Recent

Leader

Standards

From Six

Principal Pipeline

Districts: 2013

Table of Contents

Introduction

A Job Description for Principals

What makes a principal effective? And why does it really matter?

These are questions The Wallace Foundation has been asking since 2000. Extensive research and observation have shown that a principal's leadership is second only to classroom instruction among all school-related factors that contribute to student learning. Individual teachers can often manage change in their own classrooms, but effective, school-wide reform is impossible without effective principals. Researchers from the Universities of Minnesota and Toronto conducted a large-scale study of school leadership in 2004 and found that "there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader."

As America's schools grapple with major changes in the country's public education system—new Common Core State Standards, overhauled teacher evaluation systems, to name just two—principals have taken on particular importance. Schools must maintain or improve student achievement while navigating these changes. And principals must lead schools through the transition.

In order to make sure principals have the leadership skills schools need, one must first determine what those skills are. Presented here are the sets of skills and competencies that principals need to help their schools succeed, according to six urban school districts that have recently thought hard about the matter.

The six districts—Charlotte-Mecklenburg in North Carolina; Denver; Gwinnett County (near Atlanta) in Georgia; Hillsborough County (near Tampa) in Florida; New York City; and Prince George's County (near Washington, D.C.) in Maryland—are participants in

The Wallace Foundation's Principal Pipeline Initiative, a five-year undertaking that is helping them develop a larger corps of effective school principals. Soon after the initiative launched in August 2011, each district set out to create and codify a clear understanding of a principal's responsibilities.

All districts reviewed and revised their existing standards for principal performance. Most used outside experts and drew on guidelines such as the Interstate School Leaders Licensure Consortium (ISLLC) standards and performance indicators developed by the Council of Chief State School Officers' State Consortium on Education Leadership. They engaged teachers, school administrators, central-office staff, academic experts and other stakeholders to tailor these guidelines to fit the unique needs of their schools. The goal was to create sets of concrete leadership standards they could use to shape how they train, place, evaluate and support their principals.

In this publication, you will find the standards each district developed between August 2011 and June 2013. We note that the effectiveness of these six sets of standards has not been confirmed by any independent assessment. But we present them for those interested in how a handful of leadership-minded districts are thinking about what they should expect of their principals. We hope these examples will help spark ideas for those contemplating their own efforts to boost school leadership.

For more on The Wallace Foundation's Principal Pipeline Initiative, please visit www.wallacefoundation.org/leadership

Charlotte-Mecklenburg Schools, North Carolina

North Carolina law requires all districts to adhere to statewide standards for school administrators. Using these state standards as a base, the Charlotte-Mecklenburg school district developed a set of "Super Standards" that meet North Carolina requirements and include additions tailored to the special needs of Charlotte-Mecklenburg schools.

Presented here are the Super Standards Charlotte-Mecklenburg Schools developed after signing up for The Wallace Foundation's Principal Pipeline Initiative. The North Carolina State Standards for School Administrators, developed in 2006, follow.

CMS Super Standards for School Leaders

COMPETENCIES	STRATEGIC	INSTRUCTIONAL	MICRO-POLITICAL	HUMAN RESOURCE	CULTURAL
Building diverse relationships	●		●	●	●
Establishing a culture of high performance		●		●	●
Delegation	●				●
Succession planning	●			●	
Resource allocation				●	
Effective communication			●		
Conflict management			●		
Data-driven decision making	●	●			
Results orientation/ownership of outcomes	●	●			
Visionary	●				
Change leadership	●				
Innovation	●				
Coaching	●				

MANAGERIAL | **EXTERNAL DEVELOPMENT**

Other Standards
If principals demonstrate competency in the Super Standards, competency in these areas is assumed.

Leadership Competencies

Building diverse relationships
- Builds rapport with students, teachers, school/district staff, parents and community members.
- Treats people with respect and dignity by using inclusive language.
- Keeps everyone involved and well informed about issues affecting them and the school.
- Acts to create a team-oriented, cooperative, engaged culture by identifying and leveraging the skills within the school, district and community.
- Collaborates with other leaders in the district.

Establishing a culture of high performance
- Communicates by action; uses tools and processes to establish clarity on each role in the school to the school's mission/vision/improvement plan.
- Establishes standards for performance across the school, beginning with the school leadership team, and communicates specific performance measures to each individual.
- Uses objective measures for performance goals and links rewards and recognition to achievement of these measures at all levels in the school.

Delegation
- Appreciates interdependency among levels, subjects, teams and leaders when making a plan.
- Effectively assigns work tasks to others in ways that provide learning experiences and that ensure the efficient operation of the school.
- Involves the appropriate people in discussions when making decisions, including teachers and other school/district staff, along with parents and members of the community.

Succession planning
- Identifies current high-potential achievers and talent based on their actual performance.
- Links these high potentials to appropriate career paths with their ongoing input into their career goals.
- Implements long-term strategic plan for the development of core skills that are required to meet school's mission/vision and future-scenario goals.

Resource allocation
- Uses a strategic-planning process to identify resources required to meet school needs.
- Effectively communicates internally and externally the challenges and opportunities present when developing new skill sets.
- Executes effective change management processes to successfully leverage resources across the school and within the district.

Effective communication
- Uses voice mail, e-mail and any other communication tools regularly and to solicit opinions and information from employees.
- Keeps others informed on decisions and/or actions that may affect them and the work that they do.
- Effectively listens to others; acquires, organizes, analyzes, interprets and maintains information needed to achieve school or team 21st century objectives.

Conflict management
- Identifies potential areas of conflict and develops strategic problem-solving solutions involving the affected individuals.
- Learns to debate issues without feeling personally attacked.
- Manages conflicts and differences with management or others in a calm and respectful manner.
- Takes multiple actions to influence individuals while integrating their feedback into the proposed solutions.

Data-driven decision making
- Takes action based on specific consideration of school- and student-success metrics.
- Works with employees to help them understand the criteria for evaluating alternatives and to develop new metrics which enable ongoing measurement.
- Ensures that decisions are made using the most current and objective performance measures.

Results orientation/ownership of outcomes
- Takes action before being asked or forced by events, proactively addresses next steps and prepares strategy to overcome obstacles.
- Measures work outcomes against own standards of excellence and takes pride in delivering results beyond expectations.
- Celebrates exceeding the standard of excellence across the organization.

Visionary
- Links future possibilities to current needs baseline.
- Develops future scenarios based on projected needs five to ten years.
- Develops three to four future scenarios and identifies steps to reach these scenarios.

Change leadership
- Creates and continuously adapts future strategy.
- Adapts own strategy to communicate and inspire others to adapt to change.
- Recognizes the need to change and to have courage to make unpopular changes as needed.
- Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.

Innovation
- Consistently questions and challenges the current state of district and school strategy.
- Sets the expectations in the school that creative ideas and innovative solutions are valued.
- Supports importing cutting-edge practices and effectively communicates challenging the status quo.

Coaching
- Motivates others to grow and provides them with both tools and on-going coaching enabling them to move forward in their careers and contribute to the school and/or the district.
- Supports the development of tools and processes to identify the skills required to meet school needs and continuously conducts environmental scans identifying new required skills.

FUTURE-READY STUDENTS For the 21st Century

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

A New Vision of School Leadership

Public education's changed mission dictates the need for a new type of school leader -- an executive instead of an administrator. No longer are school leaders just maintaining the status quo by managing complex operations but just like their colleagues in business, they must be able to create schools as organizations that can learn and change quickly if they are to improve performance. Schools need executives who are adept at creating systems for change and at building relationships with and across staff that not only tap into the collective knowledge and insight they possess but powerful relationships that also stir their passions for their work with children. Out of these relationships the executive must create among staff a common shared understanding for the purpose of the work of the school, its values that direct its action, and commitment and ownership of a set of beliefs and goals that focus everyone's decision making. The staff's common understanding of the school's identity empowers them to seek and build powerful alliances and partnerships with students, parents and community stakeholders in order to enhance their ability to produce increased student achievement. The successful work of the new executive will only be realized in the creation of a culture in which leadership is distributed and encouraged with teachers, which consists of open, honest communication, which is focused on the use of data, teamwork, research-based best practices, and which uses modern tools to drive ethical and principled, goal-oriented action. This culture of disciplined thought and action is rooted in the ability of the relationships among all stakeholders to build a trusting, transparent environment that reduces all stakeholders' sense of vulnerability as they address the challenges of transformational change.

Philosophical Foundation for the School Executive Standards

The following points underlie this work:

- Today schools must have proactive school executives who possess a great sense of urgency.

- The goal of school leadership is to transform schools so that large-scale, sustainable, continuous improvement becomes built in to their mode of operation.

- The moral purpose of school leadership is to create schools in which all students learn, the gap between high and low performance is greatly diminished and what students learn will prepare them for success in their futures, not ours.

- Leadership is not a position or a person. It is a practice that must be embedded in all job roles at all levels of the school district.

- The work of leadership is about working with, for and through people. It is a social act. Whether we are discussing instructional leadership, change leadership or leadership as learning, people are always the medium for the leader.

- Leadership is not about doing everything oneself but it is always about creating processes and systems that will cause everything to happen.

- Leadership is about the executive's ability to select and develop a strong executive staff whose complementary strengths promote excellence in all seven functions of leadership identified in this document.

- The concept of leadership is extremely complex and systemic in nature. Isolating the parts of leadership completely misses the power of the whole. It is not just knowing what to do, but why to do it, how to do it and when to do it.

- Within a school district there are nested leadership systems (local boards of education, central office, school, and classroom). For the organization to be successful these systems must be aligned and supportive, and function as a team.

- Leadership is about setting direction, aligning and motivating people to implement positive sustained improvement.

- Leaders bring their "person" to the practice of leadership. Matching the context of leadership to the "person" of the individual is important to the success of the leader.

Intended Purposes of the Standards

The North Carolina School Executive Standards have been developed as a guide for principals and assistant principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. Although there are many influences on a school executive's development, these standards will serve as an important tool for principals and assistant principals as they consider their growth and development as executives leading schools in the 21st century. Taken as a whole these standards, practices and competencies are overwhelming. One might ask, "How can one person possess all of these?" The answer is they can not. It is, therefore, imperative that a school executive understands the importance of building an executive team that has complementary skills. The more diversity that exists on the team the more likely the team will be to demonstrate high performance in all critical function areas. The main responsibility of the school executive is to create aligned systems of leadership throughout the school and its community.

In addition, these standards will serve other audiences and purposes. These standards will:

- Inform higher education programs in developing the content and requirements of school executive degree programs;
- Focus the goals and objectives of districts as they support, monitor and evaluate their school executives;
- Guide professional development for school executives;
- Serve as a tool in developing coaching and mentoring programs for school executives.

Organization of the Standards

Each standard is formatted as follows:

- Standard: The standard is the broad category of the executive's knowledge and skills;
- Summary: The summary more fully describes the content and rationale of each Standard;
- Practices: The practices are statements of what one would see an effective executive doing in each Standard;

- Artifacts: The artifacts are evidence of the quality of the executive's work or places where evidence can be found in each Standard. Collectively they could be the components of a performance portfolio. The lists of artifacts are not meant to be exhaustive.
- Competencies: Although not articulated there are many obvious competencies inherent in the practices of each critical leadership function. This document concludes with a list of those competencies which may not be obvious but that support practice in multiple leadership functions.

