Our Mission

The Center for Educational Leadership (CEL) is a nonprofit service arm of the University of Washington College of Education dedicated to eliminating the achievement gap that continues to divide our nation's children along the lines of race, class, language and disability.
Leaders cannot _lead_ what they do not _know_.

**Expertise Matters**
• Expertise affects what we notice
• Expertise can be developed
• Practice Makes Expertise

What kind of expertise matters most?

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<thead>
<tr>
<th>Physician</th>
<th>Principal</th>
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<td>Skeletal</td>
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Instructional Leadership

Our 4D instructional leadership framework identifies a vision for principals and other school leaders who want to improve instructional practice. The framework is organized into four dimensions:
Knowing what high quality instruction looks like

Providing useful feedback to teachers

Supporting teachers' professional learning

Performance Assessment

5D Assessment™  Four-Year Revalidation Study  MILE Assessment™

2008  2015  2016

Grant from Department of Education, Institute of Educational Sciences

Assessment takeover
Measurement of Instructional Leadership Expertise (MILE) Assessment

MILE Process

- Notice & Wonder
- Feedback
- PD plan & support

MILE Scorers

- Two highly trained raters
- 85% inter-rater reliability
MILE™ Assessment

- Number of participants: 600
  - Elementary: 299
  - Secondary: 301
- Overall Averages by:
  - Observation and Analysis
  - Feedback
  - Professional Development
  - Inquiry Stance
- Distribution of Scores
- Comparison: Cumulative Averages
  - SD assessment (4,357 participants)
  - MILE Assessment Observation and Analysis (600)
Overall Average: Inquiry Stance

Levels of Expertise: Observation and Analysis

The Professional Learning Challenge

• Too few leaders charged with leading the improvement of instruction have developed sufficient expertise to identify high-quality teaching.
The Professional Learning Challenge

- With limited instructional expertise, school leaders are more likely to have difficulty identifying and envisioning an improvement trajectory for individual teachers.

Reflection

- Is this a challenge in your school district?
- If so, what are the implications for how your central office leaders are developing and supporting principals?

Building a System of Support: Introducing the Principal Support Framework

- **Action Area 1**: A shared vision of principals as instructional leaders
- **Action Area 2**: A system of support for developing principals as instructional leaders
- **Action Area 3**: Making it possible for principals to be instructional leaders

For more information, tools and resources go to: https://www.k-12leadership.org/principal-support-framework-action-area-resources-and-tools
About Paramount Unified School District

- **15,500 students**
  - 88% Hispanic/Latino
  - 8% African American
  - 35% English Learners
  - 94% Free or Reduced Lunch

- **18 Schools (soon to be 19)**
  - 11 Elementary
  - 4 Middle
  - 2 High:
    - 1 Comprehensive
    - 1 Continuation
  - 1 Community Day
  - Adult School
  - Pre-School Program

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“I believe that every student can go to college and succeed at any career regardless of their economic background, gender, primary language or race. I am an example of that! I am driven to ensure that all students receive every opportunity to succeed at any endeavor they are interested in pursuing. I approach my work with a strong desire to advocate for every child, especially the underserved.”

Ruth Pérez, Ed.D.  
Superintendent, Paramount USD

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All you need is the plan, the road map, and the courage to press on to your destination.

Earl Nightingale
**Paramount’s First Strategic Plan**

**Our Mission:**
The mission of the Paramount Unified School District is to ensure learning and success for each student by providing a quality education.

**Our Vision:**
Paramount Unified School District strives to be an exemplary district. In order to achieve this, all stakeholders of the District must have a clear sense of its goals. They must seek out, understand, and emulate the characteristics of exemplary schools and be ready to contribute their knowledge and talents to transform this vision into a reality.

**Our Focus Areas:**
- College and Career Ready Graduates
- High Quality Teaching and Learning
- Parent and Community Partnerships
- Positive School Climate and Environments Conducive to Learning

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**Paramount’s Core Values Defined**

- Student-Centered
- Equity, Access and Success
- Exemplary Educators
- Research-Based Practices and Innovation

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Our Partnership with CEL

Action Area 1

A Shared Vision of Principals as Instructional Leaders

Paramount’s Focus Areas

- College and Career Ready Graduates
- Parent and Community Partnerships
- Positive School Climate and Environments Conductive to Learning

All Paramount Unified School District students will be provided with daily instruction that is standards-based, relevant, personalized, and rigorous. Technology will be used as a tool to enhance and personalize instruction and improve learning. Staff will hold high expectations for the achievement of all students and student groups (English Learners, Students with Disabilities, African-Americans, etc.), and will provide personalized and differentiated support to ensure their success.

Instructional Anatomy

Our 5D™ instructional framework lays out a vision for high-quality teaching and aligns the work of instructional improvement across the school system. The framework organizes and defines the ideal characteristics of classroom instruction into five dimensions:
Our Partnership with CEL

Action Area 2

A System of Support for Developing Principals as Instructional Leaders
Summer Institute

Cohort Visits to Schools

Our Partnership with CEL

Action Area 3

A Strategic Partnership Between the Central Office and Principals
Year 1 Implementation Overview

- High School Leadership Teams:
  - MILE Assessment
  - 5D Two-Day Summer Institute
  - School Site Visits
  - Feedback Institute
- District Leadership Team
  - 5D Workshops

Key Next Steps for Our Partnership

- Planning for Next Year:
  - K-8 Principals and Assistant Principals
  - Personalized Coaching for 9-12 Principals/APs
  - High School ELA Teams
  - High School Instructional Coaches

To receive updates, please sign up for the CEL mailing list or visit us at: www.k-12leadership.org