

OLAC Evaluation Crosswalk - Superintendent

The teacher will focus on the standard listed below, complete the associated modules, and review the other suggested resources.

Teacher Signature:

Evaluator Signature:

Conference Dates:

Date of Completion:

Standard 1: Vision, Continuous Improvement, and Focus of District Work

Superintendents establish a vision, expect continuous improvement, and develop a focused plan for achieving district goals.

OLAC Focusing Questions for Superintendents, Standard 1:

1. Have I developed structures to establish a unified and focused district vision, improvement plan, and implementation cycles?

Resources include:

- o OLAC Video: [Staying Focused in Challenging Times](#)
- o OLAC Module: [Leadership](#)
- o OLAC Module: [Ohio Improvement Process](#)
- o OLAC Module: [TBTs: Bottom-Up and Top-Down](#)
- o OLAC Module: [The Collaborative Process](#)
- o OLAC Module: [Coaching](#)
- o OLAC Webinar: [Superintendent and Central Office Leadership](#)
- o OLAC Webinar: [Shared Leadership for Superintendents, Central Office, and DLTs](#)
- o OLAC Webinar: [Being an Instructional Leader in All Stages of the OIP: Superintendents and Principals](#)
- o [OLAC Lead the Way Podcast #8: Teams Working Towards Inclusive Instructional Practices](#)
- o [OLAC Lead the Way Podcast Episode #9: Capacity Building Through the Development of Professional Capital](#)

Standard 1.2: Expect, model and support the effective use of data.

OLAC Focusing Questions for Superintendents, Standard 1, Indicator 2:

1. Do I understand the benefits of effective data use for building and classroom-level achievement and improvement efforts?

Resources include:

- o OLAC Module: [Implementation Science](#)
- o OLAC Module: [Teams Using Data Wisely](#)
- o OLAC Video: [The Importance of Aligning Curriculum, Instruction and Assessment](#)
- o Ohio Department of Education and Workforce: [Research, Evaluation, and Advanced Analytics](#)
- o OLAC Module: [Assessment](#)
- o OLAC Video: [Students Explain How They Monitor Their Learning](#)

2. Do I make use of the Ohio Improvement Process (OIP) to help my district and building guide their teamwork, data analysis, and implementation efforts? Resources include:

- o OLAC Webinar: [Insights into Effective TBTs](#)
- o OLAC Webinar: [The Critical Role of the BLT](#)
- o OLAC Module: [Ohio Improvement Process](#)
- o OLAC Module: [The Collaborative Process](#)
- o OLAC Module: [TBTs: Bottom-Up and Top-Down](#)
- o OLAC Module: [Teams Using Data Wisely](#)
- o Ohio Department of Education and Workforce: [Improvement and Innovation](#)

3. Do I lead efforts to identify and replicate effective practices? Resources include:

- OLAC Video: [Selecting Effective Instructional Strategies for the Three Phases of Learning](#)
- OLAC Module: [Leading Literacy](#)
- OLAC Module: [Instruction](#)
- OLAC Module: [Learning Supports](#)
- [OLAC Lead the Way Podcast Episode #3: Instructional Leadership](#)
- OLAC Webinar: [Being an Instructional Leader in All Stages of the OIP: Superintendents and Principals](#)
- OLAC Foundational Concept: [Inclusive Instructional Practice](#)
- Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR): [High Leverage Practices for Students with Disabilities](#)

4. Do I provide ongoing training and support to educators and related service personnel to ensure the skillful use of data? Resources include:

- OLAC Module: [Coaching](#)
- OLAC Webinar: [Performance Coaching](#)
- OLAC Foundational Concept: [Handling Data in Ohio Leadership Teams](#)
- [Ohio Inclusive Instructional Leadership](#)
- [Ohio Partnership for Excellence in Paraprofessional Preparation](#)
- OLAC Module: [Implementation Science](#)

5. Do I have district-wide systems in place to analyze and monitor how data is being used to support instruction and assessment? Resources include:

- [Ohio's Continuous Improvement Toolkit](#)
- OLAC Module: [Ohio Improvement Process](#)
- OLAC Module: [Assessment](#)
- OLAC Webinar: [Insights into Effective DLTs](#)
- OLAC Cornerstone Connections: [Instruction that Makes a Difference for Every Learner: Focus on the Use of Inclusive Instructional Practices - Part I](#)
- OLAC Cornerstone Connections: [Instruction that Makes a Difference for Every Learner: Focus on the Use of Inclusive Instructional Practices - Part 2](#)
- School Effectiveness and School Improvement: [Creating a system for data-driven decision-making: applying the principal agent framework \(Wohlstetter, Datnow, and Park, 2008\)](#)
- Education Policy Analysis Archives at Arizona State University: [Professional Capital as Accountability](#) (Fullan, Rincón-Gallardo, & Hargreaves, 2015)

6. Do I use multiple sources of data to identify areas in need of improvement and assess the impact of district initiatives? Resources include:

- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
- OLAC Video: [Having Data to Understand Your Needs](#)
- OLAC Video: [Alignment and the Decision Framework](#)
- [Learning Policy Institute](#)
- [Intercultural Development Research Association](#)
- U.S. Department of Education Office of Planning, Evaluation and Policy Development: [Use of Education Data at the Local Level: From Accountability to Instructional Improvement \(2010\) \(PDF\)](#)
- ACT Research and Policy: [How School District Leaders Can Support the Use of Data to Improve Teaching and Learning \(Dougherty, 2015\) \(PDF\)](#)
- Ohio Department of Education and Workforce: [Addressing Significant Disproportionality in Special Education](#)