

Effective Observation Training

Domain Three Training Activity

Domain 3. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

PART ONE:

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

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

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| <p>4- The principal consistently plans, implements and supports actions to develop the professional capacity and practice of school personnel to promote each student's success. Shared ownership by staff leads to significant improvements in or sustained high levels of staff performance.</p> | <p>3- The principal plans, implements and supports actions that develop the professional capacity and practice of school personnel to promote the success of each student resulting in a positive impact on staff performance.</p> | <p>2- The principal is inconsistent in planning, implementing and supporting actions that develop the professional capacity and practice of school personnel or these actions have limited or no positive impact on staff performance.</p> | <p>1- The principal's actions or attitudes regarding the development of the professional capacity and practice of school personnel have a negative impact on staff performance.</p> |
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PART TWO:

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

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PART THREE:

| Critical Attributes |
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| <ul style="list-style-type: none">• Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.• Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.• Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills and practice.• Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.• Develop workplace conditions for teachers and other professional staff that promote effective professional collaboration, development, practice, and student learning.• Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance. |

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

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

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

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