The Seven Standards of Executive Leadership and Their Connection

The seven critical standards used as the framework for the North Carolina School Executive Standards are borrowed from a Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principalship* (2003). Unlike many current efforts that look at all of the things principals "might" or "should" do, this study examined what principals actually do. As such, it is grounded in practice, exploits story and narrative, and supports the distribution of leadership rather than the "hero leader."

North Carolina's Standards for School Executives are interrelated and connect in executives' practice. They are not intended to isolate competencies or practices. Executives' abilities in each standard will impact their ability to perform effectively in other standard areas. For example, the ability of an executive to evaluate and develop staff will directly impact the school's ability to reach its goals and will also impact the norms of the culture of the school.
School executives are responsible for ensuring that leadership happens in all seven critical areas, but they don't have to provide it.

The seven standards and their practices are:

Standard 1: Strategic Leadership

Summary: School executives will create conditions that result in strategically re-imaging the school's vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

The school executive practices effective strategic leadership when he or she

- Is able to share a vision of the changing world in the 21st century that schools are preparing children to enter;
- Systematically challenges the status quo by leading change with potentially beneficial outcomes;
- Systematically considers new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented;
- Utilizes data from the NC Teacher Working Conditions Survey in developing the framework for continual improvement in the School Improvement Plan;
- Is a driving force behind major initiatives that help students acquire 21st century skills;
- Creates with all stakeholders a vision for the school that captures peoples' attention and imagination;
- Creates processes that provide for the periodic review and revision of the school's vision, mission, and strategic goals by all school stakeholders;
- Creates processes to ensure the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school;
- Adheres to statutory requirements regarding the School Improvement Plan;
- Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives;

- Facilitates the successful execution of the school improvement plan aligned to the mission and goals set by the State Board of Education;
- Facilitates the implementation of state education policy inside the school's classrooms;
- Facilitates the setting of high, concrete goals and the expectations that all students meet them;
- Communicates strong professional beliefs about schools, teaching, and learning that reflect latest research and best practice in preparing students for success in college or in work;
- Creates processes to distribute leadership throughout the school.

Artifacts:
- Degree to which school improvement plan strategies are implemented, assessed and modified
- Evidence of an effectively functioning, elected School Improvement Team
- NC Teacher Working Conditions Survey
- School improvement plan, its alignment with district and state strategic priorities, and a plan for growth on items of concern as evidenced in the NC TWC Survey
- The degree to which staff can articulate the school's direction and focus
- Student testing data

Standard 2: Instructional Leadership

Summary: School executives will set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and the sharing of this work throughout the professional community.

The school executive practices effective instructional leadership when he or she

- Focuses his or her own and others' attention persistently and publicly on learning and teaching by initiating and guiding conversations about instruction and student learning that are oriented towards high expectations and concrete goals;
- Creates an environment of practiced distributive leadership and teacher empowerment;
- Demonstrates knowledge of 21st century curriculum, instruction, and assessment by leading or participating in meetings with teachers and parents where these topics are discussed, and/or holding frequent formal or informal conversations with students, staff and parents around these topics;
- Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program;
- Creates processes and schedules that facilitate the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge;
- Challenges staff to reflect deeply on and define what knowledge, skills and concepts are essential to the complete educational development of students;
- Creates processes for collecting and using student test data and other formative data from other sources for the improvement of instruction;
- Creates processes for identifying, benchmarking and providing students access to a variety of 21st century instructional tools (e.g., technology) and best practices for meeting diverse student needs;
- Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs;
- Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction;
- Creates processes that protect teachers from issues and influences that would detract from their instructional time;

- Systematically and frequently observes in classrooms and engages in conversation with students about their learning.

Artifacts:
- School improvement plan
- NC Teacher Working Conditions Survey
- Student achievement data
- Dropout data
- Teacher retention data
- Documented use of formative assessment instruments to impact instruction
- Development and communication of goal-oriented personalized education plans for identified students (ESOL, exceptional children, Level I and Level II children)
- Evidence of the team development and evaluation of classroom lessons

Standard 3: Cultural Leadership

Summary: School executives will understand and act on the understanding of the important role a school's culture contributes to the exemplary performance of the school. School executives must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A school executive must be able to "reculture" the school if needed to align with school's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school as the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school's efforts to achieve individual and collective goals.

The school executive practices effective cultural leadership when he or she

- Creates a collaborative work environment predicated on site-based management that supports the "team" as the basic unit of learning and decision-making within the school and promotes cohesion and cooperation among staff;
- Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with teachers, staff, parents, and students and then operates from those beliefs;
- Influences the evolution of the culture to support the continuous improvement of the school as outlined in the school improvement plan;
- Systematically develops and uses shared values, beliefs and a shared vision to establish a school identity that emphasizes a sense of community and cooperation to guide the disciplined thought and action of all staff and students;
- Systematically and fairly acknowledges failures and celebrates accomplishments of the school and staff;
- Visibly supports the positive, culturally-responsive traditions of the school community;
- Promotes a sense of well-being among staff, students and parents;
- Builds a sense of efficacy and empowerment among staff that result in a "can do" attitude when faced with challenges;
- Empowers staff to recommend creative 21st century concepts for school improvement.

Artifacts:
- Work of Professional Learning Communities within and tangential to the school
- Documented use of the SIT in decision-making throughout the year
- NC Teacher Working Conditions Survey
- School improvement plan
- Teacher retention data

- Student achievement data
- Awards structure developed by school

Standard 4: Human Resource Leadership

Summary: School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place that results in the recruitment, induction, support, evaluation, development and retention of a high performing staff. The school executive must engage and empower accomplished teachers in a distributive leadership manner, including support of teachers in day-to-day decisions such as discipline, communication with parents, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluation of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

The school executive practices effective human resource leadership when he or she

- Provides structures for the development of effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and for 21st century student learning;
- Models the importance of continued adult learning by engaging in activities to develop personal knowledge and skill along with expanded self – awareness;
- Communicates a positive attitude about the ability of staff to accomplish substantial outcomes to improve their efficacy;
- Creates processes for teachers to assume leadership and decision making roles within the school that foster their career development;
- Creates and monitors processes for hiring, inducting and mentoring new teachers and other staff to the school;
- Uses the results of the Teacher Working Conditions Survey to create and maintain a positive work environment for teachers and other staff;
- Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve performance;
- Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to school improvement goals and is differentiated based on staff needs;
- Continuously searches for the best placement and utilization of staff to fully benefit from their strengths;
- Is systematically and personally involved in the school's professional activities.

Artifacts:
- School improvement plan
- NC Teacher Working Conditions Survey – with special emphasis on the leadership and empowerment domains
- Copy of master school schedule documenting the time provided for individual and collaborative planning for every teacher
- Number of National Board Certified teachers
- Teacher retention data
- Number of teachers pursuing school executive credentials, National Board Certification, or advanced licensure in their teaching areas
- Records of school visits for the purpose of adult learning
- Record of professional development provided staff and an assessment of the impact of professional development on student learning

- Mentor records, beginning teacher feedback, and documentation of correlation of assignment of mentor to mentee
- Copies of professional growth plans
- Student achievement data

Standard 5: Managerial Leadership

Summary: School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The school executive must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decisions so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of every day life is critical for staff to be able to focus its energy on improvement.

The school executive practices effective managerial leadership when he or she

- Creates processes to provide for a balanced operational budget for school programs and activities;
- Creates processes to recruit and retain a high-quality workforce in the school that meets the diverse needs of students;
- Creates processes to identify and solve, resolve, dissolve or absolve school-based problems/conflicts in a fair, democratic way;
- Designs a system of communication that provides for the timely, responsible sharing of information to, from, and with school and district staff;
- Designs scheduling processes and protocols that maximize staff input and addresses diverse student learning needs;
- Develops a master schedule for the school to maximize student learning by providing for individual and on-going collaborative planning for every teacher;
- Collaboratively develops and enforces clear expectations, structures, rules and procedures for students and staff.

Artifacts:
- NC Teacher Working Conditions Survey
- School Improvement Plan
- External reviews, such as budget
- Copies of master schedules/procedures
- Communication of safety procedures and behavioral expectations throughout the school community

Standard 6: External Development Leadership

Summary: A school executive will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but in fact build community, the leader proactively creates with staff opportunities for parents, community and business representatives to participate as "stockholders" in the school such that continued investments of resources and good will are not left to chance.

The school executive practices effective external development leadership when he or she

- Implements processes that empower parents and other stakeholders to make significant decisions;
- Creates systems that engage all community stakeholders in a shared responsibility for student and school success;
- Designs protocols and processes that ensures compliance with state and district mandates;
- Creates opportunities to advocate for the school in the community and with parents;

- Communicates the school's accomplishments to the district office and public media in accordance with LEA policies;
- Garners fiscal, intellectual and human resources from the community that support the 21st century learning agenda of the school;
- Builds relationships with individuals and groups to support specific aspects of the learning improvement agenda and also as a source of general good will.

Artifacts:
- PTSA participation
- PTSA meeting agendas, bulletins, etc.
- Parent attendance at school improvement team meetings
- Survey results from parents
- Evidence of visible support from community
- Booster club participation
- Number of school volunteers
- Plan for shaping the school's image throughout the community
- PTSA membership
- Evidence of business partnerships and projects involving business partners

Standard 7: Micropolitical Leadership

Summary: The school executive will build systems and relationships that utilize the staff's diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence to realize the school's vision for success. The executive will also creatively employ an awareness of staff's professional needs, issues, and interests to build social cohesion and to facilitate distributed governance and shared decision-making.

The school executive practices effective micropolitical leadership when he or she:

- Uses the School Improvement Team to make decisions and provides opportunities for staff to be involved in developing school policies;
- Creates an environment and mechanisms to ensure all internal stakeholder voices are heard and respected;
- Creates processes and protocols to buffer and mediate staff interests;
- Is easily accessible to teachers and staff;
- Designs transparent systems to equitably manage human and financial resources;
- Demonstrates sensitivity to personal needs of staff;
- Demonstrates awareness of informal groups and relationships among school staff and utilizes these as a positive resource;
- Demonstrates awareness of hidden and potentially discordant issues in the school;
- Encourages people to express opinions contrary to those of authority;
- Demonstrates ability to predict what could go wrong from day to day;
- Uses performance as the primary criterion for reward and advancement;
- Maintains high visibility throughout the school;
- Maintains open, vertical and horizontal communications throughout the school community.

Artifacts:
- NC Teacher Working Conditions Survey
- Teacher retention data
- Dissemination of clear norms and ground rules
- Evidence of ability to confront ideological conflict and then reach consensus
- Evidence of shared decision-making

- Evidence of use of a decision matrix
- Evidence of a school that operates through teams
- Evidence of distributed leadership

Competencies

A competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the practices. Factual knowledge is simply "knowing" content; experiential knowledge is the knowledge one gains from understanding – it is knowing the when and why. Skills bring structure to experiential knowledge. It is when one can put their accumulated knowledge into a series of steps that – if followed – will lead to practice.

There are many competencies that are obviously inherent in the successful performance of all of the practices listed under each of the seven critical functions of leadership. The principal may or may not personally possess all of these competencies but must ensure that a team is in place that not only possesses them but can effectively and efficiently execute them. Although the principal may not personally possess them all, he or she is still responsible for their effective use in the various leadership practices.

