require an array of knowledge and skills to act as effective change agents, instructional leaders, and personnel managers.¹¹ This **Promoting Effective Teaching and Learning Toolkit**—and the six accompanying toolkits in the *Utah Educational Leadership Toolkit Series*—support Utah's current and aspiring principals in meeting the demands of the Utah State Standards for Educational Leadership to successfully:¹²

- Shape a vision of academic success for all students, one based on high standards;
- Create a climate hospitable to education in order that safety, a cooperative spirit, and other foundations of fruitful interaction prevail;
- Cultivate leadership in others so that teachers and other adults assume their part in realizing the school vision;
- Improve instruction so teachers can teach at their best and students can learn at their utmost; and
- Manage people, data, and processes to foster school improvement.

Why Utah's Schools Need Strong and Effective Principals

“ Everyone remembers a teacher that inspired them. How many people remember their principals? Principals ensure that schools are open, that teachers are receiving the support they need, and that classrooms are environments that will help all students learn.

The strongest model for schools is one in which principals are creative, innovative instructional leaders. They find opportunities for teachers to lead. They support teachers in their growth and create a safe space for adults to take risks in their learning. As educators look at what builds a great school, they need to look at the principal. Who is at the helm? What vision have they set for their communities? How have they developed an environment that fosters learning and creativity?

Students need great teachers, and teachers need great leaders. One can't exist without the other. Principals bring in opportunities for their communities. They find resources where there weren't any before. They connect families. They find places for children to thrive both in and outside of the classroom.

”

Source: U.S. Department of Education¹³

OVERVIEW

This toolkit:

- ✓ Describes actions principals can take to **strengthen academic programs and improve student achievement outcomes via strong instructional leadership**;
- ✓ Reviews strategies to **facilitate professional growth and collaboration** among teachers and other staff to develop a schoolwide culture of learning; and
- ✓ Explores practices principals can use to **communicate their commitment to student success** to their staff, students' families, and the larger community.

AUDIENCE

This toolkit is designed to support current and aspiring school principals across the state of Utah in meeting the criteria outlined in the Utah State Standards for Educational Leadership, particularly in relation to **Strand 2: Teaching and Learning**.

PROVIDE STRONG INSTRUCTIONAL LEADERSHIP

COMMIT TO STANDARDS FOR STUDENT AND TEACHER PERFORMANCE

As a foundational step to strengthening instructional programming, **principals must understand national, state, and local learning standards for the academic subjects taught at their schools** and ideally any standards progressions in the levels immediately preceding or following their particular school's grade span. Student learning standards are integral to instructional planning and delivery, formative and summative assessment, and teachers' professional learning, making knowledge of standards paramount for principals.¹⁴ In the absence of such knowledge, principals will lack understanding of "what students should know and be able to do at each grade level" and in each subject area.¹⁵ Likewise, gaps in knowledge about standards will inhibit principals in supporting their teachers in developing impactful curricula based on the academic standards inherent in their assigned subject area and grade level.¹⁶

The Utah Core Standards

The Utah Education Network—a collaboration between the Utah State Board of Education and Higher Ed Utah—provides an online menu encompassing all the Utah Core Standards for users to review. Specifically, the menu provides standards listings for K-12 subjects and domains (e.g., fine arts, mathematics, English learners), career and technical education (e.g., business and marketing, health science) and adult education college and career readiness (e.g., English language arts, English language proficiency). The full inventory of Utah Core Standards for principals to review is available using the link below.



Source: Utah Education Network¹⁷

Depending on the size of the school they helm, the number of grades it encompasses, and the diversity of offered coursework, principals may need to familiarize themselves with a larger or smaller volume of standards.¹⁸ At the same time, principals should understand that the purpose of their schools is to teach students and use standards as a guideline for developing effective curriculum and instruction.¹⁹ Essentially, standards serve as guidance for what students need to know rather than direct mandates on how students will learn what they need to know.²⁰ Consequently, principals should engage in persistent and ongoing reflection on academic standards to continuously refine their aptitudes in the content taught at their schools and effectively monitor and support teachers in designing and delivering high-quality instruction to address outlined learning standards.²¹

What Principals Should Understand About Curriculum, Instruction, and Learning Standards

KNOWLEDGE POINT	DESCRIPTION
 Know the "Big Ideas"	Principals should recognize the "big ideas" of the core curriculum (e.g., science, mathematics, social studies, English language arts) and other courses (e.g., fine arts, foreign language, career and technical education). They do not need to be experts, but they should be able to determine if students are taught the understandings and skills that they are expected to learn in specific disciplines and courses.
 Help Teachers Prioritize	Principals should know enough about state and national standards to help teachers identify the most important standards. In other words, principals need to know that "covering everything and learning nothing" does not work. They need to be able to help teachers identify the things that students should learn in greater depth.
 Distinguish Courses	Principals need to know how to distinguish between courses in the same discipline that occur at different grade levels (e.g., Secondary Mathematics I vs. Secondary Mathematics II) and that are targeted at different intensities (e.g., Advanced Placement courses vs. honors courses).

KNOWLEDGE POINT	DESCRIPTION
 <p>Comprehend Literacy Principles</p>	Principals must understand literacy. Reading, writing, speaking, and listening are essential across all subject areas, and principals should recognize whether teachers are advancing students' literacy skills and requiring students to use these skills to learn in all courses.
 <p>Link Standards and Assessments</p>	Principals need to know what students are supposed to learn and the standards they are supposed to meet in determining whether teachers' exams and assessment guides are appropriate to measure student performance at all levels. Principals should also know enough about assessment to lead teams of teachers who are working together to develop grading guides and common exams.

Source: IssueLab, Foundation Center²²

Relatedly, **principals should be familiar with the performance expectations of their state and district for teachers, as well as evidence-based characteristics commonly associated with teacher effectiveness.**²³ Familiarity with teacher performance expectations will further support principals in defining what effective instruction should look like and what actions their school's teachers should be performing to best support a flourishing academic program.²⁴ In Utah specifically, principals should be familiar with the Utah Effective Teaching Standards (located [here](#)) and use them as a resource to guide teachers' practice and to "analyze and prioritize expectations for high[-]quality instruction."²⁵ This is especially important for school success, as teachers are the most important school-based determinant of students' academic performance.²⁶

BE A RESOURCE TO TEACHERS

Teachers and other staff rely on principals to be a source "of information related to effective instructional practices and current trends in education."²⁷ As such, principals need to be active participants in their school's academic programming and instructional planning via leadership over faculty committees, observations of teacher practice, and communication of consistent expectations for all students and staff.²⁸ In particular, principals must embrace their role as the primary instructional leader at their schools to guide their teachers in implementing rigorous and developmentally-appropriate instruction to students across all subjects, grades, and course structures.²⁹

LEARN MORE

Watch the videos below to learn more about the importance of principals acting as instructional leaders:

- **"John Hattie- Instructional Leadership"** – Waterloo Region District School Board
- **"You MUST Be the INSTRUCTIONAL Leader of Your School – Message to a New and Aspiring Principal 13"** – Message to a New and Aspiring Principal
- **"Wallace Webinar Improving Instruction Final 3.16.16"** – National Association of Elementary School Principals

Notably, principals fulfill an essential function in developing, coordinating, and delivering impactful instruction to the students that attend their schools.³⁰ This necessitates principals expanding their range of expertise in areas such as curriculum planning, instructional delivery, standards alignment, and data-based decision-making to inform instruction.³¹ At the same time, principals must balance their work between their more administrative duties and providing direct and targeted supports to teachers, as well as the material and temporal resources that teachers require to plan and execute high-quality instruction.³² **Principals should prioritize their time and energy to support teachers in developing their practice to best address student needs, though not to the detriment of their other professional responsibilities.**³³

PROMOTING EFFECTIVE TEACHING AND LEARNING TOOLKIT: PROVIDE STRONG INSTRUCTIONAL LEADERSHIP

Even within the domain of instructional leadership, principals need to wear many hats and operate within several distinctive roles to best support students and teachers, including:³⁴

- **Resource Providers:** It is not enough for principals to know the strengths and weaknesses of their faculties. Principals should recognize what resources—in terms of materials, technology, support staff, and time—teachers require to perform their jobs.
- **Instructional Resources:** Teachers count on their principals as resources of information on current trends and effective instructional practices. Effective instructional leaders are tuned in to issues relating to curriculum, effective pedagogical strategies, and assessment.
- **Good Communicators:** Principals need to communicate essential beliefs regarding learning, such as the conviction that all children can learn.
- **Visible Presences:** Principals assert themselves directly in academic programming. This includes focusing on learning objectives, modeling behaviors of learning, and designing programs and participating in activities related to instruction.

Seven Habits of Highly-Effective Instructional Leaders

HABIT	DESCRIPTION
 Understand Neuroscience	Principals are knowledgeable in neuroscience, and they provide professional development opportunities and resources to ensure routines, expectations, learning experiences, and assignments are developmentally appropriate for students, while simultaneously fostering healthy brain development.
 Are Connected "Lead Learners"	As society and education policy change, student and teacher needs change. Education is an evolving entity, and it is imperative that principals evolve as well. To remain current, they should model and demonstrate the importance of continued learning via involvement in professional organizations, attendance at conferences, and completion of professional development, both alongside and independent of their staff. These opportunities provide continued growth, collaboration, and networking with others in and outside of their districts and maximize their resources and learning capacity.
 Support Content and Comprehension Instruction	Principals understand that effective teaching is difficult. Thus, they support teachers in developing strategies and tools to address the outcomes outlined in content-area standards and help students achieve depth and breadth of knowledge to fully comprehend content concepts and develop relevant skills.
 Collaborate and Listen	Principals develop instructional leadership capacity in others by investing the time and effort to meet with novices and veterans to clarify what is needed for success to occur. They also provide the necessary resources and support to encourage continual growth.
 Promote Peer Coaching and Observation	Principals provide teachers with opportunities for peer coaching, observation, reflection, and growth. They facilitate such opportunities to provide low-stakes, collegial mechanisms—independent of formal performance evaluation protocols—for teachers to gather and analyze data about classroom practice and then support peers' growth.
 Encourage a Growth Mindset	Principals foster a growth mindset in colleagues by modeling and practicing reflection (e.g., examining student attainment of objectives, assessing differentiation of instruction, looking for weaknesses in school programming based on data). They help teachers reflect on what works and what does not and then use that data to guide their thinking and instruction.
 Adjust Teacher Support Based on Need	Principals coach teachers to develop goals and provide proper support based on their individual needs. They help teachers craft personalized professional learning plans that include learning experiences, training, and mentoring. Realizing the need to differentiate, a principal adjusts support based on a teacher's will and skill levels to increase effectiveness.

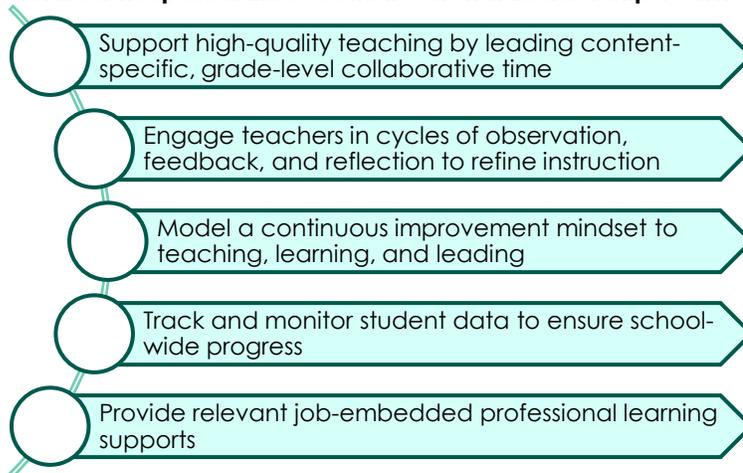
Source: Association for Middle Level Education³⁵

PROMOTING EFFECTIVE TEACHING AND LEARNING TOOLKIT: PROVIDE STRONG INSTRUCTIONAL LEADERSHIP

Principals should remain informed on current research and policy guidance in order to speak accurately and intelligibly about curriculum and instruction. They should also emphasize curriculum and instruction in their interactions with teachers and other staff (e.g., faculty meetings, informal conversations).³⁶ Furthermore, principals' role as the primary instructional leader should also encompass developing and leading group learning activities for staff, establishing shared accountability between support staff, teachers, and administrators for student outcomes, and observing teachers to gather data and provide actionable feedback regularly.³⁷ Likewise, directly coaching teachers to improve practice can have lasting impacts on instructional practice and student outcomes.³⁸ These actions help build "trust, collaboration, and individual and organizational capacity" while also helping teachers to identify action steps and resources they need to address the daily challenges they encounter in their classrooms.³⁹

However, despite the value of and need for principals to serve as instructional leaders, they must leverage existing faculty capacity and instructional leadership from others to fill gaps in their expertise and realistically meet the diverse needs of their teachers. No principal can be familiar with every standard in the various subjects and grades taught in their school nor are they capable of understanding and skillfully modeling every facet of effective instructional planning and delivery that emerges from research literature and policy guidance.⁴⁰

Shared Responsibilities of Instructional Leadership Teams



Source: Bill and Melinda Gates Foundation⁴¹

As such, **principals should consider forming and sharing responsibilities with an instructional leadership team that can include personnel such as their assistant principals, content-area coaches, department chairpersons, grade-level team leaders, and veteran teachers.**⁴² While principals will still need to guide the work of instructional leadership teams, the larger team can support the principal's work in supporting teacher development, implementing high-quality curriculum and instruction, and bolstering students' academic outcomes via innovation and improvement in teaching practices.⁴³

On the next page, the "**Checklist for Identifying Instructional Leadership Team Members**" provides criteria that principals should consider when forming an instructional leadership team to support their school's academic programming and teacher capacity. The more criteria a potential team member fulfills, the better suited they will be to serve on an instructional leadership team.



Checklist for Identifying Instructional Leadership Team Members

Directions: Use the checklist below to evaluate current school employees (e.g., veteran teachers, department chairpersons, content-area coaches) for inclusion on the instructional leadership team at your school. The listed prompts will help you determine if potential members have the skills and qualities to be an effective instructional leader and support your work as a principal in ensuring the strength of your school's academic programming.

