

Additional Metric: Deliberate Practice Guidelines

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership score.

Deliberate Practice (DP) Proficiency Area(s) and Target(s) for School Leader Growth
<p><u>Deliberate Practice Priorities:</u> The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are recommended.</p> <ul style="list-style-type: none">• The target of a deliberate practice process describe an intended result and will include “scales” or progress points that guide the leader toward highly effective levels of personal mastery;• The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.• The evaluator monitors progress and provides feedback.• <u>The targets are “thin slices” of specific gains sought</u> – not broad overviews or long term goals taking years to accomplish.• Deliberate practices ratings are based on comparison of proficiency at a “start point” and proficiency at a designated “evaluation point”. The start point data can be based on a preceding year FSLA evaluation data on a specific indicator or proficiency area, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP targets will be used for evaluation. <p><u>Relationship to other measures of professional learning:</u> Whereas FSLA indicator 4.5 addresses the leader’s involvement with professional learning focused on faculty needs and indicator 10.2 addresses the leader’s pursuit of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional leadership.</p> <p><u>Selecting Growth Targets:</u></p> <p>Growth target 1: An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader’s supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.</p> <p>Growth target 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).</p> <p>Growth target 3-4: Optional: additional issues as appropriate.</p> <ul style="list-style-type: none">• The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s). <p>The description of a target should be modeled along the lines of learning goals.</p> <ul style="list-style-type: none">• A concise description (rubric) of what the leader will know or be able to do• Of sufficient substance to take at least 6 weeks to accomplish• Includes scales or progressive levels of progress that mark progress toward mastery of the goal. <p>Rating Scheme</p> <ul style="list-style-type: none">• Unsatisfactory = no significant effort to work on the targets• Needs Improvement = evidence some of the progress points were accomplished but not all of the targets• Effective = target accomplished• Highly effective = exceeded the targets and able to share what was learned with others

Sample:

Target: Leader will be able to provide feedback to classroom teachers on the effectiveness of learning goals with scales in focusing student engagement on mastery of state standards.

Scales:

Level 3: Leader develops and implements a process for monitoring the alignment of classroom assessments to track trends in student success on learning goals.

Level 2: Leader develops and implements a process for routinely visits classes and engaging students in discussion on what they are learning and compares student perceptions with teacher’s learning goals.

Level 1: Leader can locate standards in the state course description for each course taught at the school and completes the on-line module on Learning Goals (both at www.floridastandards.org) and engages teachers in discussion on how they align instruction and learning goals with course standards.

Deliberate Practice Growth Target

School Leader’s Name and Position: _____
Evaluators Name and Position: _____
Target for school year: _____
Date Growth Targets Approved: _____
School Leader’s Signature: _____
Evaluator’s Signature _____
Deliberate Practice Growth Target #: ____ (Insert target identification number here, the check one category below) <input type="checkbox"/> District Growth Target <input type="checkbox"/> School Growth Target <input type="checkbox"/> Leader’s Growth target
Focus issue(s): Why is the target worth pursuing?
Growth Target: <i>Describe what you expect to know or be able to do as a result of this professional learning effort.</i>
Anticipated Gain(s): What do you hope to learn?
Plan of Action: A general description of how you will go about accomplishing the target.
Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress. If you goal
1. 2. 3
Notes: