Observation, Feedback, and Support: Leader Performance and Practice

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut State Department of Education

Contents

Introduction

Pursuant to Governor Ned Lamont's Executive Order 7C, The Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2020–21 School Year (Flexibilities) reflect the critical importance of the social and emotional learning and well-being of students and educators during the current academic year, while maintaining meaningful feedback and substantive evaluation of educators and administrators. With the sudden shift to remote learning in mid-March 2020, due to the COVID-19 pandemic, public health requirements that limited social contact during the summer and continuing into the new school year, and teaching and learning models that could vary based on current health and science data, it is important to recognize that students, educators, and administrators, in addition to students' families, may demonstrate varying levels of readiness and needs as the new school year begins. Tepper and Flynn, LLC have developed 4 Stages of the Shift to Distanced Learning to guide educators and administrators in identifying priorities and outcomes as they shift through the progression of meeting basic needs to analyzing the impact of learning.

The resources for implementing the Flexibilities will apply to onsite and remote blended teaching and learning models and will include strategies and tools to support:

- A common understanding of effective teaching and learning within varied models, as described in CT's *Common Core of Teaching (CCT) Rubric for Effective Teaching*, *CCT Rubric for Effective Service Delivery*, and the *CT Leader Evaluation and Support Rubric*;
- Continuity and coherence of observations and reviews of practice in varied teaching and learning settings that lead to formative feedback and support;
- Developing and implementing student learning objectives that support social and emotional learning and students' academic success; and
- Ensuring students have equitable access to learning regardless of the teaching and learning model.

Resources will be provided in three parts:

- Observation, Feedback, and Support: Educator Performance and Practice (Strategies, Resources, and Professional Learning)
- Observation, Feedback, and Support: Leader Performance and Practice (Strategies, Resources, and Professional Learning)
- Developing and Implementing Student Learning Objectives/Indicators with a Focus on Social and Emotional Learning

Two Webinars will also be provided:

- Introduction to the Resources for Observation of Performance and Practice
- Introduction to the Resources for Developing Student Learning Objectives/Indicators with a Focus on Social and Emotional Learning

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This resource was informed by a collaborative effort among the
Connecticut State Department of Education (CSDE) and Tepper and Flynn, LLC.

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Observation, Feedback and Support of Leader Performance and Practice

The 2020–2021 school year brings new responsibilities for leaders as they continue to strive to ensure all learners have access to equitable and rigorous learning and to support educators toward this goal. Our school leaders are facing a school year in which they are juggling public health requirements, significant staff and student issues related to trauma, and ever-changing conditions that influence teaching and learning. Therefore, those who evaluate and supervise them will inevitably see a greater need to support leader well-being and help them find efficient yet effective means to serve as an instructional leader and supervisor, a leader of stakeholder involvement and communication, while also addressing their expanded role of building and public health manager.

While the *CT Leader Evaluation and Support Rubric 2017* (*CT Leader Rubric 2017*) remains the focus of effective performance and provides support for CT leaders, it is essential that this tool be carefully considered within the context of varied models of teaching and learning and current realities of leadership practice.

Snapshot At-a-Glance

Connecticut Leader Evaluation and Support Rubric 2017 — At a Glance

▶ Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.1 **Shared Vision, Mission and Goals** — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

1.2 **Curriculum, Instruction and Assessment** — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.

1.3 **Continuous Improvement** — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

▶ Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.1 **Recruitment, Selection and Retention** — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.

2.2 **Professional Learning** — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.

2.3 **Observation and Performance Evaluation** — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

▶ Domain 3: Organizational Systems

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

3.1 **Operational Management** — Strategically aligns organizational systems and resources to support student achievement and school improvement.

3.2 **Resource Management** — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

▶ Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.1 **Family, Community and Stakeholder Engagement** — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

4.2 **School Culture and Climate** — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

4.3 **Equitable and Ethical Practice** — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.

To ensure leaders demonstrate effective leadership, and receive feedback and support to improve their practice, evaluators of school and district leaders can help them prioritize indicators of practice outlined in the *CT Leader Rubric 2017* and determine how these can leverage other indicators of practice during the 2020–2021 school year. Identifying and prioritizing focus areas can inform ongoing support and a cycle of feedback. This document provides guidance to supervisors of school and district leaders as they use the *CT Leader Rubric 2017* to support effective leader practice.

Supporting Instructional Leadership (Domain 1)

This guidance document provides resources for school leaders to ensure that teaching and learning remain an important focus for evaluators of administrators. Evaluators of administrators can support them in leveraging the tools and resources provided to ensure instructional leadership that focuses on equity and excellence within remote, hybrid and in-person teaching and learning models, especially as social and emotional learning is embedded within the teaching and learning process. Supervisors of administrators can focus on the capacity of leaders to:

- Support educators through observation and feedback practice in delivery of high quality instruction, including "crossover strategies" which are effective whether in remote or in-person settings;
- Promote and model evidence-based instructional strategies and practices that address diverse needs of students;
- Work with staff to implement and evaluate formative and summative assessments that drive instructional practice;
- Develop collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students; and
- Persist and engage staff in solving school wide or district wide challenges related to student success and achievement.

These high leverage and high priority leadership practices for the 2020–2021 school year can be strategically aligned with the way in which evaluators are analyzing performance and practice and providing support and professional learning to administrators.

Supporting Talent Management (Domain 2)

As educators may be implementing new strategies and practices based on the school's/district's teaching and learning model, administrators may focus on establishing, implementing and monitoring a high-quality professional learning system to improve educator practices. Supervisors of administrators can focus on the capacity of leaders to:

- Design and implement responsive professional learning experiences (including through Inquiry Teams, PLCs) aligned to whole school needs as well as specific needs of individual educators;
- Ensure educators (especially in the first 30-60 days) have capacity to support implementation of social-emotional learning strategies in connection with academic learning;
- Design and implement structures that allow educators opportunities to collaborate on the development and sharing of best SEL practices;
- Implement building based professional learning opportunities and programming which support the ongoing wellness of educators;
- Create ongoing opportunities for educators and staff to provide feedback, input and collaborative conversations to strengthen teaching and enhance student learning; and
- Design and implement structures which ensure that early career educators are receiving frequent, timely and meaningful mentorship to support building expectations and meet the needs of their students.

Supporting Organizational Systems (Domain 3)

Considerable time has been spent this summer in the design of reopening plans to ensure health and safety. This has impacted many of the organizational systems and resources needed to implement teaching and learning in varied models, pending health requirements. Supervisors of administrators can focus on the capacity of leaders to:

- Strategically align organizational systems and resources to support student achievement and school improvement;
- Design and implement a comprehensive plan to ensure health, safety, and security of all members of the educational community;
- Communicate policies and procedures with staff and community members to assure accurate and timely exchange of information, including mandated health requirements; and
- Secure and allocate resources that promote educational equity for diverse student, family, and staff needs.

Leaders will also need support in securing supplies, adjusting schedules and physical logistics, and responding to potential change in student enrollment and staffing needs.

Supporting Culture & Climate (Domain 4)

At the heart of support this year for all will be relationships. The foundations to those (as always) will be collaborating, listening, communicating, and nurturing collective empathy. Supervisors should continuously check in on leaders' wellness as they may feel they need to be everything for everyone.

As public health data continues to evolve and impact requirements and processes in schools, ensuring equity, cultural competence, social injustice, and inclusive practice will be essential. Actively engaging and collaborating with families and members of the school community will promote understanding and support equitable and effective learning opportunities for all students. The well-being of staff and students will be fundamental to maintaining a positive school community. Supervisors of administrators can focus on capacity of leaders to:

- Maintain and promote culturally responsive relationships to discuss, respond to, and influence educational issues;
- Capitalize on the cultural competence and diversity of the community as an asset to strengthen education;
- Maintain and promote a caring and inclusive school climate focused on learning, high expectations, and the personal well-being of students and staff;
- Use professional influence to foster educational equity, dignity and social justice to improve culture and climate; and
- Ensure families have a voice and are well-informed of school programs and services as well as the collaborative role they play in supporting academic, physical, and emotional well-being of students.

Evaluator Practice

It is important for evaluators to recognize that though teaching and learning may be taking place in different locations or in varied models, the skills, strategies, and understandings that best served them in the observation of leaders prior to the pandemic are still of great use. Of course, adaptations must be made, but the first recommendation is to identify current practices that still apply, regardless of the model.

1. **Purpose** — The ultimate objective of all observations, conversations, and artifact reviews is to:

    *   Evaluate leadership practice, aligned to the Common Core of Leading — CT School Leadership Standards (CCL:CSLS) in Instructional Leadership, Talent Management, Organizational Systems, and Culture and Climate;
    *   Ensure leadership practice is focused on school and district priorities;
    *   Develop a clear and accurate understanding of the teaching and learning process;
    *   Support leaders in engaging all stakeholders in a collaborative mission to ensure every child has access to equitable and rigorous learning experiences and every opportunity to reach their fullest potential; and
    *   Ensure that leaders receive meaningful and actionable feedback that:
        *   Provides an **analysis of effectiveness vs. a summary of performance**; and
        *   Results in **reflection and growth.**

2. **Modalities/Evidence-Collection Methods** — The use of varied modalities for information gathering/evidence collection should provide an evaluator of administrators a comprehensive understanding of leadership. Site visits, artifact reviews, and observations of interactions with staff, families and students will continue to provide evidence of leadership practice, and will identify areas for continuous growth with:

    *   **Leaders** through artifact review, collegial conversations, and observations with follow-up feedback to include the use of video-based observation;
    *   **Learners (educators as learners and students in "classrooms")** by viewing and listening to teaching and learning, and interacting with learners (Tepper and Flynn, 2019); and
    *   **Stakeholders** through individual conversations, emails, focus groups, surveys.

    Note: The "Potential Sources of Evidence" on the _CT Leader Rubric 2017_ are still relevant/appropriate.

3. **Expectations** — The _CT Leader Rubric 2017_ should serve as the foundational tool for all support for leaders — all evidence collection, feedback, self-reflection, peer support, and professional learning regardless of the model for teaching and learning. When observation and feedback is aligned to these standards and based on what we understand from John Hattie and Helen Timperley (2007) about the desired outcomes of feedback, leaders can accurately answer:

    *   Where am I going? [based on the CCL]
    *   How am I going? [against the CCL but in relation to impact on families, staff, and students]
    *   What is next? [actionable next steps through reflection, collaboration, and feedback]

Practices to Adapt

The resources and strategies ahead can help evaluators refine existing skill sets to support leaders in any model of teaching and learning regardless of changes that may occur in the school year. In our new realities:

1. **Purpose —** Though staff and student well-being is always important, the purpose guiding all evaluator actions should be adult and student well-being this year. Evaluators should celebrate outstanding efforts of leaders who are working to adapt to learner, family, and staff needs and who are striving to lead teaching and learning. More than ever, support should ensure leaders identify efficient strategies to foster a collaborative mindset and maximize the use of coaches, peers to support each other, and expertise among staff. Student and family voice should be at the center. Leaders should seek to develop the systems to ensure safe spaces for students and families to share their needs/give feedback and that the feedback drives decision-making and purpose.