EVALUATION CRITERIA	YES	NO
Does the potential instructional leader have a desire to be part of the school instructional leadership team?		
Am I comfortable delegating some of my instructional leadership responsibilities to this individual?		
Is the potential instructional leader committed to achieving outlined district and school goals for teacher and student performance?		
Is the potential instructional leader familiar with the characteristics of adult learners?		
Does the potential instructional leader understand how to apply the collective knowledge of their colleagues to improve teaching and learning in the school?		
Does the potential instructional leader understand educational research and use knowledge of evidence-based practice to model and coach colleagues in the selection and use of research-based strategies?		
Does the potential instructional leader understand that teaching and learning is rapidly changing and use that knowledge to support and lead relevant professional learning?		
Does the potential instructional leader have a comprehensive understanding of the teaching and learning process?		
Does the potential instructional leader model the practices of continuous learning, reflection on teaching practices, and collaboration with colleagues?		
Is the potential instructional leader familiar with current research on formative and summative assessment methods?		
Is the potential instructional leader familiar with national, state, and local learning standards?		
Is the potential instructional leader familiar with the cultural backgrounds and languages spoken by the school's families and in the community?		
Does the potential instructional leader use knowledge of the school's and community's diversity to reach out to and work collaboratively with family and community members?		

Source: School of Education, College of William and Mary⁴⁴

PROMOTE RELEVANT APPLICATIONS OF TECHNOLOGY

Technology applications are plentiful to support teaching and learning across all grade levels and subject areas.⁴⁵ At the same time, incorporating technology into instructional planning and delivery can diversify the activities students and teachers can engage in, thereby creating a more dynamic educational experience and supporting student achievement outcomes.⁴⁶ However, **principals—and their instructional leadership team—need to provide their teachers with guidance on the capabilities and limitations of technology as they relate to effective instructional practice and content learning within different disciplines.**⁴⁷

In particular, principals can practice effective instructional leadership in the area of technology by helping teachers apply available instructional technologies and digital resources to:⁴⁸

- Clarify learning goals and instructional objectives;
- Provide explicit instruction via multiple modalities (e.g., text, audio, graphics, video);
- Increase access to relevant curriculum resources and broaden the methods students have to articulate understanding;
- Design rigorous tasks to advance students' academic skills and content knowledge; and
- Provide targeted and timely feedback to students.

Principals must communicate the expectation that teachers should not use "technology for technology's sake."⁴⁹ Instead, principals should highlight that teachers should leverage technologies to help students attain outlined learning objectives and national, state, and local content-area standards.⁵⁰ As such, they should ask teachers to reflect on technology applications that will help students learn the content knowledge and develop the academic skills targeted by individual lessons and larger curriculum units.⁵¹

Points to Communicate to Teachers Regarding Technology

TECHNOLOGY SHOULD...

- Work to validate individual students and empower their ability to achieve
- Supplement, enhance, and work transparently and seamlessly with content instruction
- Supplement and enhance traditional materials
- Provide additional resources and create wider access to them
- Expand students' means of expression and broaden their opportunities to reach authentic audiences
- Deepen students' understanding of complex issues
- Enhance students' ability to make more global connections
- Expand and enhance the definitions and dimensions of literacy
- Facilitate an open forum for discussion that allows for more opportunities for free and democratic participation and dialogue

TECHNOLOGY SHOULD NOT...

- Replace complex developmental goals with more simplistic "learn technology" goals
- Replace teachers or pedagogy
- Complicate or supersede content instruction or become the content focus of instruction itself
- Replace or overshadow traditional print/ literature/media materials
- Limit appropriate resources or access to them
- Disrupt or complicate normal classroom community efforts and objectives for addressing audience
- Limit students' ability to participate or contribute by favoring those with advantaged access
- Deepen social, racial, gender, and economic inequalities
- Stifle creativity or opportunities for using the imagination or multiple intelligences
- Completely replace "face-to-face" communication and interaction

Source: *Contemporary Issues in Technology and Teacher Education*⁵²

To support such reflection, principals should outline questions that teachers should consider related to advancing students' learning and innovating instructional practices.⁵³ On the next page, the "**Instructional Considerations for Technology Integration**" tool provides a foundation for principals to explore relevant instructional applications of technology with their teachers. By encouraging teachers to reflect on the listed questions, principals can help ensure that teachers always "start with purpose and pedagogy" to ensure technology drives student achievement.⁵⁴



Instructional Considerations for Technology Integration

Directions: Principals should encourage teachers to consider the questions listed below to help determine whether integrating a specific technology (or any technology) within a given instructional sequence will benefit their students.

- ① Why do you want to use a specific technology or technology application as part of this instructional sequence (e.g., lesson, unit)?

- ② Is the intended purpose of using technology authentic and meaningful for teaching and learning? Or, are you using technology just for the sake of using technology?

- ③ Is there a gap in your instructional planning or delivery that could be addressed via technology integration?

- ④ What teaching and learning activities can you enhance or make more efficient by using technology?

- ⑤ What goals and performance objectives have you outlined for this lesson or unit? How might technology help students achieve those goals and objectives?

- ⑥ What aptitudes and knowledge do your students currently possess in regard to technology? Do they have any limitations you must address before using a given technology?

- ⑦ What aptitudes and knowledge do you currently possess in regard to technology? Do you have any limitations you must address before using a given technology?

- ⑧ How are your colleagues and students currently using technology? What can you learn from them?

- ⑨ Are you aware of the technological resources available at our school? Do you know how they can be used in the classroom?

- ⑩ Do your students have any issues with technology access that you need to consider when integrating technology into instruction (e.g., home internet access)?

- ⑪ Will the use of technology affect or enhance your students' content-area knowledge and skills? Could it potentially distract from the core goals of instruction?

- ⑫ What grade-level or content-area curriculum standards—local, state, and national—encompass technology for your assigned teaching load? How can you address these standards during instruction?

Source: *Contemporary Issues in Technology and Teacher Education*⁵⁵

DEVELOP A SCHOOLWIDE CULTURE OF LEARNING

PROVIDE TARGETED PROFESSIONAL DEVELOPMENT TO TEACHERS

A vital component of the principal's role as a school's primary instructional leader is "atten[ding] to and support[ing] teachers' professional development."⁵⁶ Consequently, **principals must recognize that their teachers do not operate from the same knowledge base or experiential background, necessitating precise targeting of professional development opportunities both to the school's and students' overall needs and the individual developmental areas of teachers.**⁵⁷ In fact, teachers value principals' ability to support instructional innovation and teacher growth via direct feedback and professional learning that supports their individual developmental needs relative to schoolwide goals and initiatives.⁵⁸

Individual, Team, and Whole School Professional Learning Practices

INDIVIDUAL PROFESSIONAL LEARNING

Individual Learning Goals: Teachers set goals based on schoolwide priorities, student learning data, and individual needs and gifts. The principal knows these goals, which frame professional dialogue. Teachers collect and share evidence on progress.

Coaching: Teachers approach colleagues as sources of best practice and to get feedback.

Peer Observations: Teachers use a structured peer observation process with protocols and clear expectations. The culture of observation includes informal visits to other classrooms to observe lessons, offer feedback, and learn new practices.

Self-Initiated Learning: Principals encourage self-initiated learning, which is shared and cultivated through team and whole school forums, thereby building capacity and integrating individual interests with school priorities.

TEAM-ORIENTED PROFESSIONAL LEARNING

Grade-Level/Multi-Grade Teams: Each teacher has a primary go-to team. Meetings provide structure for learning, instructional planning, strategy sharing, assessment, and data analysis.

Vertical Teams: These teams align standards across grades. Teachers learn about standards at other grade levels and how to help trailing, succeeding, and excelling students.

Team Leadership: Team leaders guide processes, align priorities, and deepen practice over time.

