



Lead Instruction

One of the major shifts in college and career readiness-driven education is in the type of instruction and learning that takes place. The idea of what defines the classroom is expanded, and fidelity to process becomes less important than learning outcomes and student performance. Teachers are encouraged to engage in continuous improvement cycles to refine their practice and revise lessons when student outcome results fall below what was expected. Students are expected to demonstrate their understanding of what was learned and reflect on what led to their growth. All of this requires site leaders to invest in capacity building for educators and provide them with the time and space to educate differently.

Reflect on Your Practice

- How have individuals on the site leadership team successfully impacted instruction in the past? What key levers helped make the necessary changes?
- Who have been allies in the effort to improve instruction, and how can you engage them going forward?
- What experience has the team had with inquiry or project-based learning?
- Based on prior experience, how has faculty self-assessment or peer mentoring influenced engagement and retention?

Foundational Steps

- Increasing awareness of the curriculum and instructional strategies currently being promoted by the district.
- Articulating the instructional vision needed to achieve the proposed outcomes.
- Providing formal time for teachers to collaboratively plan and integrate.
- Reserving formal time for the leadership team to manage and collaboratively review and refine support offerings.

SL3. Lead Instruction

1 Emerging	2 Developing	3 Advancing	4 Transforming
SL3.1 Pedagogical Vision			
<p>Site leaders:</p> <ul style="list-style-type: none"> Articulate an instructional vision that includes project-based learning. Ensure an assessment vision that includes traditional end-of-course standardized exams as well as performance-based formative and summative assessments that utilize common rubrics. Provide a college and career readiness vision that includes integration of a continuum of activities into the classroom that help students qualify for industry certifications and four-year university acceptance. 	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> Provide clear guidelines around the quantity of project-based learning pathways offer and the planning time available to support the work. Provide guidelines on the expected quality and use of assessments. Use the College and Career Readiness Classroom Framework or other resources to articulate curriculum guidelines and expectations. 	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> Support pathways to adopt project-based learning quality standards including authentic work using industry equipment and practices that positions students to meet academic, career technical, and industry standards. Encourage planning and refining of pathway lesson design and performance assessments by providing additional summer, intercession, or after school planning time. Support the regular review of student college and career readiness indicators to inform curricular and instructional refinement. 	<p>In addition to achieving the Advancing criteria, site leaders:</p> <ul style="list-style-type: none"> Engage in annual qualitative analysis of project-based learning offerings and outcomes to glean best practices and shared challenges and inform future support and guidelines. Build school-wide coherence around best practices by facilitating cross-pathway showcasing of student work and outcomes to help teachers calibrate with and be informed by high-quality work within and beyond their pathways on campus.
SL3.2 Implementation Support			
<p>Site leaders:</p> <ul style="list-style-type: none"> Audit and review, in collaboration with each pathway, the materials, facilities and equipment currently available and needed to achieve learning outcomes and industry standards. Provide written policies and processes around work-based or service learning. Convey clear messages about the value of relationships, teacher voice, engagement, and support. 	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> Ensure teachers have sufficient onsite classroom space, instructional materials, and teaching tools to effectively offer a robust program of study. Create uniform cross-campus permission slips, work slips, and guidance materials aligned with district policy for work-based learning. Conduct teacher and school community surveys, interviews, or reflective discussions to encourage contribution to and feedback on college and career readiness work. 	<p>In addition, site leaders:</p> <ul style="list-style-type: none"> Provide teachers with the resources and supports to extend their classroom space beyond the school site and incorporate work-based learning and dual enrollment. Provide pathway teams with a uniform way to manage industry partnerships and work-based learning activity for each student. Refine administrative support services and practices based on teacher and school community feedback. 	<p>In addition to achieving the Advancing criteria, site leaders:</p> <ul style="list-style-type: none"> Design, in partnership with the district, a system of assessment and accountability around the graduate profile outcomes. Sustain collective commitment to pathways through regular, public, updates detailing how college and career readiness is advancing the achievement of graduate profile characteristics.

1 Emerging**2 Developing****3 Advancing****4 Transforming****SL3.3 Professional Development**

Site leaders:

- Provide professional development for pathway teachers that introduces research-based instructional strategies, standards-based learning and teaching, and various assessment strategies.
- Identify the **unique qualifications** and abilities needed for pathway teacher and pathway lead roles in written job descriptions.

In addition, site leaders:

- Offer access to targeted professional learning opportunities on relevant college and career readiness topics such as team-building, 21st century skill development, and student agency development in response to identified needs or support requests.
- Incorporate into **pathway teacher support** professional development that builds capacity in the specific qualifications and capabilities outlined in the role descriptions.

In addition, site leaders:

- Regularly review the professional development plan, with the site leadership team, to determine what actions were taken and what impact on instructional practice and student achievement was derived.
- Work with the site administration team and the district to **align teacher support programs**, such as the teacher induction program, peer assistance and review, professional learning communities and Community of Practice offerings with retention and professional development needs.

In addition to achieving the Advancing criteria, site leaders:

- Provide teacher externships and professional development that encourages reflection.
- Regularly visit pathway classrooms and team meetings and listen for barriers that need to be removed and supports that need to be added.
- Provide specific feedback to teachers and counselors about the quality of their college and career readiness work as part of the regular evaluation process.