The competencies listed below are not so obvious in the practices, can be applied to multiple practices and are absolutely essential for all school executives to possess to ensure their success. For example, the competency – conflict management is important in Micro Political Leadership, Strategic Planning, Cultural Leadership, and perhaps one could argue that this competency is necessary in all seven Standards. These competencies are listed here to emphasize their importance and to make sure they are incorporated into the development of school executives.

- **Communication** – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve school or team 21st century objectives.
- **Change Management** – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.
- **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.
- **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative thinking.
- **Customer Focus** – Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly.
- **Delegation** – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school.
- **Dialogue/Inquiry** – Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance.
- **Emotional Intelligence** – Is able to manage oneself through self awareness and self management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community.
- **Environmental Awareness** – Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions.
- **Global Perspective** – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy.

- **Judgment –** Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information.
- **Organizational Ability –** Effectively plans and schedules one's own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects.
- **Personal Ethics and Values** – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.
- **Personal Responsibility for Performance –** Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one's own achievements.
- **Responsiveness**--Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/situations in an expedient manner.
- **Results Orientation –** Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals.
- **Sensitivity –** Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict. Knowing what information to communicate and to whom. Relating to people of varying ethnic, cultural, and religious backgrounds.
- **Systems Thinking** – Understands the interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team.
- **Technology** – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.
- **Time Management** – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings.
- **Visionary** – Encourages Imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.

Denver
Public Schools,
Colorado

DPS School Leadership Framework

2012–2013

DPS School Leadership Framework

2012-13

Overview

DOMAIN	EXPECTATION		INDICATOR	KEY TO SYMBOLS
SCHOOL LEADERSHIP	**CULTURE AND EQUITY LEADERSHIP**	CEL 1	Leads for equity toward college and career readiness ▬ ★ ⬆	All indicators in the *Framework for Effective School Leadership* apply to all schools in the Denver Public Schools and represent our pledge to provide 21st century-focused, high-quality education for all students. Symbols have been incorporated to emphasize key instructional values and practices that are effective for all learners and essential for particular groups of students.
		CEL 2	Leads for culture of empowerment, continuous improvement and celebration ▮▮	
	INSTRUCTIONAL LEADERSHIP	IL 1	Leads for high-quality, data-driven instruction by building the capacity of teachers to lead and perfect their craft. ▬ ★ ★⸸ ⬆ 🖥	**▮▮ Cultural Competency**—Addressing issues of equity through culturally responsive teaching strategies that are effective for all learners and essential for students of color (all classrooms)
		IL 2	Leads for the academic and social-emotional success of all students (linguistically diverse, students with disabilities, gifted and talented, historically under-achieving students). ▬ ★ ★⸸ ⬆	
		IL 3	(ELA Program School Leaders): Leads for effective English Language Acquisition programming ▮▮ ★ ★⸸	**★ English Language Learners (ELLs)**—Effective instructional strategies for all learners and essential for ELLs (all classrooms)
	HUMAN RESOURCE LEADERSHIP	HRL 1	Identifies, develops, retains and dismisses staff in alignment with high expectations for performance ▮▮ ★ ⬆	**★⸸ Spanish Native-Language Instruction**—Provision of essential Spanish native-language instruction (when observing Spanish native-language instruction)
		HRL 2	Applies teacher and staff performance management systems in a way that ensures a culture of continuous improvement, support and accountability ▮▮ ★ ⬆	
	STRATEGIC LEADERSHIP	SL 1	Leads the school's Vision, Mission and Strategic Goals to support college readiness for all students ▮▮ ★ ⬆	**⬆ Students with Disabilities or Gifted and Talented**—Provision of essential supports for students with disabilities and students identified as gifted and talented (all classrooms)
		SL 2	Distributes leadership to inspire change in support of an empowered school culture ▮▮ 🖥	
	ORGANIZATIONAL LEADERSHIP	OL 1	Strategically aligns people, time and money to drive student achievement ▮▮ ★ ★⸸ ⬆	**🖥 Information Literacy and Technology**—Effective integration of technology and digital resources in classrooms (all classrooms)
		OL 2	Ensures effective communications with and between all staff and stakeholders ▬ ★	
	COMMUNITY LEADERSHIP	CL 1	Actively advocates for members of the school community and effectively engages family and community ▬ 🖥	
		CL 2	Demonstrates professionalism and continuous professional growth	

Domain: School Leadership			Expectation: Culture and Equity Leadership	
Indicator CEL 1: Leads for equity toward college and career readiness				
Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Principal Behaviors	• Does not exude an attitude of optimism or express his/her belief that all students can and will learn at high levels. • Is generally unaware of differences among diverse* student populations. Does not clearly understand the equity gaps that exist in the school, and therefore does not bring attention to these inequities, nor works to address them as a school community. • Does not attempt to create a college-bound culture, and leaves college as an option to chance for students whose families may have this expectation for them. Also leaves other groups of students to chance. • Does not always act on discriminatory behavior or does not respond appropriately.	• Attempts to express an attitude of optimism and belief that all students can achieve at high levels, but may fail to hold others accountable to the belief that all students can and will learn at high levels. • Is aware of differences among diverse* student populations in the school, but does not make consistent efforts to celebrate those differences. • May understand equity gaps that exist for various groups of students, but does not draw attention to these gaps as issues that need immediate attention or attempts to create processes to address and build awareness of these inequities, but is not measurably successful. • Creates sense of college-bound culture for certain groups of students (e.g., students taking AP courses, students who are grade-level readers), but this college-bound culture does not apply to all groups of students in the school. • Has zero tolerance for discriminatory behavior.	• Publically discusses the value of education, and believes that all students can and will achieve at high levels; holds staff accountable to these same attitudes and beliefs and regularly lets staff know that their work has the number-one impact on student achievement. 🟩⭐🔼 • Is aware of, speaks openly about, and celebrates differences and diversity* among students, families, and staff; and in society. 🟩⭐🔼 • Publically draws attention to all equity gaps that exist for diverse* student populations, and makes innovative and courageous plans to address the elimination of these gaps. 🟩⭐🔼 • Creates a college- and career-going culture for all students in the school, including conversations for the expectation of college readiness for all groups of students and their families. 🟩⭐🔼 • Seeks input from staff and students to guarantee the school and work environment is open and accepting of diversity* and free from discriminatory behavior and practices. 🟦⭐🔼	*In addition to "Effective":* • Encourages teachers to take risks and innovate in an effort to ensure equity gaps are eliminated and college career readiness is a reality for all students. 🟩⭐🔼 • Sets up structures for students to be part of equity conversations in the school. 🟩⭐🔼
School Behaviors	• Learning among colleagues is not the norm and exists only within certain teams of teachers. • Teachers do not regularly engage in reflection about their practice and the needs of their students. • Staff members do not see the principal as lead learner in the school; staff may not know what the principal's professional areas for growth are.		• Students and stakeholders have opportunity to learn about and acknowledge the various differences and cultures that exist within their diverse community (e.g., students, teachers, and parents are heard speaking in their native languages; students, teachers and parents share information about and educate others about their unique cultures). 🟩⭐ • School artwork and performances represent all groups; student clubs capture the diversity of the students; parent groups honor diverse communities and languages; parent engagement activities account for the parent community availability and circumstances that exist within their diverse communities. 🔼 • Teachers discuss all equity gaps for various groups of students and have specific efforts in place individually and across classrooms to address the gaps. 🟦⭐🔼 • Teachers work together and know how to implement strategic initiatives that focus on closing achievement and equity gaps. 🟩⭐🔼 • Conversations about individual student performance and the performance of diverse groups of students are a regular part of professional, collaborative work. 🟩⭐🔼 • College-bound culture for all students exists in the school and is embraced by stakeholders (especially teachers, parents, and students). 🟩⭐🔼 • Students understand that college is an option for their future and when asked can discuss it as an option. • Students talk about college.	

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🟩 Cultural Competency	⭐ ELLs	🟧S Spanish Native-Language Instruction	🔼 Students with Disabilities or Gifted/Talented	🖥 Information Literacy/Technology

Domain: School Leadership			Expectation: Instructional Leadership	
Indicator IL 1: Leads for high quality, data driven instruction by building the capacity of teachers to lead and perfect their craft				
Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Principal Behaviors	• Does not participate in reflective data-driven conversations with teachers to review student-level data. • Does not ensure that a focus on the Common Core State Standards (CCSS), the Colorado Academic Standards (CAS) and the English Language Development (ELD) Standards (ELD) are embedded into site-based Professional Development (PD). • Does not set expectation for teachers to use data on a regular basis, and may fail to help teachers be aware of or use district and state data. • Is not well versed in accessing and using district online data resources (principal/teacher portals) and likewise, has low expectations for teachers in this regard. • Does not provide feedback to teachers, or if feedback is given, it is of the nature that is only positive and/or unclear in terms of next steps and growth areas. • Teacher leaders are not identified or present in the school.	• May participate in reflective data-driven conversations with teachers to review student-level data, but may not support clear next steps or supports for those next steps. • Includes standards as part of teacher supports and site-based professional development but may not make connections for teachers between different, but related, standards (e.g., ELD Standards and CCSS). • May provide teachers with data, when available, from the district or state, but does not does not create systemic collection of or protocols for use of data (district data sources) by teachers. • May understand student-level data for the school, but may not set, communicate, and garnish support for rigorous, timely targets for student progress toward standards and college/career readiness. • Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps. • Teacher leaders are identified, but may not have a clear role understood by all staff. • Teachers may collaborate outside the classroom, but may not have opportunities to share practice with one another within classrooms. • Use of technology in classrooms may be intermittent and not consistent across classrooms.	• Regularly participates in data-driven conversations with individual and groups of teachers to review student level data, discuss instructional implications, and understands how to support teachers in meeting student needs. 🖥 • Ensures, through effective site-based PD, that teachers understand and deliver instruction that leads to student success with ELD, CCSS, and CAS. 🟩⭐⭐🖥 • Sets expectations and provides support for all teachers to be competent users of data (including data within principal/teacher portals) in order to make instructional decisions. 🖥 • Uses current research matched to multiple sources of data to understand trends in student needs, set rigorous student achievement targets, and celebrate success. 🟩⭐⭐🔼 • Ensures teachers receive regular, direct, actionable feedback regarding their classroom practice to grow professionally and increase instructional consistency across all classrooms. 🟩⭐⭐S • Expects action on feedback regarding classroom instruction and holds teachers accountable for trying out new instructional strategies based on feedback. 🖥 ⭐⭐S • Proactively identifies teacher leaders and creates systems for teacher leaders to be empowered in their role. • Creates classroom embedded opportunities for teachers to learn from and with one another. • Ensures the incorporation of student-based technologies and interactive learning experiences in instructionally impactful ways. 🖥	*In addition to "Effective":* • Works with staff to create cycles of action research, where data is used to test hypotheses, discover new strategies, and reduce achievement gaps. • Shares his/her use of data and strategies for supporting staff with data-driven decisions with other leaders within the district outside of his/her school. 🟩 • District online data resources (principal/teacher portals) are regularly accessed, discussed, and used both by leader and teachers to inform school-wide decision making and to differentiate student instruction. 🟩⭐⭐S 🔼🖥

🟩 Cultural Competency	⭐ ELLs	🟧S Spanish Native-Language Instruction	🔼 Students with Disabilities or Gifted/Talented	🖥 Information Literacy/Technology

Domain: **School Leadership**		Expectation: **Instructional Leadership**	
Indicator IL 1: Leads for high quality, data driven instruction by building the capacity of teachers to lead and perfect their craft (continued)			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**

Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
School Behaviors	• School-wide instructional decisions are only sometimes made with current research, school data, and best practice in mind. • Staff is unaware of achievement gaps and data outlining those gaps. • Data is not used regularly in school meetings, or is only used by the principal and not used regularly with and by teachers and/or students to guide interventions and instruction. • Teachers do not have clear professional growth plans (PGPs) and cannot discuss their strengths as practitioners. • There is no or little evidence of consistent best instructional practice from classroom to classroom. • Teacher collaboration is non-existent, minimal, or unintentional. • Awareness of and instruction for standards is not evident or is sporadically implemented.		• Teachers regularly discuss their practice with one another. • Teachers can justify instructional decisions they make, both individually and as a team by discussing how these decisions connect to student data and need. 🟩⭐⭐⬆ • Teachers apply feedback from reflective feedback conversations to their instructional practice. • Teachers know where to find professional development support aligned to feedback and areas for growth (e.g., PD Dashboard on Educator Development Tab in SchoolNet). • Evidence of consistent best instructional practice exists from classroom to classroom. • Instruction in classrooms aligns with the pedagogy outlined in the Framework for Effective Teaching. • Teachers can identify the school-wide area of focus for their professional growth plan (PGP) as well as their individual area of focus. • Teachers collaborate to norm and hold high expectations for grading and assessment of student progress. • Common Core State Standards, Colorado Academic Standards, and English Language Development Standards are used during collaborative planning time to align and plan for grade-level and vertical-content expectations, followed by aligned instruction. ⭐⭐ • Teachers have opportunity to observe one another and reflect on their practice together. • Collaborative data analysis processes are in place and are prioritized and implemented with fidelity and commitment. 🖥 • School-wide instructional decisions are based on student-level data. 🖥 • Meaningful and relevant data is reviewed at most school meetings in order to set next steps for improvement; school-wide instructional decisions are based on data. 🖥 • Students use data to understand their progress toward individual goals, grade-level standards, and college readiness. 🖥 • Teachers are regularly observed using technology in classrooms to enhance instruction, as well as outside of instructional time to engage in meaningful data analysis and collaboration with one another. 🖥	

🟩 Cultural Competency ⭐ ELLs ⭐ˢ Spanish Native-Language Instruction ⬆ Students with Disabilities or Gifted/Talented 🖥 Information Literacy/Technology

Domain: **School Leadership**		Expectation: **Instructional Leadership**	
Indicator IL 2: Leads for the academic and social-emotional success of diverse* student populations			

Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Principal Behaviors	• Allows decisions that lead to underlying assumption that students with different academic and physical needs may not be as valued as other groups of students (e.g., placement of special education classrooms within the building). • Educational access for diverse* student populations is not evident for various groups of students, and there may be exacerbated situations where groups of students have been marginalized and blocked from access to educational opportunities. • Does not provide support for broad cross-section of teachers to have access to student level data. • Resources for diverse* student populations are missing and/or not utilized by teachers; resources may be outdated and not aligned to the population of the school. • Mismanages budgetary resources that are aligned to diverse* student populations. • Systems are not in place for identification, assessment, and program placement for diverse* student populations.	• Values students with different academic and physical needs, but may not share this value broadly with the school community. • Educational access for diverse* student populations may exist for some student groups, but not for others. • Ensures that data for diverse* student populations is available to most teachers, but some teachers may not have access and struggle to understand student need and progress. • Some resources for diverse* student populations may be missing from the school, and/or they may be present in the school but not utilized by teachers for the benefit of the students. • May be unaware of the budgetary resources that are aligned to diverse* student populations and may miss opportunities to align these resources to student need. • Puts some systems in place for the identification of, assessment of, and program placement for diverse* student populations, but these systems may not align with best practice, and/or they may be in place for some student populations and not others (e.g., strong SIT process, but no ISA team process).	• Values students with different academic and physical needs and shares this value broadly with the school community through comments, actions, and school-wide decision making (e.g., students with disabilities have appropriate space/location in the building to support their learning). 🟩⭐⭐ˢ⬆ • Is committed to, understands, and ensures educational access for developmental learning opportunities for diverse* student populations. 🟩⭐⭐ˢ⬆ • Ensures that data for diverse* student populations is available to all teachers; disaggregated; embedded into data analysis processes; and that next steps are clearly defined and taken based on this analysis. 🟩⭐⭐ˢ⬆ • Provides resources for diverse* student populations and ensures they are used regularly by teachers. 🟩⭐⭐ˢ⬆ • Exemplifies awareness of budgetary resources for students with disabilities and gifted and talented and ensures alignment of these dollars to the appropriate group of students. 🟩⭐⭐ˢ⬆ • Ensures the identification of, assessment of, and program placement for diverse* student populations is aligned with best practice and occurs in a timely manner. 🟩⭐⭐ˢ⬆	*In addition to "Effective":* • Empowers teachers to make decisions in the best interest of diverse* student populations and then honors these decisions through call to action and setting roadmap for success. 🟩⭐⭐ˢ⬆
School Behaviors	• School community does not embrace diverse* student populations as evidenced by lack of access to educational opportunity for certain groups of students. • Teachers struggle to understand disaggregated data for students with special needs and then struggle to differentiate instructional practice as a result. • Systems are not in place for students with differing abilities, resulting in the broadening of achievement gaps; there is a lack of urgency and potentially excuse-making for why certain groups of students are not achieving at high levels. • Staff may be unaware of school-level achievement gaps for diverse* student populations and the UIP does not reflect strategies to support all students with high levels of academic achievement.		• School community embraces diverse* student populations as evidenced by every effort to ensure students with special needs, gifted and talented needs, and language needs are regularly integrated into classrooms with their typical peers. 🟩⭐⭐ˢ⬆ • Teachers understand disaggregated data for students with special needs and differentiate instructional practice as a result. 🟩⭐⭐ˢ⬆ • Systems are in place for students with differing abilities, such that their needs are met with a sense of urgency – their needs are supported in an environment of high expectations. 🟩⭐⭐ˢ⬆ • Staff understands school-level achievement gaps for diverse* student populations and the UIP reflects strategies to support all students with high levels of academic achievement. 🟩⭐⭐ˢ⬆	

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🟩 Cultural Competency ⭐ ELLs ⭐ˢ Spanish Native-Language Instruction ⬆ Students with Disabilities or Gifted/Talented 🖥 Information Literacy/Technology

	Domain: School Leadership		Expectation: INSTRUCTIONAL LEADERSHIP	

Indicator IL 3: *(ELA Program School Leaders)*: Leads for effective English Language Acquisition programming

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Principal Behaviors	• Does not provide effective identification of, assessment of, and correct program placement for English language proficiency. • Lacks knowledge about and support for teachers in the implementation of English Language Development Standards. • Does not target feedback to teachers to support language transition progress, and/or does not make efforts to increase instructional knowledge for linguistically diverse students. • Fails to ensure research-based resources are available that support native language instruction for linguistically diverse students and newcomers. • Lacks understanding of and expectations for teachers to implement language allocation guidelines through the use of native language instruction, English language development, and sheltered English language. • Does not commit to, understand, and/or ensure educational access for learning opportunities for English learners (e.g., honors, AP, Gifted and Talented, college readiness). • Does not support parents by providing information and communication in a family's native language.	• Attempts identification of, assessment of, and correct program placement for English language proficiency, but has inconsistencies in implementation. • Is knowledgeable about and supports teachers in the implementation of English Language Development Standards, but this may not cross all content areas. • Gaps in instructional knowledge of needs of linguistically diverse students may not allow for targeted feedback to teachers to support language transition progress. May make efforts to increase instructional knowledge for linguistically diverse students. • Ensures research-based resources are available that support native language instruction for linguistically diverse students and newcomers, but may not support accountability for implementation. • Holds inconsistent expectations for teachers to implement language allocation guidelines through the use of native language instruction, English language development, and sheltered English language. • May not commit to, understand, and/or ensure educational access for learning opportunities for English learners (e.g., honors, AP, Gifted and Talented, college readiness). • Supports parents by providing information and communication in a family's native language. • Ensures access to effective curriculum and resources that support English language learners in their development of English proficiency, but may allow for inconsistent utilization of these resources.	• Ensures that the DPS best practice on identification of, instruction of, assessment of, and program evaluation for English language proficiency takes place. ★★🌶 • Is knowledgeable about and supports teachers in the implementation of English language development standards across all content areas. ★★🌶 • Instructional knowledge of needs of linguistically diverse students allows for targeted feedback to teachers to support language transition progress. ★★🌶 • Ensures research-based resources that support native language instruction for ELLs and newcomers are available and utilized. ★★🌶 • Ensures teachers implement language allocation guidelines through the use of native language instruction, English language development, and sheltered English language. ★★🌶 • Is committed to, understands, and ensures educational access for learning opportunities for English learners (e.g., honors, AP, Gifted and Talented, college readiness). ★★🌶 • Supports parents by providing information and communication in a family's native language. ★★🌶 • Ensures access to effective curriculum and resources that support English language learners in their development of English proficiency. ★★🌶	*In addition to "Effective":* • Has developed systems of best practice and distributed leadership that accurately and efficiently identify, assess and provide instruction aligned to language proficiencies and effective transition. ★★🌶 • Has developed systems of best practice and distributed leadership for parents of linguistically diverse students to take leadership roles in the school community and play advocacy role for their students. ★★🌶

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🟩 Cultural Competency   ★ ELLs   🌶 Spanish Native-Language Instruction   ⬆ Students with Disabilities or Gifted/Talented   🖥 Information Literacy/Technology

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	Domain: School Leadership		Expectation: INSTRUCTIONAL LEADERSHIP	

Indicator IL 3: *(ELA Program School Leaders)*: Leads for effective English Language Acquisition programming (continued)

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
School Behaviors	• Some, most, or all teachers are not ELA-E or ELA-S qualified and fail to engage in additional ELA trainings aligned to the needs of the student population; teachers do not have awareness or understand of multiple options for qualification process and are not held accountable for progress toward qualification. • School does not support families by communicating in families' home languages; staff is not aware of students' home languages. • Teachers may know both their students' levels of language acquisition but may not use this to guide their instruction of linguistically diverse students. • Levels of language acquisition and other data regarding English listening, speaking, reading, and writing progress are not regular parts of collaborative data conversations. • Teachers are unaware of the four language domains and or fail to recognize that language proficiency levels may be different in the four language domains. • Teacher and students' use of content/language objectives is sporadic and or not evident in classrooms. • Teachers do not have regular access to and/or do not utilize English language acquisition curriculum and curriculum for home language. • There is not a shared responsibility to ensure that ELLs make progress on their language proficiencies and achieve at high levels in all content areas. • Parents of linguistically diverse students are not empowered to advocate for the best interest of their students.		• Teachers are ELA-E or ELA-S qualified and engage in additional ELA trainings aligned to the needs of the student population; teachers clearly understand the multiple options for qualification process and are held accountable for progress toward qualification. ★🌶 • School supports families by communicating in families' home languages; staff knows students' home languages. ★★🌶 • Teachers know their students' levels of language acquisition and use this to guide their instruction of linguistically diverse students. ★★🌶 • Levels of language acquisition and other data regarding English listening, speaking, reading, and writing progress are regular parts of collaborative data conversations. ★★🌶 • Teachers recognize that language proficiency levels may be different in the four language domains and ensure appropriate practice in speaking, listening, reading, and writing as separate and integrated activities to promote progress in each. ★🌶 • Teacher and students' use of content/language objectives is evident in classrooms. ★★🌶 • Teachers have regular access to and utilize English language acquisition curriculum and curriculum for home language. ★🌶 • All staff share responsibility to ensure that ELLs make progress on their language proficiencies and achieve at high levels in all content areas. ★★🌶 • Parents of linguistically diverse students are empowered to advocate for the best interest of their students. ★★🌶	

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🟩 Cultural Competency   ★ ELLs   🌶 Spanish Native-Language Instruction   ⬆ Students with Disabilities or Gifted/Talented   🖥 Information Literacy/Technology

Domain: **School Leadership**		Expectation: **Human Resource Leadership**	
**Indicator HRL 1:** Identifies, develops, retains and dismisses staff in alignment with high expectations for performance		
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**

Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Principal Behaviors	• Does not have clear processes and systems in place for recruiting and hiring high-quality staff matched to the needs of the school, and may or may not perform recruiting and hiring actions in a timely fashion. • Is not aware of the specific strengths and growth areas for each staff member. • Does not consider staffing scenarios that match teacher strengths to available positions. • Fails to build capacity through identification of teacher leaders. • Fails to deal with poor performance.	• Performs recruiting and hiring actions, but has no established plan for ensuring that high-quality hiring matches meet the needs and diversity* of the students and the school as appropriately as possible. • May know strengths and growth areas for each staff member, but does not have a fully developed plan for growth, or an expectation that staff will be accountable to growing as professionals. • May consider budget and staffing scenarios that match teacher strengths to available positions, but does not consistently collaborate with staff or School Leadership Team to ensure the right fit for all staff members. • Identifies teacher leaders but may fail to be strategic in this process and/or may not provide clear expectations and definition for the teacher leader roles within the school. • Inconsistently deals with poor performance and, while dealing with poor performance, may allow it to linger too long.	• Anticipates open positions and actively recruits and hires high quality, diverse* staff matched to the needs of the school and the school's strategic plan. 🟩 • Regularly looks at a body of evidence, including student achievement data, to assess performance in order to identify supports and make effective performance management decisions. • Uses multiple channels to identify the most effective teachers and strategically places them into positions based on his/her knowledge of teachers' strengths and areas for growth, considering student needs. 🟩⭐🟧⬆️ • Regularly identifies teacher leaders from different cultural backgrounds and provides opportunities for staff within the school to grow and contribute. 🟩 • Expects and supports growth plans for each staff member, creating a culture of personal reflection and growth. • Directly and immediately deals with poor performance by providing support, career counseling, and making courageous performance decisions in a timely and systematic manner.	*In addition to "Effective":* • Empowers teacher leaders to understand what a high quality candidate looks like for key positions and contributes to the hiring of high-quality candidates. • Creates systems of support for all staff members, regardless of performance levels. Acknowledges that support for high performance is as important as that for low performance.
School Behaviors	• Teachers are not part of hiring decisions, or, if involved, their perspective may not be considered in hiring decisions. • Only some staff with certain backgrounds are developed as leaders. • Teacher leaders may not be identified, or may not have a clear role in supporting colleagues. • Hiring process is unclear and lacks purposeful activities to assess candidate fit for the position. • High-performing teachers regularly leave the school over time. • Poor-performing teachers and other staff members are allowed to linger in positions, working with students and not held accountable to high levels of performance.		• Teacher leaders have a role in staffing, including determination of critical competencies for positions. • Staff members of all backgrounds/levels have the opportunity to develop as leaders. • Staff members of all performance levels have opportunity and support for growth. • Teacher leaders have clear role in supporting colleagues. • Hiring process includes multiple activities (e.g., demonstration lessons, panel interview[s]). • High-performing teachers are committed to and remain at the school over time. • Poor-performing teachers and other staff members are immediately held accountable through thoughtful, fair, transparent processes for support and performance management decision-making.	

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🟩 Cultural Competency	⭐ ELLs	🟧 Spanish Native-Language Instruction	⬆️ Students with Disabilities or Gifted/Talented	🖥️ Information Literacy/Technology

Domain: **School Leadership**		Expectation: **Human Resource Leadership**	
**Indicator HRL 2:** Applies teacher and staff performance management systems in a way that ensures a culture of continuous improvement, support, and accountability		
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**

Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Principal Behaviors	• Does not provide reflective feedback conversations or, when doing so, puts teachers off such that they have a difficult time hearing feedback. • Does not identify teacher leaders. • Does not provide supports necessary for teachers to grow in their practice.	• Facilitates reflective feedback conversations, but may do so in the same manner for all levels of performance and expertise, not allowing for differentiation (e.g., range of direct feedback to feedback through coaching). • May identify teacher leaders, but may not use data to do so, or may not create structures for teacher leaders to share expertise. • Ensures that performance conversations and aligned professional development provide teachers with the tools necessary to meet the needs of diverse student populations. • Begins to ensure that teachers receive high-quality feedback/support/modeling based on their needs and areas of growth throughout the school year, but may overly provide this support to low performers and not recognize that high performing teachers need reflection and support as well.	• Facilitates reflective feedback conversations based on teachers' levels of self-reflection so all teachers are supported in articulating their strengths and discovering their areas for growth. • Uses performance management system to consistently identify high performing teachers, and provides structures so that they can share best practice and expertise with others. • Aligns school professional development plan to data collected through performance management process and student level data. • Ensures that performance conversations and aligned professional development provide teachers with the tools necessary to meet the needs of diverse* student populations. 🟩⭐🟧⬆️ • Ensures that all teachers receive high-quality feedback/support/modeling based on their needs and areas of growth throughout the school year.	*In addition to "Effective":* • Creates systems for teachers to provide feedback to one another and to discuss their strengths and areas of growth with one another, not just the principal.
School Behaviors	• Teacher leaders are either not identified or, if identified, their role is unclear to both teacher leaders themselves, and other teachers in the school. • Teachers who are struggling with instruction may not be aware that they are struggling, may not have clearly outlined and timely goals for improvement, and/or may not receive targeted support for improvement. • Teachers are unwilling to support one another for improvement, or if willing, they do not have the systems/structures to engage in support of one another. • High-performing teachers may feel as if they are confined to only one type of instructional practice and may feel unable to try new, innovative practice in order to grow and learn as professionals. • School's instructional area of focus may be unclear to teachers and/or connections not made to the school's strategic plan.		• High performing teachers are often identified for teacher leader roles. • Teacher leaders have clearly defined role around support for teacher colleagues and systems are in place for teacher leaders to engage in leadership and support activities. • Teachers who are high performers share their expertise with others and also have professional growth plans that they feel support their journey toward perfecting the craft of teaching. • Teachers who are struggling with instruction receive timely support and clearly know next steps for their practice. • Teachers regularly support one another in moving forward with quality practice. • High-performing teachers are encouraged to try new and innovative instructional practice. • Teachers understand the school's instructional area of focus, aligned to the school's strategic plan.	

*Diversity includes race, ethnicity, gender, sexual orientation, socioeconomic status, language, mental/physical abilities (students with disabilities, gifted and talented), religion, age, and political beliefs. DPS places particular emphasis on the needs of students of color and students with disabilities in order to close achievement gaps for these groups of students.

🟩 Cultural Competency	⭐ ELLs	🟧 Spanish Native-Language Instruction	⬆️ Students with Disabilities or Gifted/Talented	🖥️ Information Literacy/Technology

Domain: **School Leadership**		Expectation: **Strategic Leadership**	
Indicator SL 1: Leads the school's vision, mission and strategic goals to support college readiness for all students			
Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**

Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Principal Behaviors	• Inconsistently uses data to develop vision and mission of what the school hopes to accomplish with students over time, or fails to use data to inform conversations and decisions. • Develops his/her own vision for preparing children to enter the changing world in the 21st century, and may not understand the connection between the UIP and the vision, values, and goals of the school. • Rarely articulates shared values and goals. • Understands the statutory requirements of the Unified Improvement Plan but may develop a plan in isolation or with little stakeholder involvement.	• May use a limited portfolio of data to develop shared vision and mission of what the school hopes to accomplish with students over time. • Supports development of strategic school improvement plan that outlines data, root cause analysis, goals, milestones against the goals, and clearly aligned action plan, but may develop a plan with the support of a limited body of stakeholders. • Occasionally creates milestone goals aligned to vision and mission of the school, but might not be transparent about these milestone goals with stakeholders. • Articulates shared values and goals and occasionally aligns actions with stated values and goals.	• Regularly uses quantitative and qualitative data to identify the school's current reality (trends and gaps for all student groups represented at the school). 🟩⭐⬆️🖥️ • Collaboratively develops a motivating, shared vision and mission that is the driving force behind initiatives that help students acquire 21st century skills. 🖥️ • Leads the development of the Unified Improvement Plan (UIP) that outlines data, includes a root cause analysis, goals, milestones and is clearly aligned to a plan of action. • Engages broad stakeholder input into the development and implementation of the UIP. • Ensures alignment of professional development to shared values, vision, mission, and UIP.	In addition to effective… • Ensures that the school's identity (vision, mission, values, beliefs, and goals) drive decisions and inform the culture of the school. 🟩 • Ensures broad representation of stakeholders in problem-solving and strategic planning. 🟩 • Creates a sense of co-accountability for the achievement of goals that leads to shared responsibility across all stakeholders for outcomes.
School Behaviors	• Only the school leadership seems clear about the vision and mission of the school; others are unable to pinpoint or articulate a vision or mission statement. • There is no tangible evidence of a vision or mission and nothing is posted or written that gives stakeholders a sense of the direction of the school. • The work of committees and/or programs feels disconnected and disjointed and there is limited communication among committees/teams as a result of lack of clarity around the school's direction. • The UIP is developed in isolation or by a small group of school leaders, resulting in lack of acceptance or co-accountability in achieving the goals. • Committee work done in isolation from the UIP and members are unable to articulate how decision-making supports the UIP goals, milestones and action plan. • Work to measure, revisit, and update the UIP document is rarely evidenced in agendas, meetings or conversations and may only occur when required by district or state requirements.		• All school stakeholders are able to talk about the vision and mission of the school and hold a sense of ownership and accountability in achieving the goals and implementing the strategies identified in the UIP. • School mission and vision are visible around the school and are present in school-level conversations. • School community members understand that individual contributions will lead to the collective success of the school. • School committees have responsibility for guiding the core work of the school that exemplifies the mission/vision/core values and UIP goals of the school. • Multiple measures are valued as sources of data to inform the school community in regard to the status and growth of achievement and other indicators of success. • Stakeholders understand the UIP as living documentation for the vision, values, and goals of the school and use it as a guide for goal setting and action planning and school committees. • Individual and small-group goals and strategies are well aligned with the UIP.	