2. **Modalities/Evidence-Collection Methods —** Evidence collection methods depend on the teaching and learning model and challenges to adapt evidence-collection methods and modalities to ensure a depth and breadth of understanding about leader well-being, effectiveness, and impact. Video-based observations (e.g., recorded faculty meetings or Professional Learning Communities (PLCs), video messages for parents) can also become an effective modality for evidence collection

3. **Expectations —** In addition to collecting and analyzing evidence of leadership practice, focus on evidence and impact on social and emotional well-being of staff and students, and other impacts from the COVID-19 pandemic. Celebrate and support leader efforts to, in turn, support staff's efforts as they accommodate student needs that may vary throughout the school year. Evaluators may find leaders need support in meeting expectations incrementally:

   - As school leaders consider Tepper and Flynn's (2020) <u>4 Stages of the Shift to Distanced Learning (4 Stages)</u> to support teachers as they work with students with varying needs to readjust to the new school year, evaluators can consider the 4 Stages as they apply to school and district leaders; and

   - Identify/prioritize high leverage attributes within the <u>*CT Leader Rubric 2017*</u> (see Figure 2.1 and Part 2C).

Look-fors for Evaluators of Leaders

To assist evaluators in information gathering, based on high-leverage and high-priority leader roles and expected outcomes for this year, Figure 2.1 provides sample "look-fors" for varied models in alignment to the *CT Leader Rubric 2017* domains. Supervisors of leaders can work with those they supervise to directly align the look-fors to specific circumstances of their school or district, and determine evidence collection strategies that will ensure targeted and supportive feedback.

Figure 2.1: Potential CCL Look-fors in Varied Models

CT Leader Rubric 2017 Descriptions	Look-fors in Varied Models

Domain 1 Instructional Leadership: *Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment*	• Reviews stakeholder survey data from spring school closures, summer, and current
	• Communicates frequently to identify:
	  – barriers to access/well-being of staff and students (esp. for marginalized populations)
	  – strengths of/practices and tools for supporting accessible and equitable learning
	• Communicates through varied modalities/tools
	• Engages in collegial conversations/feedback about impact on learners
	• Builds a schoolwide approach/coherence (e.g., trauma, social-emotional learning/SEL, equity) through all touch points

Domain 2 Talent Management: *Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning*	• Engages in ongoing support of educators through observation and feedback by examining asynchronous/synchronous teaching and learning
	• Creates opportunities for peer support:
	  – curates/creates a platform to share digital artifacts (e.g., Edthena), staff expertise (e.g., Google Sites), resources/tools to meet needs (e.g., Immersive Reader, Google Translate)
	  – peer-peer feedback
	• Engages in collegial conversations with teams and coaches to support reflection in PLCs to identify:
	  – varied data sources and analysis
	  – varied ways learners can demonstrate understanding and application of common tech tools used in building
	  – how to create formative assessments using tech tools in lesson/unit planning
	  – priority standards and methods to identify gaps
	• Maximizes use of staff time to ensure culture of learning and continuous adult learning (e.g., choice, faculty meetings)
	• Models asynchronous & synchronous design of professional learning (PL), use of tech tools, acts as "lead learner"
	• Creates opportunities for building experts to lead PL/educators to share
	• Designs PL experiences that are personalized based on identified strengths & needs
	• Measures impact of PL through observation and feedback

CT Leader Rubric 2017 Descriptions	Look-fors in Varied Models
Domain 3 Organizational Systems: *Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment*	• Examines and implements organizational designs that support meaning-making and operational success (in varied models) • Continually analyzes effectiveness of/modifies physical site/systems for public health • Creates a central predictable system of communication to families/staff through social media, website, and phone/email addressing barriers (e.g., language, tech access) • Creates central system to track trauma/family events/communication with students not engaged • Maintains an adaptable plan to ensure continuity of learning (e.g., possible school closures)
Domain 4 Culture & Climate: *Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity*	• Family communications/survey data shows understanding of and ability to access the digital platforms/technology tools for resources, providing feedback, accessing lessons, etc. • Engages in 1:1 conversations/conducts wellness checks to consistently monitor well-being of staff • Creates opportunities/options for staff to engage in self-care • Ensures PL and feedback show connection between academic, social, and emotional learning