Data Team: A data team tracks benchmark and interim assessment results. It regularly reports back to teams and individuals on progress and activates teacher supports when needed.

Professional Learning Communities: Teams have structured meeting times to complete curriculum, instruction, and assessment tasks.

WHOLE-SCHOOL PROFESSIONAL LEARNING

Attending to the Big Picture: Principals propose and frame priorities. Educators make meaning, develop shared understanding, and collectively clarify key messages.

Reflection as Integral to Practice: Principals make time for their school community to reflect, build shared understanding and professional capacity, and assure sustained implementation.

Knowing Each Other as Persons and Learners: Principals promote relational trust and support among staff. Reflective dialogue practices and protocols encourage shared beliefs and experiences.

Shared Accountability: Principals celebrate progress and individual, team, and school achievements. Teacher and team learning goals are public and reviewed. Lack of progress stimulates targeted responses.

Source: *Principal Leadership*⁵⁹

Essentially, principals must work with their instructional leadership to offer teachers and other staff members professional development that is "applicable to their situation."⁶⁰ This means that professional learning programs should align with the school's overall instructional model and philosophy while also addressing the specific knowledge and development areas possessed by the school's faculty and staff.⁶¹ Likewise, the developmental needs and learning preferences of the individuals who will participate in a given training sequence and overall school goals and

needs (e.g., student outcomes deficits) should guide the selection, design, and implementation of targeted professional development, to the extent possible⁶²

Elements of Effective Professional Development

ELEMENT	DESCRIPTION
 Content Focus	Effective professional development emphasizes and addresses strategies, resources, and policy guidance that are relevant to participants' specific professional contexts. For teachers, professional development should, therefore, focus on instructional pedagogies and curriculum development that will directly support their work with students.
 Active Learning Techniques	Effective professional development asks participants to apply the target knowledge and skills from the training session or sequence. As such, teachers and other school staff should examine and develop authentic artifacts (e.g., lesson plans, demo instruction) and complete interactive tasks (e.g., collaborative curriculum planning, critical conversations about policy) to engage with new concepts and experiment with new strategies. Similarly, all active learning techniques should mirror the participants' daily professional work and job responsibilities.
 Collaboration	Effective professional development facilitates collaborative discussions and work between participants, often in job-embedded or simulated contexts. Teachers and other staff have the opportunity to share ideas, debate the merits of new approaches, and critically examine current student, school, and staff performance with the ultimate goal of creating positive change at their school.
 Exposure to Model Practice	Effective professional development gives participants a clear picture of how target strategies, resources, and policies should be applied, as if they were functioning perfectly. However, participants should also be made aware of what challenges they may encounter when implementing a strategy or policy or using a resource. Such outcomes can be achieved by providing participants with or exposing them to sample lesson and unit plans, student work exemplars, peer observations, and case studies.
 Coaching and Expert Support	Effective professional development gives participants access to content-area experts who can coach and mentor them through the intricacies of new strategies and content. Relatedly, effective professional development gives teachers and other school staff a platform to share their expertise and knowledge with peers to directly support one another's growth and address their individual needs.
 Feedback and Reflection	Effective professional development allots time for teachers to reflect and receive feedback on their practice from peers and instructional leaders before attendance at a given training, during their experimentation with new strategies and content, and after a professional learning program has concluded. Such feedback and reflection cycles allow teachers to critically examine their work and gather input to inform improvements.
 Sustained Duration	Effective professional development provides teachers and other school staff with sufficient time to understand, practice, implement, and evaluate their application of new strategies. Training should not be rushed so that participants can fully understand target content before trying to apply it in practice.

Source: Learning Policy Institute⁶³

Specifically, **principals must work with their instructional leadership teams and staff to conduct routine and continuous professional learning needs assessments using multiple techniques.** This is vital to planning and executing an effective professional development plan that coordinates training and professional learning with the needs of individual learners and the larger school community.⁶⁴ Importantly, however, any needs assessment procedures that a principal chooses should prioritize school and staff *needs*—as determined by rigorous analysis of student achievement and school performance data—over *wants*, which encompass teachers' learning preferences.⁶⁵ While consideration of teachers' wants is a noble and valuable aspect of planning professional development, ultimately, delivered programming should emphasize "teacher and student needs via approaches that are appropriate for conditions in schools."⁶⁶

On the next page, the "**Suggested Sequence to Design a Professional Development Plan**" outlines various action steps that principals and their instructional leadership team can implement to identify the needs of students and staff at their schools, create and deliver professional development to address those needs, and evaluate the effects of professional development over time.⁶⁷ Essentially, completing the outlined action items will help principals ensure that student, school, and staff needs are prioritized appropriately and that delivered professional development opportunities best match those needs.⁶⁸

FACILITATE PROFESSIONAL LEARNING COMMUNITIES

In addition to providing targeted professional development to teachers, principals should consistently and strongly promote collaboration between staff members within the same subject areas and grade-levels—and even across different disciplines and grades. Such communication and collaboration can help participating teachers review their practice in real-time to share what strategies are working and seek input and assistance in areas of need.⁶⁹ Likewise, teacher collaboration allows teachers to plan instruction and design curricula in concert with their peers teaching in the same grade or subject area.⁷⁰ Notably, principals can promote collaborative practical work, knowledge sharing, and learning among teachers by forming and supporting *professional learning communities (PLCs)* that:⁷¹

- Study curriculum standards, review concepts and skills necessary to master standards, and determine how standards are assessed;
- Select research-based instructional strategies and assessment techniques to use with students;
- Plan lessons and agree on the evidence of student learning that PLC members will share;
- Implement lessons, noting successes and challenges and collecting agreed-upon evidence of student learning;
- Analyze student work by revisiting the standards being addressed and identifying student strengths and areas of need; and
- Adjust instruction after reflecting on disparate teaching experiences, selecting alternative instructional strategies, and determining how future challenges that may arise will be addressed.

“ **Professional learning communities (PLCs)** may be called many different things from school to school or place to place, including professional learning groups, collaborative learning communities, critical friend groups, or communities of practice. Regardless of the official term used to name them, PLCs should function as teams of educators that meet regularly, share expertise, and work collaboratively to improve their teaching skills and the academic performance of students. ”

Source: *Glossary of Education Reform* | Great Schools Partnership⁷²

LEARN MORE

Watch the videos below to learn more about teacher collaboration and professional learning communities:

- **"What Does a Learning School Look Like?"** – Learning Forward
- **"Learning Communities Standard"** – Learning Forward
- **"Professional Learning Communities"** – Pasco County Schools (FL)
- **"About Professional Learning Communities"** – Lincoln Public Schools (NE)



Suggested Sequence to Design a Professional Development Plan

Directions: Using the processes outlined below, principals and their instructional leadership team can assess the needs of their students, staff, and school to inform planning, execution, and evaluation of professional development programming.

PROCESS STEP	DESCRIPTION
 Analyze Student Needs	Principals and the instructional leadership team should examine available student data related to academic performance (e.g., standardized tests, schoolwide assessments, course grades), behavior (e.g., disciplinary referrals, suspensions), attendance (e.g., number of absences, truancy rates), and any other area of concern (e.g., socioeconomic status, physical/mental health) to determine areas of need in which the school can offer students additional supports.
 Identify School Characteristics	Principals and the instructional leadership team should gather and analyze data about the larger school learning community. In this step, the objective is to identify school features and climate elements (e.g., professional culture, instructional processes, available resources) that impact students' learning and teachers' professional performance.
 Develop Improvement Goals	Principals and the instructional leadership team should generate and prioritize SMART (i.e., Specific, Measurable, Achievable, Relevant, and Time-Bound) goals related to identified areas of student need and overall school improvement. They should also research knowledge, aspirations, skills, attitudes, and behaviors (KASABs) that school staff will need to achieve those goals.
 Determine Staff Learning Needs Relative to Goals	Principals and the instructional leadership team should use available teacher performance data, qualitative data from staff, students, and families (e.g., surveys, interviews), and observational data to determine what professional learning needs and KASAB-related areas of need teachers have that will inhibit their ability to meet target goals.
 Research Applicable Professional Development	Principals and the instructional leadership team should research available professional development programming and strategies that can directly address staff learning needs relative to the previously defined student and schoolwide improvement goals. Principals should seek evidence-based strategies that can promote school staff members' development of needed KASABs.
 Plan Professional Development	Using their findings about effective professional development, principals and their instructional leadership team should either designate specific school staff members to develop and implement an evidence-based professional development program or hire an outside vendor to conduct professional learning related to priority areas.
 Implement and Evaluate	Principals and instructional leadership should schedule and deliver professional development to address school priorities, staff KASAB gaps, and student learning needs. They should also assess the impacts of professional development using student, school, and teacher performance data.

Source: Multiple⁷³

Notably, principals should communicate a clear and non-negotiable expectation that teachers and other staff at their school must work together to support each other and their students, thus establishing shared accountability for collaboration and success.⁷⁴ Likewise, principals should outline the benefits of collaboration for teacher practice to build buy-in and help teachers recognize that their unique expertise and perspectives can benefit their peers' professional learning.⁷⁵ Comparatively, principals should also acknowledge their gaps in knowledge and expertise and articulate the value of collaboration between teachers and work done within PLCs to fill those gaps.⁷⁶

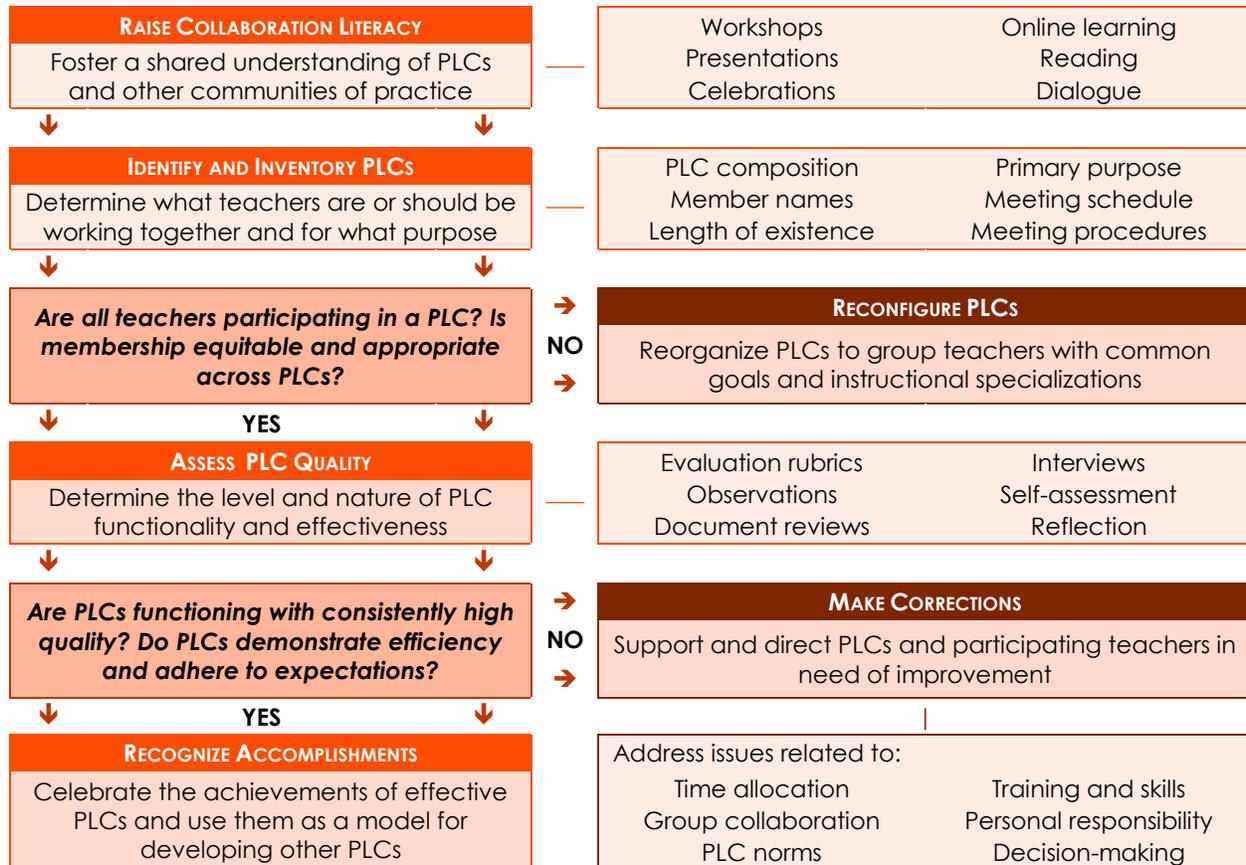
Approaches to Support Strong Professional Learning Communities and Broader Collaboration

APPROACH	DESCRIPTION
 <p>Emphasize that Teachers Succeed Together</p>	Principals lay the groundwork for PLCs and broader collaborative efforts by telling teachers they have the expertise to make student learning happen. They clearly state their expectation that teachers will pool that expertise to advance one another's instructional competencies. Likewise, principals communicate the benefits of collaboration over working in isolation to plan and deliver effective instruction.
 <p>Expect Teachers to Stay Current</p>	Principals communicate to teachers the expectation that they keep their skills up-to-date with research and policy guidance through collaborative study. Principals ask teachers to embrace the expectation that professionals subscribe to a codified body of knowledge and commit to monitoring the latest information and skills to increase their effectiveness.
 <p>Guide Communities Toward Self-Governance</p>	Principals know effective PLCs are democratic and participatory. Although they may take the lead in arranging meetings at first, over time, principals should urge community members to assume prominent roles. They share authority and decision-making from the beginning and gradually prepare other members to take the lead. Self-governance will both help sustain PLCs and boost teachers' feelings of professionalism.
 <p>Make Data Accessible</p>	One element of an effective PLC is skill in using data for instructional decision making. Thus, principals should ensure that an array of data on student performance is available in a format that teachers find understandable and that invites interpretation. Principals may need to help staff members acquire the skills needed to interpret data before they can do so independently.
 <p>Teach Discussion and Decision-Making Skills</p>	Principals should help teachers develop skills in talking through and making decisions together, especially if collaboration is new in their school. They should explain the different modes of dialogue and discussion and the role of each mode in advancing the community's practice. Principals should help PLCs learn and apply different strategies for finalizing decisions, including voting and consensus-building.
 <p>Show Teachers the Research</p>	Principals should share research around PLCs and collaboration in general. Research indicates that teachers reap such benefits as collective responsibility for student success, increased understanding of their roles in helping students achieve, feedback and assistance from peers, and professional renewal. Research also shows that learning in a social context is deeper than independent learning.
 <p>Build Trust</p>	Principals should work to build mutual trust between themselves and their faculty and among teachers themselves. Teachers will never openly express themselves if they fear their colleagues. Giving teachers guided practice in conducting appropriate conversations, making decisions, and managing conflict will help strengthen trust, as will keeping the focus on student and teacher learning.