🟩 Cultural Competency   ⭐ ELLs   ⭐ Spanish Native-Language Instruction   ⬆️ Students with Disabilities or Gifted/Talented   🖥️ Information Literacy/Technology

Domain: **School Leadership**		Expectation: **Strategic Leadership**	
Indicator SL 2: Distributes leadership to inspire change in support of an empowered school culture			

Observable Evidence	**Not Meeting (1–2)**	**Approaching (3–4)**	**Effective (5–6)**	**Distinguished (7)**
Principal Behaviors	• Does not provide a strong model for the development of others. • Fails to recognize need for change in the school environment or is not open to change. • Does not calmly respond to frustrations, setbacks or failures. • Rarely delegates responsibilities in a manner that allows others to lead. • Collaboration is not valued. • Systems are not used to engage collaboration. • Change management strategies are not evident.	• Inconsistently models the behavior he or she expects in others. • Seeks to learn more about how to support change and how to make sense of change. • Inconsistently responds to setbacks or failures in a calm manner. • Sometimes misjudges which work to personally engage in and what to delegate. • Collaborates occasionally, but tends to rely on unilaterally made decisions. • Minimal or required systems are used to engage collaborative decision-making. • Understands change management concepts and occasionally applies change management strategy.	• Models the leadership behavior he or she expects to see in others and provides feedback to develop leadership capacity. • Functions successfully in an environment where change is the norm and ambiguity is often present; models this for others. • Remains calm, constructive, and optimistic despite resistance, setbacks, or failures. • Effectively determines which work to personally engage in and what to delegate; knows when to let others lead and holds people accountable for getting things done. • Collaborates to make decisions, but makes them unilaterally when it's in the best interest of the school/students. • Establishes and uses systems, structures, and processes for collaborative decision-making. • Effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity. 🟩 • Challenges the status quo. • Consistently engages strategies for change management to ensure that community members are involved and engaged in change processes.	In addition to effective… • Empowers stakeholders and developing leaders, and creates a culture that embraces change and is supportive of appropriate levels of risk-taking. • Systematically challenges the status quo by leading change initiatives. • Uses delegation as a tool to distribute and develop leadership, not simply to get things done. • Creates a responsive and flexible culture that encourages innovative thinking in a manner that is responsive to the dynamics related to change.
School Behaviors	• Change is met with fear or resistance as evidenced by immediate push-back, rather than willingness to ask questions and search out understanding. • Does not provide opportunity for staff members to have difficult conversation and may avoid situations where such dialogue may occur. • Does not provide meaningful information to staff to help members make sense of change. • Structures and/or conversations around change process are not evident.		• Staff and community members lead various processes within the school and are empowered to make decisions. • Teacher leadership extends beyond structured systems. • Staff members collaborate in formal and informal ways on a consistent basis. • Stakeholders understand change as an opportunity to create a context of excellence. • Stakeholders feel safe having difficult conversations and openly provide feedback to one another and the principal about the degree to which certain change strategies are working or not working. • Stakeholders are able to create meaning from change and incorporate new strategies into their individual sphere of influence in the school. • Communication regarding decisions is transparent and proactive. 🖥️	

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🟩 Cultural Competency   ⭐ ELLs   ⭐ Spanish Native-Language Instruction   ⬆️ Students with Disabilities or Gifted/Talented   🖥️ Information Literacy/Technology

Domain: School Leadership		Expectation: Organizational Leadership	
Indicator OL 1: Strategically aligns, people, time and money to drive student achievement			
Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Principal Behaviors	• Staffing and scheduling are not well-aligned to school priorities. • Work is more reactive than proactive. • Prioritization of time may be ineffective and focus is on the urgent rather than what is important. • There may not be a direct correlation between budget development and school goals. • Does not create a safe, clean, or aesthetically pleasing environment. • Does not develop, maintain, and/or implement a safety or risk-management plan. • Meets few operations expectations. • The use of data and the presence of systems for attendance and discipline are not evident.	• Staffing processes are aligned to school-based priorities, with minimal adaptations focused on efficient use of time. • Demonstrates some time-management skill, but prioritization may be day-to-day rather than on a longer-range scale. • Attempts to align fiscal resources to support the school goals and student achievement priorities, but alignment may not be strategic; leader may not research and/or secure resources outside those allocated by district. • Works with facilities personnel to create a safe, clean, and aesthetically pleasing environment. • Develops and maintains a safety and risk-management plan, but does not consistently implement it. • Meets most operational expectations. • Monitors attendance and disciplinary data and Implements systems for attendance and behavior management.	• Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students. • Applies a schedule that maximizes time for teachers to learn, innovate, and plan together. • Makes creative, sound, legal/ethical, and transparent budget decisions based on data; is able to clearly explain decisions based on the school's mission, strategies, and learning goals. • Focuses on both short- and long-term fiscal management, including lessons from previous budgeting experience. • Develops external resources aligned to strategic planning. • Realigns resources regularly to ensure that the budget addresses identified needs and gaps. • Ensures that the school building is a safe, clean, and aesthetically pleasing school environment. • Develops and ensures effective implementation of safety and risk-management plans (e.g., fire drills, tornado drills, CSC meetings). • Consistently reviews and responds to attendance and disciplinary data that informs the development of strategies and systems.	*In addition to effective…* • Staffing and scheduling are uniquely designed to ensure that the school day and year fully maximize the use of time to improve student achievement and staff collaboration. • Supports others throughout the school community to ensure that everyone organizes and manages time to advance student learning priorities. • Collaborates with the school community to creatively maximize funds, proactively communicates difficult budget decisions, and secures additional resources to achieve goals. • Maintains confidence of stakeholders during times of financial stress.
School Behaviors	• Timelines and schedules are often changed, causing confusion and resulting in poor attendance and interest in participation. • Lack of organization affects the outcomes of work and degrades the effort and energy that community members put forth. • Budget decisions may not be known or understood, and there is lack of clarity regarding why there are changes to resources and/or personnel. • School environment may not be clean or aesthetically pleasing, and may not represent the school's mission or vision. Safety standards may be in question.		• Teachers have ample time to collaborate with one another and work as a team to meet student needs. • Students receiving specialized instruction and interventions also receive grade-level, core instruction. 🟩⭐🟦ˢ⬆ • There are seldom interruptions to instructional time, and teachers and staff are able to focus their planning time and committee work on driving student achievement. • Yearly budget decisions are anchored to current needs and student data and put the needs of students first. Decision-making is transparent and all stakeholders understand the reason behind decisions. • The school environment is viewed as safe, clean, aesthetically pleasing, and representative of the school's vision and mission.	

🟩 Cultural Competency ⭐ ELLs 🟦ˢ Spanish Native-Language Instruction ⬆ Students with Disabilities or Gifted/Talented 🖥 Information Literacy/Technology

Domain: School Leadership		Expectation: Organizational Leadership	
Indicator OL 2: Ensures effective communications with and between all staff and stakeholders			

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Principal Behaviors	• Rarely communicates with students, staff, parents, and community outside of necessary interactions. • Does not know all staff members well enough to publicly acknowledge individual contributions. • No evidence of functional processes for gathering and transmitting information from and to stakeholders. • Unaware of language barriers that exist. • Fails to check for mutual understanding, and does not regularly solicit feedback from others. • Communication is consistently unclear, not precise, or not relevant. • Presentations are rarely organized, logical, meaningful, or relevant. • Processes for mediation and conflict-resolution are not evident.	• Communicates with students, staff, parents, and community, but interactions may not be purposeful or create a sense of approachability. • Knows all staff members, but may not interact on a personal level or publicly acknowledge individual contributions. • Still developing functional processes for gathering and transmitting information from and to stakeholders and systems; may not be consistent or reliable in transmitting information. • May recognize language barriers in the school, but may not plan for them, such that certain community groups are disconnected. • Communication is clear, concise, and relevant, but is not adjusted based on the audience. • Presentations are not always organized, logical, meaningful, or relevant; does not have established methods for capturing or responding to audience feedback. • Mediation and resolution of conflict may be addressed, but inconsistently resolved at the school level.	• Communicates with all staff members on both a personal and professional level in order to build a strong sense of community. • Ensures visibility, accessibility, and approachability by intentionally and purposefully interacting with students, staff, parents, and community. • Develops meaningful processes for creating communication systems with stakeholders and is committed to upholding communication timelines and protocols and to using a variety of media to communicate. • Proactively limits language barriers by implementing plans to ensure equitable communication with all stakeholders. • Recognizes communication styles unique to cultural norms and adjusts his/her style accordingly to meet needs; frequently and deliberately checks for mutual understanding and solicits feedback from others. • Presentations are organized, logical, meaningful, and relevant, and regularly include purposeful analysis of information. • Responds to feedback from all school stakeholders • Mediates and resolves school-based conflicts by providing opportunities for staff members to express opinions contrary to those of authority; monitors staff responses to ensure that all interests and opinions are heard and respected. • Effectively navigates cross-culturally. 🟩	*In addition to effective…* • Creates a school-wide culture in which all parties make themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors. 🟩 • Mitigates potential language barriers by the presence of resources to engage speakers of other languages. • Presentations are relevant, meaningful, and highly engaging to staff, students, and community. • Problems and conflicts are resolved on a proactive and positive context.
School Behaviors	• Communications, structures, and timeframes (e.g., weekly folders, newsletters or websites) may be inconsistent or only in English, resulting in a lack of understanding by the community on how to access information from the school. • Not all stakeholders may understand how and when to access school leadership, resulting in a feeling that the leader is unapproachable or unavailable for communication. • Language barriers exist in the school. • Frustrations related to conflict persist over time.		• All stakeholders have equal access to information and have a voice in the community, despite language or other communication barriers. 🟩⭐ • Students understand the value of communication and freely and appropriately interact with adults at the school. • Families understand how to obtain information, have access through their home language when possible, and feel comfortable using the communication structures. 🟩⭐ • Teachers utilize a variety of mechanisms to open up communication with families. • Stakeholders understand how to access school leadership because systems are clear and predictable. Leadership is visible and available formally and informally. • Staff members feel comfortable voicing opinions freely and do so respectfully and professionally. • Community, staff, and students attempt to resolve conflicts at the lowest level and do not escalate issues without attempting to resolve them first. • Systems are in place for students to resolve conflicts independently and with staff support.	

🟩 Cultural Competency ⭐ ELLs 🟦ˢ Spanish Native-Language Instruction ⬆ Students with Disabilities or Gifted/Talented 🖥 Information Literacy/Technology

Domain: School Leadership		Expectation: Community Leadership	

Indicator CL 1: Actively advocates for members of the school community and effectively engages family and community

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Principal Behaviors	• Does not find ways to communicate the successes of the school to the broader community. • Has not developed strategies to grow enrollment. • Makes only superficial attempts to interact with parents/guardians and community. • Community partnerships are not evident or are non-existent. • May acknowledge the importance of parents/ guardians and community, but does not have strategies to enlist their support.	• Finds ways to communicate the successes of the school to the broader community, but may do so inconsistently. Celebrations of student learning may be limited to direct reporting. • Seeks to increase student enrollment, but may not have a comprehensive plan or strategies for outreach. • Interacts with parents/guardians and community members and acknowledges that they share a critical role in developing community engagement, support, and ownership of the school; is beginning to develop systems to engage the broader community. • Demonstrates interest in community and is beginning to engage them through a variety of relationships, but has not yet been able to establish partnerships. • May welcome stakeholder input, but has not established structures for accepting and utilizing feedback.	• Actively finds ways to communicate the successes of the school to the broader community and creates partnerships to bring additional people and resources into the school. • Uses innovative ideas that increase student enrollment (as appropriate), using a comprehensive marketing plan as well as planned activities for outreach at various points during the school year. • Implements best practice in outreach and forms partnerships with community organizations to be inclusive of diverse* stakeholders. ▊ • Consistently and meaningfully reaches out to the school community through frequent school-based events (e.g., family literacy, math nights, computer lab nights, science fair, cultural celebrations). ▊ 🖥 • Engages local business and non-profit organizations to support the vision and mission of the school. • Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests.	*In addition to effective…* • Shares responsibility for community outreach; all staff members feel a sense of co-accountability for generating and participating in efforts to create community partnerships. • Models a sense of pride in the school that staff, students and parents share and want to communicate to the broader community. • Develops community partnerships that reflect the community, understand the mission of the school, and actively support its vision. ▊ • Engages the voice of the community in the strategic plan of the school. ▊
School Behaviors	• Neighboring businesses have little interaction with the school, and student work is rarely seen posted in the community. • When asked about the school, parents may have little to say about the benefits of the school and seem neutral or uninformed about its merits. • Families that enroll in the school are a result of boundaries, not because of a desire to be there.		• Footprints of the school, student progress, and support of their families can be seen throughout the community. Partnerships between the school and community demonstrate two-way benefits. • Parents proactively communicate the attributes of the school to new families and community members, and can articulate the values, goals, and mission of the school. • New students to the school are often a result of recruitment by currently enrolled families. Numbers of students who choice in may be high. • Neighbors to the school are invested in the success of the school, regardless of whether they have school-aged children.	