Collecting Evidence in Varied Models

Evaluators of leaders are also supervisors of teaching and learning in the district. Therefore, it is important to strive for a general understanding of the common learner-management system (LMS) being used in schools (e.g., Google Classroom, Canvas), common engagement tools (e.g., Nearpod, Flipgrid), communication tools (e.g., school Twitter accounts, Engage app), and high leverage apps that accomplish all of those (e.g., Seesaw). This will support the evaluator as a think partner for leaders and a knowledgeable communicator with stakeholders. Evaluators can frequently engage in their own "walkthroughs" to develop an understanding of the quality and accessibility of the teaching and learning in schools and across the district. Ideally, leaders will collect schedules/links from their educators that will allow evaluators of leaders access or they can sit with a leader and review together (e.g., shared access to Seesaw).

Based on the 4 Stages, evaluators can support leaders incrementally. Stage 1 priorities include: addressing staff and student trauma/wellbeing, family basic needs and access to internet/technology, family engagement/connectedness, community, and relationships. Educators and learners need support in remote teaching methods and social and emotional learning (SEL) to move to Stage 2 and beyond with their learners. Figure 2.2 provides an example of how to gather information in alignment with those priorities.

Figure 2.2 Potential Examples: Observing for Stage 1 Priorities
(Ldr = Leader, T = Teacher, Ss = Students)

View	Listen
Ldr — Survey data, school social media and website resources and communications, video of or live PL/agenda, video ongoing resources/virtual open house, live facilitation of PLC, feedback samples in district LMS **T/Coaches** — District-approved platform/LMS organization, facilitation of PL for team, live or recorded web-conference lessons **Ss** — Posts and submitted work (digital artifacts in a tech tool, photos of work)	**Ldr** — Recorded audio messages, feedback. or podcasts, Live conversations with families/staff/students **T/Coaches** — Audio messages, directions, or audio screencasts Ts create, T recorded feedback **Ss** — Recorded responses (digital artifacts in a tech tool, photos of work), live discussions, web-conferences

Interact
Survey questions/phone call/meeting: Ss — *"I am able to locate my assignments and teacher videos and the directions are clear. I know where I can go for help if I need it."* **Parents** — *"My child can locate assignments and videos and follow directions [independently, with some help, not at all]." "My child knows where to find resources and ways to contact the teacher for help [independently, with some help, not at all]." and/or "One suggestion to improve the clarity and ability to navigate assignments and resources would be…"* **Ldr** — How have you solidified communication with students and families to ensure clarity, access, and voice?" What needs are you struggling to meet and what's working well?

Source: Tepper and Flynn, 2020

Developing Feedback

Gathering information and providing ongoing feedback is even more essential this year in support of leaders. Though evaluation includes written feedback, it is recommended that evaluators seek to utilize the vast number of tools and modalities available. Evaluators can engage in formative feedback that models those same methods educators utilize with students — through writing, verbally, and through video.

This is an opportunity to model effective practice for leaders. Remember, feedback that promotes growth helps leaders clearly understand (Hattie and Timperley, 2007):

- Where am I going? [based on the CCL]
- How am I going? [against the CCL but in relation to impact on families, staff, and students]
- What is next? [actionable next steps through reflection, collaboration, and feedback]

To see this criteria in action: Feedback Sample

During the upcoming year, serving as an efficient and effective school or district leader will be challenging. As leaders are supporting educators, they, too, will need support as they lead their school community to achieve equity and excellence, to ensure health, safety and well-being, and to support continuous improvement in the midst of a pandemic. The observation and support process will be especially valuable to CT's newest administrators.

In the simplest of terms, and in its most essential form, all leader support should include the question, "What do you need?" Supervisors of administrators must commit to the support of each leader's implementation of their reopening plans, their self-care and well-being, and assist them with challenges as they juggle to effectively execute the roles of instructional leaders, building managers, and stakeholder supports.