Source: *Educational Leadership*⁷⁷

To begin forming PLCs, **principals and their leadership team will need to establish guidelines for teacher collaboration, provide training on effective collaboration, and foster trust between staff to increase their comfortability working closely with their peers.**⁷⁸ This process includes articulating expectations for PLC functionality, organizing teachers and school staff into PLCs, and asking each PLC to create consensus procedures and rules for how they will accomplish their work.⁷⁹ Likewise, principals should emphasize that members of a PLC will share accountability for the students they teach and for the work conducted by their team.⁸⁰ Importantly, principals will need to continuously monitor PLCs to determine continued efficacy of their implementation, as well as persistence in improving teacher practice and student outcomes via PLCs' collaborative work.⁸¹

Principal Actions to Form and Sustain Effective Professional Learning Communities



Source: NASSP Bulletin⁸²

FOSTER DATA-BASED DECISION-MAKING

As part of building a schoolwide culture of learning and fostering teachers' professional growth and collaborative work, **principals must encourage their instructional leadership team, teachers, and school staff to leverage available data on student performance, staff performance, and overall school performance "to identify student strengths and deficiencies and apply those findings to their practice."**⁸³ Essentially, principals—via their own example and the articulation of expectations around data use—should ensure that student outcomes, staff performance, and school performance data inform decision-making at all instructional levels, from instructional leadership to PLCs to individual teachers.⁸⁴ Indeed, principals should emphasize data-based decision-making as "critical work [that] must occur[...]on a regular basis by classroom teachers in grade-level, vertical, and content teams and be embedded into their ongoing instructional planning efforts."⁸⁵

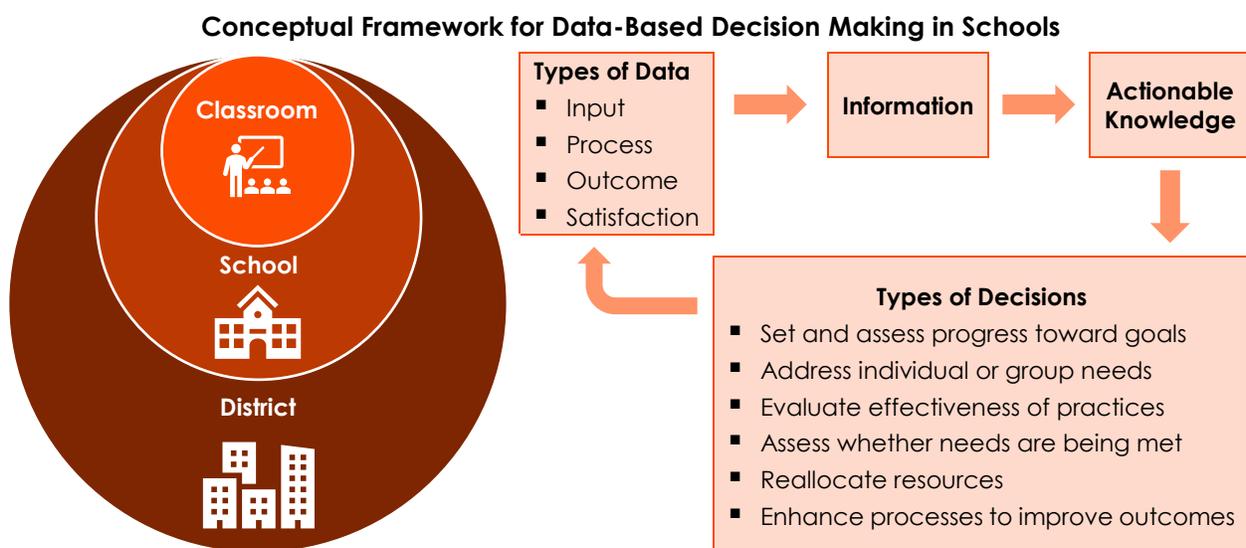
Additional Resources to Help Principals Support Schoolwide Data-Based Decision-Making

The following reports provide current and aspiring principals—as well as other educators—greater insight into processes and strategies that can help them foster an organization-wide commitment to data-based inquiry and decision-making for the purpose of improving student, staff, and school outcomes:

- **"Using Data to Improve Schools: What's Working"** – American Association of School Administrators
- **"Toward Data-Driven Education Systems: Insight into Using Information to Measure Results and Manage Change"** – Center for Universal Education, Brookings Institution, and AidData, College of William and Mary

Source: Multiple⁸⁶

As such, principals should institute structures (e.g., dedicated PLC time to data analysis, ongoing professional development around data usage) to support their teachers and staff in understanding the requirements of and implementing effective data-based decision-making.⁸⁷ They should also outline their expectations for what data educators should examine, how they should examine it, and what steps need to be taken to transform data into actionable knowledge.⁸⁸ Specifically, principals must ensure that their teachers have the time, training, professional competencies, and school-based technical supports to critically analyze data in concert with their peers and PLCs to drive improvements to school operations, instructional practices, and student achievement.⁸⁹



Source: RAND Corporation⁹⁰

Principals should carefully outline and articulate the specific protocols and procedures teachers should use to examine data.⁹¹ One example protocol that principals may use in their decision-making and to guide teachers' and school staff's use of data is Hanover's D.A.T.A. Protocol, as described in the **"D.A.T.A. Protocol for Educational Data Analysis"** on the following page. A corresponding checklist to help principals guide their faculty's and staff's use of the D.A.T.A. Protocol during collaborative meeting times, the **"D.A.T.A. Protocol Implementation Checklist,"** is presented on pp. 22-23. Both items provide examples for principals to use in defining and communicating protocols for data use at their schools.



D.A.T.A. Protocol for Educational Data Analysis

Description: This document introduces the D.A.T.A. Protocol, a procedure that principals, instructional leaders, and teachers can use during collaborative meetings with their colleagues and professional learning community (PLCs) and by themselves to analyze student data more effectively and inform decision-making at the school and classroom levels.

D

DETERMINE the focus of meetings. Will participants be examining data for their whole school, a specific class, or individual students? This determination can be made before every meeting or can rotate based on an established schedule (e.g., every third meeting is devoted to whole school data).

A

ANALYZE student, staff, or school performance data to identify growth trends, strengths, and gaps in performance based on the determined meeting focus. Identify if there are mastery differences between student groups or individual students in specific academic areas. Pinpoint standards or assessment items that were commonly problematic for students. Highlight deficits in performance relative to schoolwide goals.

T

THEORIZE root causes for identified growth trends, strengths, and gaps in student, staff, or school performance. Are there problems with instructional practices? Is there a specific content item or concept that is especially difficult for students? Is a specific dynamic of the school culture impacting results? All meeting attendees should consider the driving factors that are producing specific outcomes.

A

ACT on consensus theories. Instructional leaders should respond to data to outline and administer changes to school policies, programming, and resources as needed. Teachers should collaboratively plan and implement instructional actions, modifications, or interventions to address negative growth trends or gap areas in student performance or to sustain areas of established strength. Actions, modification, and interventions can be applied to individuals or groups of students.