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▊ Cultural Competency	★ ELLs	ˢ Spanish Native-Language Instruction	⬆ Students with Disabilities or Gifted/Talented	🖥 Information Literacy/Technology

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Domain: School Leadership		Expectation: Community Leadership	

Indicator CL 2: Demonstrates professionalism and continuous professional growth

Observable Evidence	Not Meeting (1–2)	Approaching (3–4)	Effective (5–6)	Distinguished (7)
Principal Behaviors	• Occasionally demonstrates perseverance, but may have limited effect. • Does not consistently behave in a way that is respectful of the norms, values, and culture of the organization. • Does not always adhere to district policy, comply with legal and regulatory expectations, or implement district initiatives. • Sometimes participates in personal professional development, but rarely takes on additional leadership responsibilities. • Promotes growth of a select few.	• Behaves in a way that is usually respectful of the norms, values, and culture of the organization and generally reflects core values. • Regularly demonstrates perseverance, but sometimes demonstrates frustration in a manner that is not helpful to those around him/her. • Sometimes participates in personal professional development that is connected to organizational needs; may agree to take on additional leadership responsibilities when asked. • Builds capacity through the professional growth of others, but not in a strategic or inclusive manner. • Complies with district policy, legal and regulatory expectations and implements regulations.	• Reflects shared values in interactions in the school, district, and community; demonstrates high standards for professional and personal interaction. • Models and upholds high standards for professional behavior that are representative of the positive norms, values, and culture of the organization. • Perceived as a learner by staff and colleagues is comfortable modeling risk-taking and creating a learning-centered culture. • Seeks unique learning opportunities to advance his/her leadership skills. • Seeks opportunities to participate in ongoing leadership opportunities that serve the district's shared values, mission, and vision. • Routinely identifies and provides opportunities to mentor, guide, and develop emerging leaders. • Regularly shares ideas, plans, struggles, and successes with colleagues in other schools. • Demonstrates perseverance in challenging circumstances, and remains positive in interactions that may be frustrating or difficult. • Adheres to district policy; complies with legal and regulatory expectations; and implements district initiatives.	*In addition to effective…* • Exemplifies shared values of the district, and consistently represents the vision and mission through interactions at the school, district, and community levels. • Viewed as a highly engaged learner who draws new ideas into his/her manner of leading and shares those ideas—as well as the challenges and successes of leadership, with those in the school community. • Highly effective in adapting to obstacles and seeing opportunity in all situations, simultaneously developing a relentless drive in others and a school culture that is resilient and relentlessly focused on student achievement and development.
School Behaviors	• Staff may feel uneasy or complain when changes are made during the course of the school year. • Morale of staff is easily affected by difficult situations and may be up and down throughout the course of the school year. • Staff may participate in professional development out of compliance rather than interest, as evidenced by little change in practice as an outcome of learning. • Professional development is for a select few at the school.		• Staff members respect the school leader as a learner. • Staff members can articulate the school leader's areas of growth and focus. • Staff members are willing to discuss leadership growth with the school leaders and feel safe providing feedback. • Colleagues are engaged in learning both from and with the school leader.	

▊ Cultural Competency	★ ELLs	ˢ Spanish Native-Language Instruction	⬆ Students with Disabilities or Gifted/Talented	🖥 Information Literacy/Technology

Gwinnett County Public Schools, **Georgia**

Gwinnett County Public Schools Leader Standards

Domain	Standard	Initiatives & Priorities	Description
School Leadership	**Instructional Leadership**	L SA eC A CA	The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.
	School Climate	LD SA	The leader consistently promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.
	Planning and Assessment	eC SA CA A	The leader consistently gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.
	Organizational Management	LD SA A GL	The leader consistently fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.
	Human Resources Management	LD SA PE GL	The leader consistently fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.
	Teacher/Staff Evaluation	LD SA PE CA C	The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.
	Professionalism	LD SA PE C A	The leader consistently fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.
	Communication & Community Relations	eC SA C	The leader consistently fosters the success of all students by communicating and collaborating effectively with stakeholders.

Initiatives and Priorities

Strategic Initiatives and Priorities are adopted to ensure coherence and focus throughout the district so that GCPS realizes its vision of being a system of world-class schools.

Leadership Development (LD) – Provide continuous support and professional development to leaders to increase effectiveness and positively impact student achievement.

Personnel Evaluation (PE) – Focus the evaluation process on performance and results in an effort to increase student achievement.

eCLASS (eC) – Implement the Digital Content, Learning, Assessment, Support System to foster collaboration, creativity, and innovation to strengthen teaching and learning.

Aligned Curriculum (AC) – Align and implement GCPS' AKS Curriculum with the Common Core Georgia Performance Standards through clear communication and professional development.

Student Achievement (SA) – Increase student achievement for all students and close the achievement gap through research-based instructional strategies.

Communication (C) – Communicate effectively to all stakeholders through clear, concise, and compelling messages.

Accountability (A) – Hold divisions and personnel accountable for academic and operational performance with a focus academic improvement.

Governance / Leadership (GL) – Partner with outside organizations in support of the mission and vision of Gwinnett County Public Schools.

Instructional Leadership

Exemplary	Proficient	Needs Development	Ineffective
The leader actively and continually employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader inconsistently fosters the success of students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader does not foster the success of all students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to school improvement.

Leader Behaviors	1.1 Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's strategic plan. 1.2 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness. 1.3 Uses student achievement data to determine school effectiveness and directs school staff to actively analyze data for improving results. 1.4 Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards. 1.5 Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom. 1.6 Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time. 1.7 Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum. 1.8 Provides the focus for continued learning of all members of the school community.

School Climate			
Exemplary	**Proficient**	**Needs Development**	**Ineffective**
The leader continually seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The leader inconsistently promotes the success of all students by developing, advocating, **or** sustaining an academically rigorous, positive, **or** safe school climate for all stakeholders.	The leader does not promote the success of all students by developing, advocating, **or** sustaining an academically rigorous, positive, **or** safe school climate for all stakeholders.
Leader Behaviors	2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment. 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community. 2.3 Utilizes shared decision-making to build relationships with all stakeholders and maintain positive school morale. 2.4 Maintains a collegial environment and supports the staff through the stages of the change process. 2.5 Develops and/or implements a Safe School plan that manages crisis situations in an effective and timely manner. 2.6 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school rules, policies, and procedures. 2.7 Develops and/or implements best practices in school-wide behavior management that are effective within the school community. 2.8 Communicates behavior management expectations regarding behavior to students, teachers, and parents.		

Planning and Assessment			
Exemplary	**Proficient**	**Needs Development**	**Ineffective**
The leader continually seeks out research on the effective use of assessment data and ensures school personnel are aware of relevant findings and are using data to improve instructional programs. Outcomes of planning and assessment can be linked to improved student performance. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	The leader inconsistently gathers, analyzes, and uses a limited set of data to inform planning and decision making. Plans and decisions sometimes do not align with established guidelines, policies, and procedures.	The leader fails to gather, analyze, or use data from varied sources to inform planning and decision-making. Plans and decisions do not conform to established guidelines, policies, and procedures.
Leader Behaviors	3.1 Leads the collaborative development of a shared vision for educational improvement and of a plan to attain that vision. 3.2 Implements strategies for the inclusion of staff and stakeholders in various planning processes. 3.3 Supports the district's mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders. 3.4 Works collaboratively to develop and monitor progress toward achieving long and short-range goals and objectives consistent with the school district's strategic plan. 3.5 Collaboratively develops, implements, and monitors a school improvement plan that results in increased student learning. 3.6 Collaboratively plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement, and lead to school improvement. 3.7 Uses research-based techniques for gathering and analyzing data from multiple sources to use in making decisions related to the curriculum and school improvement. 3.8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices. 3.9 Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district. 3.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.		

Organizational Management

Exemplary	Proficient	Needs Development	Ineffective
The leader continually exhibits a highly effective organizational management style by demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The leader inconsistently supports, manages, **or** oversees the school's organization, operation, **or** use of resources.	The leader inadequately supports, manages, **or** oversees the school's organization, operation, **or** use of resources.

Leader Behaviors	
	4.1 Demonstrates and communicates a working knowledge and understanding of Georgia public education rules, regulations, and laws, and school district policies and procedures.
	4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
	4.3 Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.
	4.4 Identifies potential problems and deals with them in a timely, consistent, and effective manner.
	4.5 Establishes and uses accepted procedures to develop short and long-term goals through effective allocation of resources.
	4.6 Reviews fiscal records regularly to ensure accountability for all funds.
	4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.
	4.8 Follows federal, state, and local policies with regard to finances and school accountability and reporting.
	4.9 Shares in management decisions and delegates duties as applicable, resulting in a smoothly operating workplace.

Human Resources Management

Exemplary	Proficient	Needs Development	Ineffective
The leader continually demonstrates expertise in the process of selection, induction, support, and retention of instructional personnel resulting in a highly productive staff (e.g. highly satisfied stakeholders, increased student learning, and development of leadership capacity among staff). (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	The leader inconsistently selects, inducts, supports, **or** retains quality instructional and support personnel.	The leader inadequately selects, inducts, supports, **or** retains quality instructional and support personnel.