Resources for Supporting Leaders

The following list of selected resources were among many that informed the development of the recommendations and strategies for observing/supporting leader performance and practice. These can be used to support Professional Development and Evaluation Committees (PDECs) and individual educators as they establish goals for their own professional learning and improvement in 2020–2021. Review and use the resources related to SEL, Interconnections and Equity, and Virtual/Blended Learning identified in *Observation, Feedback, and Support: Educator Performance and Practice*.

Well-being/SEL	
Topic	**Resource**
Healthy adults/ Resilient Community	Building Community Resilience: Coalition Building and Communications Guide Milken Institute School of Public Health, 2017 Healthy Schools Start with Healthy Adults :Strategies to Support Educator Wellness CCNetwork and CSDE, 2020 Health and Wellness Choice Boards for Teachers and Students Caitlin Tucker 2020
Trauma	A Trauma-Informed Approach to Teaching Through Coronavirus Teaching Tolerance, 2020
Systemic, School Wide Implementation of SEL	CASEL Guide to Schoolwide SEL CASEL, 2020 This resource book offers a compact set of essential tools for use during professional learning or as a quick reference. It includes illustrated overviews and fundamental resources for each of the four focus areas of CASEL's process for systemic, school wide SEL implementation. Equity and SEL: SEL can be a lever for advancing educational equity. CASEL, 2020
Developing a Social and Emotional Plan for School Reopening	Why Every School Must Have a Social-Emotional Learning Plan Prior to Reopening Byron M. McClure, 2020
Teaching the Whole Child	Teaching the Whole Child: Instructional Practices that Support Social-Emotional Learning in Three Teacher Evaluation Frameworks Center on Great Teachers and Leaders, 2014

Climate & Culture	
Topic	**Resource**
Safe Schools	[National Center on Safe Supportive Learning Environments](#) The National Center on Safe Supportive Learning (NCSSLE) website offers information and technical assistance to States, districts, schools, institutions of higher learning, and communities focused on improving school climate and conditions for learning.
Family Engagement	[Full, Equal and Equitable Partnerships with Families](#) Connecticut State Department of Education, 2019 [Parent Involvement (Family Engagement) Resources](#) Kansas State Department of Education

Leadership	
Topic	**Resource**
COVID-19 Resources	[NASSP News and Resources/COVID-19](#) [NASSP Coronavirus/COVID-19 Resources](#) [Supporting the Continuation of Teaching and Learning During the COVID 19 Pandemic: Annotated Resources for Online Learning](#) OECD, 2020 [COVID-19 Resources: Emergency Managemen t, School Safety and Crisis Planning](#) AASA, 2020 [AASA and Transcend: Leading During Coronavirus](#) AASA and Transcend, 2020
School Leadership During Crisis	[Harvard EdCast: School Leadership During Crisis](#)
Core Principles	*Digital Leadership: Changing Paradigms for Changing Times* — Eric Sheninger *10 Mindframes for Leaders: The Visible Learning Approach for School Success* — John Hattie & Raymond Smith Leading Schools in Disruptive Times: How to Survive Hyper-Change — Dwight Carter & Mark White

On-going Embedded Professional Learning Strategies

The resources, recommendations, and strategies provided in this guidance will be particularly challenging to carry out without a well-designed professional learning plan. District leaders and PDECs will need to concentrate on not only the knowledge, skills, dispositions, and tools that will be needed for leaders to be successful, but also how learning experiences will be delivered to ensure ongoing support and professional learning.

In the CSDE Talent Office guidance provided for *Observation and Feedback of Educator Performance and Practice*, PDECs were provided core questions that remain essential to the development of high-quality and relevant professional learning. In this section, PDECs are provided guidance that will help them address the development of professional learning that supports what supervisors of leaders should know and be able to do related to the specific leadership standards and skills outlined in recommendations and strategies. As building and district leaders should align their practice with priority standards, it remains important that they continue to develop their knowledge and skills associated with all elements of educator performance and practice.

What should leaders and evaluators of leaders know and be able to do?