Source: Multiple⁹²



D.A.T.A. Protocol Implementation Checklist

Directions: Use the checklist below to see if you and your collaborating peers are taking appropriate actions to use the D.A.T.A. Protocol during your team or professional learning community (PLC) meeting time. The checklist outlines specific action steps that can be taken before, during, and after meetings to analyze student, staff, and school data and use that data to inform instructional planning and organizational operations. Use of this checklist can assure appropriate actions are taken and support improved collaboration among staff at your school.

DETERMINE	YES	NO
Have we determined objectives before meetings to provide enough time to allow individual participants to prepare (e.g., two days)?		
Have we disseminated a list of required materials and data that meeting participants will need?		
Have we decided which meeting participants will facilitate analysis and discussion of the specified student or school data and lead the agenda?		
ANALYZE	YES	NO
Have we analyzed and reviewed data collaboratively throughout the meeting?		
Have we identified differences in proficiency and mastery between student groups or individual students?		
Have we identified common areas of strength and problem areas across the student population (e.g., a specific standard, a given item)?		
Have we calculated and evaluated performance growth between comparable assessments and data to assess trends?		
Have we identified any schoolwide performance trends or deficits?		
THEORIZE	YES	NO
Have we theorized root causes for identified strengths, gaps, and trends?		
Have we evaluated potential problems or discrepancies with related instructional activities and materials?		
Have we considered non-instructional factors (e.g., attendance, behavior, school culture) as root causes for performance issues?		
Have we isolated student needs —either group or individual—to target via instructional planning, modifications, and interventions?		

PROMOTING EFFECTIVE TEACHING AND LEARNING TOOLKIT: **DEVELOP A SCHOOLWIDE CULTURE OF LEARNING**

ACT	YES	NO
Have we brainstormed potential strategies and resources to address student performance needs?		
Have we selected strategies and resources via consensus to use with students?		
Have we developed an action plan based on student needs to guide instructional planning, modifications, interventions, and professional learning?		
Have we selected the individual(s) responsible for implementing the action plan?		
Have we set a timeline for implementation and evaluation of the action plan?		
Have we determined how to assess the impacts of the action plan on student performance?		

Source: *Multiple*⁹³

COMMUNICATE COMMITMENT TO STUDENTS

ARTICULATE HIGH-EXPECTATIONS FOR ALL STUDENTS

Principals should recognize and fully immerse themselves in the idea that, unless they, their teachers, and school staff hold students to high expectations, their school will struggle to support students' needs and promote students' college, career, and life readiness via effective teaching and learning practices.⁹⁴ By extension, this means that **principals should actively commit to and express high expectations for students and push their staff to also commit themselves to having and communicating similarly high expectations for students.**⁹⁵ In doing so, they will want to put students and their needs at the forefront of all conversations about school operations while also focusing on the assets that students bring with them into the classroom.⁹⁶

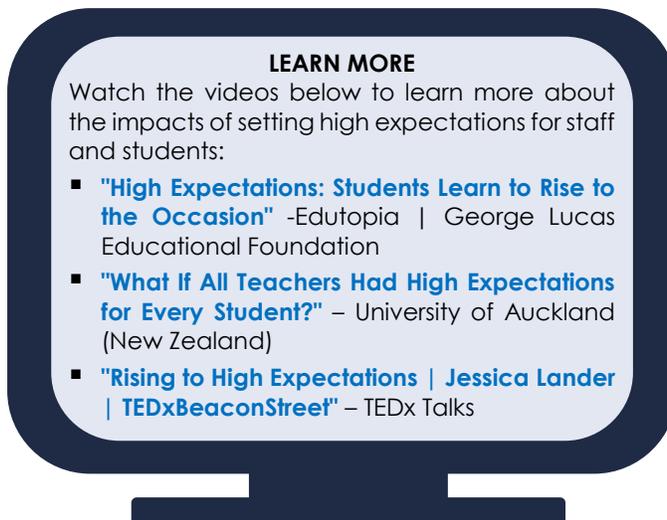
Relatedly, they should set high expectations for their teachers' work with students to give them something tangible to strive for.⁹⁷

In articulating high expectations for all students, principals, teachers, and other school staff increase students' access to a high-quality education that pushes them to develop their content knowledge and skills and strive toward concrete goals they set for themselves.⁹⁸ At the same time, principals should seek to achieve three key outcomes by modeling the expression of high expectations and encouraging high expectations on teachers' part:⁹⁹

- Principals, faculty, and staff must truly believe that raising the bar will increase student achievement. Teachers must be willing to increase the rigor of instruction, and principals must be willing to support these efforts. Just saying they have high expectations for students is not enough. Principals, faculty, and staff members must put their beliefs into action.
- Principals, faculty, and staff must communicate their high expectations to students on a daily basis. Principals support the "culture of high expectations" by providing staff development, resources, and support for the efforts of the teachers. Teachers do this by raising the bar for all students in the classroom and then doing whatever it takes to help the students succeed.
- Principals, faculty, and staff must have high expectations for themselves as well. They all should strive to increase the rigor of instructional programming, be willing to learn and try new things, and be available to provide additional support to students and each other to ensure schoolwide success.

“*High expectations are an essential condition for student success. Simply put, no student rises to low expectations. But, establishing high expectations is no simple matter. It requires more than just words, more than telling students that their school holds high expectations for them. It also requires the establishment of policies and practices — and in turn, patterns of faculty, staff, and student actions — that reinforce those words in everyday practice. **High expectations have to be experienced, not simply heard.***”

Source: Community College Survey of Student Engagement | University of Texas-Austin¹⁰⁰

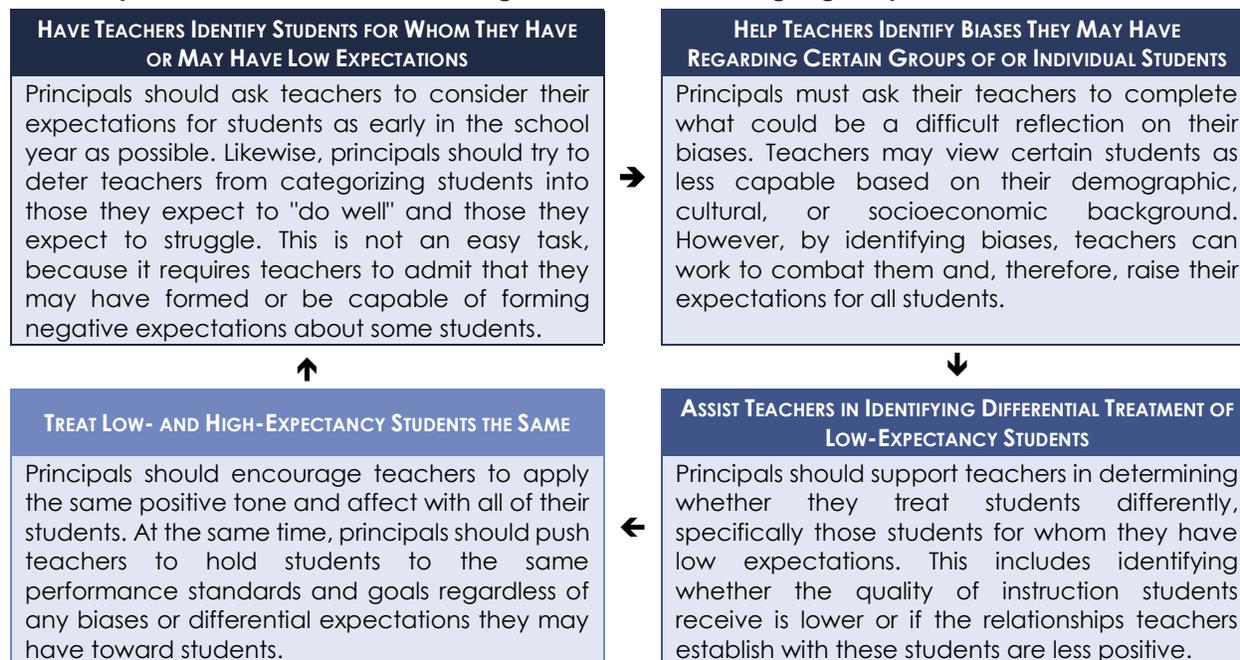


LEARN MORE

Watch the videos below to learn more about the impacts of setting high expectations for staff and students:

- ["High Expectations: Students Learn to Rise to the Occasion"](#) -Edutopia | George Lucas Educational Foundation
- ["What If All Teachers Had High Expectations for Every Student?"](#) – University of Auckland (New Zealand)
- ["Rising to High Expectations | Jessica Lander | TEDxBeaconStreet"](#) – TEDx Talks

Steps to Guide Teachers in Setting and Communicating High Expectations for Students



Source: *Educational Leadership*¹⁰¹

Admittedly, holding students to high expectations is hard work that requires persistent recommitment on principals' part and ongoing support for teachers in doing the same.¹⁰² **Principals and their fellow instructional leaders should, therefore, provide teachers and other school staff with guidance on both articulating high expectations for students and implementing actions in line with the articulated high expectations.**¹⁰³ Such actions include effective teaching practices, including using active and rigorous instructional strategies and evaluating student performance according to clearly defined assessment criteria.¹⁰⁴

Actions Performed by Teachers with Low Expectations and Teachers with High Expectations

LOW EXPECTATION TEACHERS...	HIGH EXPECTATION TEACHERS...
Constantly remind students of procedures and routines	Have procedures in place that students manage themselves
Make more procedural and directional statements focused on students' activities and behaviors, rather than on learning	Make more statements focusing students' attention on learning or explaining and exploring concepts with students
Communicate details of activities students have to complete	Communicate learning intentions and success criteria with the class
Ask predominantly closed questions	Ask more open-ended questions
Manage behavior negatively and reactively	Manage behavior positively and proactively
Make more negative statements about learning and behavior	Make more positive statements and create a positive class climate
Set global goals for learning as a frame for planning teaching	Set specific goals with students that are regularly reviewed and used for teaching and learning
Assume a directive role and provide little opportunity for student choice	Assume a facilitative role and support students to make choices about their learning
Link achievement to ability	Link achievement to motivation, effort, and goals
Use ability groupings and design different learning activities for each achievement group	Encourage students to work with a variety of peers for positive peer modeling

PROMOTING EFFECTIVE TEACHING AND LEARNING TOOLKIT: **COMMUNICATE COMMITMENT TO STUDENTS**

LOW EXPECTATION TEACHERS...	HIGH EXPECTATION TEACHERS...
Repeat lower-level tasks for low-ability children and advanced activities for high-ability learners	Differentiate appropriately and allow all learners to engage in advanced activities
Break learning down into incremental steps and organize learning in a linear fashion	Undertake more assessment and monitoring so learning strategies can be adjusted as necessary
Spend more time with low-achievers and give high achievers time to work independently	Work with all students equitably
Give praise (or criticism) focused on accuracy	Give specific, instructional feedback about students' achievement related to learning goals
Respond to incorrect answers by telling students they are wrong and asking others to respond	Respond to incorrect answers via exploration, rephrasing explanations, or scaffolding students to the correct answer
Use incentives and rewards for motivation	Base learning opportunities around students' interests for motivation

Source: *The Education Hub*¹⁰⁵

EXPRESS OPENNESS TO WORKING WITH FAMILIES

One of principals' vital functions is leading a schoolwide communication strategy that promotes two-way communication between families and the school. In fact, **principals should invite input from students' families via their own communications and by encouraging teachers to engage families.**¹⁰⁶ Through multiple means of communication (e.g., print, digital, in-person), principals and their school staff should attempt to build trusting relationships with parents and guardians as a means of receiving honest feedback on academic programming to inform school improvement.¹⁰⁷ Equally important, principals should promote messaging to families highlighting their importance in students' larger academic success and educational outcomes.¹⁰⁸

Principals should be open and honest about their desire to work with families in all school-to-home communications, and they should encourage their faculty and staff to do the same.¹⁰⁹ In essence, principals should guide their schools in addressing three key objectives while conducting outreach to students' families:¹¹⁰

- ✓ Focusing on building trusting, collaborative relationships and two-way communications between the school, families, and the larger community;
- ✓ Recognizing, respecting, and addressing families' needs, as well as bridging class and cultural differences; and
- ✓ Embracing a philosophy of partnership where power and responsibility are shared between the school and students' families and where families are effective advocates for their children.

Elements of School-to-Home Communication That Principals Should Encourage

Frequency	Two-Way Communication	Consistency	Clarity
Positivity	Accessibility	Relationship-Building	Inclusiveness

Source: *Louisiana State Personnel Development Grant*¹¹¹

On the next page, the "**Communication Self-Evaluation Checklist for Principals**" provides principals with a tool to determine how well they model effective communication and how well they promote effective communication practices by their staff. By identifying their strengths and weaknesses related to communication, principals will be able to reflect on and improve their school's ability to engage families in constructive partnerships to support student learning.¹¹²



Communication Self-Evaluation Checklist for Principals

Directions: Use the checklist below to determine the frequency with which you model and practice effective communication with families. By identifying how often you perform these actions, you can determine your strengths as a principal and outline development areas for yourself and your school in the area of school-to-family communication.

ACTION	ALWAYS	SOMETIMES	RARELY	NEVER
I set norms and expectations for how to communicate with families that are culturally and linguistically sensitive.				
I am available to hear family concerns, listen to family feedback, and individualize communication with each family.				
I am familiar with cultural and linguistic characteristics of families enrolled in the school and knowledgeable about the needs of each family.				
I monitor and support positive two-way communication between families and staff.				
I encourage and support the use of multiple communication methods to meet the needs of all families.				
I maintain regular documentation of communications between school staff and families.				
I use language that conveys trust and respect.				
I plan and offer regular opportunities to form meaningful connections with families.				
I focus communication on strengths rather than challenges.				

Source: North Carolina Department of Public Instruction¹¹³

- ¹ Figure text quoted verbatim, with minor adaptations, from: "Utah State Standards for Educational Leadership." Utah State Board of Education, May 3, 2018. pp. 1–5. <https://www.schools.utah.gov/file/b9dc81f1-75ba-4a30-87e1-a0e23008b644>
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- ¹¹ Williamson, R. "The Importance of the School Principal." Education Partnerships, Inc., January 9, 2011. pp. 4–7. <https://files.eric.ed.gov/fulltext/ED538828.pdf>
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- ²⁶ "Teacher Effectiveness." RAND Corporation. <https://www.rand.org/topics/teacher-effectiveness.html>
- ²⁷ "Four Instructional Leadership Skills Principals Need." Concordia University-Portland, April 30, 2013. <https://education.cu-portland.edu/blog/leaders-link/four-instructional-leadership-skills-principals-need/>
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