Figure 2.4 provides overarching/broad learning outcomes for embedded professional learning topics to ensure that practices associated with the guidance for performance and practice of administrators will have the greatest possible impact. These are organized to show what leaders and those who supervise them *should know* and *be able to do* to ensure effective implementation of practice related to the Flexibilities. PDECs should determine the ways in which professional learning will be implemented and determine if external support is necessary. The resources provided align with these recommendations and, therefore, can directly support PDEC and/or district decision making.

Figure 2.4 Learning Outcomes for Supervisors of Leaders and Leaders

Should know...	Should be able to...
Part 1 Figure 1.9 in *Observation, Feedback, and Support: Educator Performance and Practice* **plus** Digital Leadership Practice Public Health Requirements Assessment of Stakeholder Needs District and Community Family Support Systems Quality Feedback to Feed Forward	**Part 1 Figure 1.9 in** *Observation, Feedback, and Support: Educator Performance and Practice* **plus:** • make connections and deepen understanding at all levels for staff and school community by unpacking the CCL (high-leverage standards), the 4 Stages, and distanced learning strategies • design SLOs with corresponding IAGDs in alignment with flexibilities (Part 3) based on unpacking and determined schoolwide needs of educators and students • clearly communicate policy, structures, and practice associated with school health and safety in alignment with district policy • collaborate to share best practice in varied models **Additionally, observers (regardless of role) will need to be able to:** • determine evidence collection strategies and look-fors based on core leadership practice • implement evidence collection strategies with peers and engage in debriefs about impact of leadership on learning and school community • analyze evidence collected to determine areas of strength and need of leaders and school environments • generate written and verbal feedback based on leadership practice in alignment with the RVL Standards for Observation & Feedback

What should district leaders/PDECs plan for professional learning?

Figure 2.5 provides recommended actions and activities leading into and throughout the 2020–2021 school year to support effective supervision and evaluation of leaders.

Figure 2.5 Recommended Actions for Professional Learning and Evaluation

Leader Supervision & Support	
Recommended Action	**Person Responsible**
Collaboratively unpack the Guidelines Flexibilities, *Observation, Feedback, and Support: Educator Performance and Practice*, and the 4 Stages Tool	Supervisor/ Evaluator & Leader(s)
Collaboratively revisit the CCL high leverage, prioritized standards and unpack critical attributes See (**Figure 2.1: CCL Look-fors in Varied Models)**	Supervisor/ Evaluator & Leader(s)
Create/Identify information-collection strategies: Develop *view-listen-interact chart* (**Figure 2.2 Examples: Observing for Stage 1 Priorities)** to collaboratively develop a shared understanding of approaches to identifying look-fors associated with performance and practice of leaders	Supervisor/ Evaluator & Leader(s)
Collaboratively unpack *Student Learning Objectives* to prepare for goal setting meetings (both of educators and for leader)	Supervisor/ Evaluator & Leader(s)
Plan responsive professional learning aligned with high leverage performance standards outlined in **Figure 2.1** and those presented in *Observation, Feedback, and Support: Educator Performance and Practice*	Supervisor/ Evaluator & Leader(s)
Engage in "calibration" activities "observing" and analyzing asynchronous and synchronous artifacts of leadership (to be completed with evaluatee as well as with other supervisors of leaders)	Supervisor/ Evaluator

The 2020–2021 school year does not require any less or any more planning of professional learning then a typical year for PDEC committees and/or districts but, instead, requires a shift in focus towards adapting to changing times and new challenges for educators and administrators. Well-being of both staff and students will remain an essential focus of not only the topics or outcomes of professional learning, but also part of the consideration as PDECs determine the best methods of delivery. As is always the case, data should drive these decisions. Knowing the needs of staff, students, and stakeholders will allow for learning designs to build skill sets, increase efficacy, and ensure collective professional growth for leaders. At the end of the day, all professional learning is designed to ensure positive outcomes for students through equitable, accessible, and rigorous learning opportunities for all learners.