Leader Behaviors	
	5.1 Screens, recommends, and assigns highly qualified staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.
	5.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
	5.3 Provides a mentoring process for all new and relevant instructional personnel and cultivates leadership potential through personal mentoring.
	5.4 Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.
	5.5 Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
	5.6 Effectively addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-qualified personnel.
	5.7 Makes appropriate recommendations relative to personnel transfer, retention, and dismissal in order to maintain a high performing faculty.
	5.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

Teacher / Staff Evaluation			
Exemplary	**Proficient**	**Needs Development**	**Ineffective**
The leader continually provides teachers and staff with highly effective formative and summative feedback resulting in improved school personnel performance and higher student growth. The leader mentors other leaders in the evaluation process. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently and fairly evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	The leader fairly evaluates school personnel, but inconsistently follows state and district guidelines. Feedback is not consistent, timely, constructive, **or** focused on improved student learning.	The leader does not fairly evaluate school personnel **or** does not follow state or district guidelines. Feedback fails to be either timely, constructive, **or** focused on improved student learning.
Leader Behaviors	6.1 Has a thorough understanding of the teacher and staff evaluation systems and understands the important role evaluation plays in teacher development. 6.2 Provides support, resources, and remediation for teachers and staff to improve job performance. 6.3 Documents deficiencies and proficiencies and provides timely formal and informal feedback on strengths and weaknesses. 6.4 Evaluates performance of personnel using multiple sources consistent with district policies and maintains accurate evaluation. 6.5 Makes recommendations related to promotion and retention consistent with established policies and procedures and with student learning as a primary consideration. 6.6 Involves teachers and staff in designing and implementing Professional Development Plans.		

Professionalism			
Exemplary	**Proficient**	**Needs Development**	**Ineffective**
The leader continually demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s). (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and making contributions to the profession.	The leader is inconsistently demonstrates professional standards, engaging in continuous professional development, **or** making contributions to the profession.	The leader shows disregard for professional standards and ethics, engaging in continuous professional development, **or** making contributions to the profession.
Leader Behaviors	7.1 Models respect, understanding, sensitivity, and appreciation. 7.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, state, and federal requirements. 7.3 Maintains a professional appearance and demeanor. 7.4 Models self-efficacy to staff. 7.5 Maintains confidentiality and a positive and forthright attitude. 7.6 Provides leadership in sharing ideas and information with staff and other professionals. 7.7 Works in a collegial and collaborative manner with other leaders, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school district. 7.8 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams). 7.9 Evaluates the impact professional development has on the staff/school/district improvement and student achievement. 7.10 Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher. 7.11 Remains current with research related to educational issues, trends, and practices. 7.12 Maintains a high level of technical and professional knowledge. 7.13 Fulfills contractual obligations and assigned duties in a timely manner; participates in other meetings and activities in accordance with district policy.		

Communication and Community Relations			
Exemplary	**Proficient**	**Needs Development**	**Ineffective**
The leader continually seeks and creates innovative and productive methods to proactively communicate and engage effectively with stakeholders. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by communicating and collaborating effectively with stakeholders.	The leader inconsistently communicates **or** infrequently collaborates on issues of importance to-stakeholders.	The leader demonstrates inadequate **or** detrimental communication **or** collaboration with stakeholders.

Leader Behaviors	8.1	Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
	8.2	Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
	8.3	Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
	8.4	Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
	8.5	Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
	8.6	Provides a variety of opportunities for parent and family involvement in school activities.
	8.7	Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

Hillsborough County Public Schools, **Florida**

Hillsborough County Public Schools
School Leader Domains, Standards Competencies, and Indicators (Final July 2013)

Domain	Standards/Proficiency Area	Competencies	Definition	Indicators for Each Competency
Instructional Leadership **Val-Ed Core Components:** High Standards for student learning. Rigorous Curriculum Quality Instruction **Courses / Training Available** • Lead with Me Book Study • Motivating and Inspiring Teachers Book Study • Root Cause Analysis to Reduce Student Failure Course • Building Instructional Leadership Teams Course	1. Promote a culture of achievement for all students by communicating and implementing a common vision and mission that is shared and supported by all stakeholders. 2. Work collaboratively to develop and implement an instructional framework that is data-driven and researched-based which aligns curriculum with national standards, best instructional practices, student learning and quality assessments in order to achieve results on the school's learning goals.	**Achievement Focus**	Sets and achieves challenging goals. Demonstrates persistence and overcomes obstacles. Measures self against standard of excellence. Recognizes and acts on opportunities. Takes calculated risks to accomplish goals.	• Plans rigorous growth targets for all students • Communicates rigorous goals and high expectations for student learning to students and staff • Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school • Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula
		Visionary Leadership	Creates a clear, compelling vision. Communicates vision and gains commitment. Acts in accordance with vision. Displays passion and optimism. Mobilizes others to fulfill the vision.	• Provides leadership for all stakeholders in the development of school beliefs, vision, mission and goals, and aligns them with the district mission, school improvement plan, and curriculum. • Communicates a compelling and inspired vision and mission that is shared and supported by all stakeholders • Monitors progress toward achievement of the vision and mission.
		Problem Solving	Identifies problems in a timely	• Take steps to improve school

Domain	Standards/Proficiency Area	Competencies	Definition	Indicators for Each Competency
• Common Core Training • Principal Small Group PLCs • SAM Training • PIP Sessions (Effective Feedback and Supervision, Making Meetings Work) • School Leader Networks			manner. Gathers and analyzes information skillfully. Develops alternate solutions. Resolves problems in early stages. Works well in group problem solving situations.	performance based on factual and relevant data. • Gathers information from various sources to use in decision making and problem solving • Involves faculty in decision making and problem solving
		Data Driven / Analytical Skills	Synthesizes complex or diverse information and creates a transparent system for sharing and engaging stakeholders in data discussions. Collects and researches data. Uses intuition and experience to complement data. Identifies data relationships and dependencies. Designs workflows and procedures.	• Engages in data analysis for instructional planning and improvement • Monitors student learning against high standards of achievement • Demonstrates the use of student and adult performance data to make instructional leadership decisions • Disaggregates and interprets data for the purpose of analyzing areas of strength and growth and determines needed improvements in student and teacher learning
		Instructional Expertise / Improving Teaching and Learning	Uses student data to differentiate instruction. Conducts high quality classroom observations and provides rigorous and timely feedback on instruction. Understands and uses standards and assessments to guide instruction. Proactively manages and allocates resources toward high quality instruction.	• Demonstrates understanding of student requirements and academic standards • Conducts regular classroom walkthroughs and observations and identifies an improvement pathway for each teacher and teams of teachers • Makes decisions in teacher assignment, course content,

Domain	Standards/Proficiency Area	Competencies	Definition	Indicators for Each Competency
				schedule, and student curriculum based on specific needs for improved student achievement

Human Capital Management **Val-Ed Core Components:** Culture of Learning and Professional Behaviors Performance Accountability **Courses / Training Available** • Fierce Conversations Course • Haberman Interview Training • Domain 4 Key Topic Session • PIP (Effective Supervision, Vision and Talent) • Behavior Based Interview Training • Designing a School-Wide Professional Development Plan	3. Recruit, hire, develop, evaluate and retain highly qualified and diverse personnel through a system of observation, coaching, feedback and differentiated professional development and support to nurture a high performing team. 4. Actively cultivate, support, and develop other leaders within the organization.	**Managing and Developing People**	Provides clear expectations for staff performance. Uses required formal and some informal methods to provide teachers with feedback. Uses observation data to provide professional development opportunities for teachers. Evaluates and supports employees based on organization guidelines and requirements.	• Monitors the effectiveness of classroom teachers and implements the district's evaluation system accurately and with fidelity • Monitors and evaluates teacher performance and provides timely and recurring feedback that improves teacher practice • Aligns faculty development practices with school objectives and the school improvement plan. • Provides quality resources and time for professional learning and engages faculty in effective individual and collaborative learning on professional goals throughout the school year • Improves the number of effective and highly effective teachers on the staff • Recognizes quality performance of individuals and teams
		Recruitment and Staffing	Utilizes recruitment sources. Exhibits sound interviewing skills. Presents positive, realistic view of the organization. Analyzes and forecasts staffing needs. Makes quality hiring decisions.	• Employs a faculty with the instructional proficiencies needed for the school population served • Assigns faculty and staff based on school needs • Ensures that vacancies are filled with effective teachers in a timely manner
		Continuous	Frequently assesses own	• Engages in professional learning

		Learning	strengths and weaknesses. Seeks feedback to improve performance. Pursues and actively participates in training and development opportunities. Continuously builds knowledge and skills. Facilitates' others' growth and professional development. Consistently shares expertise with others. Provides guidance for new, develop and emerging leaders within the school.	that improves professional practice in alignment with the needs of the school • Demonstrates improvement in specific performance areas based on evaluations and formative feedback
		Diversity Commitment	Demonstrates knowledge of Equal Employment Opportunity (EEO) policy. Shows respect and sensitivity for cultural differences. Educates others on the value of diversity. Promotes a harassment-free environment. Builds a diverse workforce.	• Advocates a rigorous curriculum that honors the diversity of students and their families • Recognizes and uses diversity as an asset in the development and implementation of practices that motivate all students and improve student learning • Promotes school and classroom practices that validate and value similarities and differences among staff and students
		Managing Leadership Teams	Fosters team cooperation. Defines team roles and responsibilities. Supports group problem solving. Ensures progress toward goals. Acknowledges team accomplishments.	• Supports collaboration among faculty to improve instruction that maximizes student learning • Allocates resources to provide systemic support for collegial learning processes • Recognizes collegial work groups for effective performance
		Delegation and	Delegate work assignments.	• Manages delegation processes

		Distributive Leadership	Match the responsibility to the person. Give authority to work independently. Set expectations and monitor delegated activities. Provide recognition for results.	that enable leaders to initiate projects or tasks, plan, implement, monitor, and bring projects and tasks to closure. • Empowers others in the organization

Organizational Leadership / School Culture				
Organizational Leadership / School Culture **Val-Ed Core Components:** Connections to External Communities **Courses / Training Available** • Communicating to Engage Stakeholders course • PIP (School Culture and Climate) • Entry Planning Session • Preparing and Supporting Culturally Competent Leaders • Back to School Preparation (summer only) • Marketing Your School Course • Hazmat Training	5. Develop and apply a transparent, collaborative system for strategic decision making that places top priority on teaching and learning, including input from stakeholders using relevant and accurate information. 6. Utilize effective and appropriate oral, written, and electronic communication to collaborate, build, and maintain relationships among students, staff, families, community partners, and district staff to accomplish school goals. 7. Recognize and value differences among stakeholders that support the diverse needs of students and maintain a multicultural school environment that is nurturing, validating, and inclusive.	**Relationship Building**	Builds rapport up, down, and across the organization. Establishes collaborative relationships to achieve objectives. Seeks win-win solutions to conflict. Develops network of professional contacts. Displays empathy and embraces diverse viewpoints.	• Listens to diverse opinions and needs of all staff, students and families • Develops sustainable ad supportive relationships between school leaders, parents, community, and business leaders to enhance teaching and learning •
		Safety, Security, and Supervision	Observes safety and security procedures. Determines appropriate action beyond guidelines. Uses equipment and materials properly. Reports potentially unsafe conditions.	• Plans programs and policies that promote discipline and order • Maintains a safe, respectful and inclusive student-centered learning environment • Initiates and supports continuous improvement processes focused on student opportunities for success and well-being
		Strategic Thinking	Develops strategies to achieve organizational goals. Understands organization's strengths and weaknesses. Adapts strategy to changing conditions. Maintains knowledge of best practices and current educational research.	• Articulates the link between selected strategies or solutions and the problems they are meant to address • Maintains a deep knowledge of best practices and current research in education • Diagnosis needs, designs solutions, prescribes actions, achieves results, and evaluates effectiveness • Considers impact of decisions and plan for unintended consequences

• School Safety and Supervision Course	8. Demonstrate and promote integrity, fairness, and equity through modeling emotional intelligence, cultural competence, and legal compliance to fulfill the expected obligations to the students, the public and the education profession.	**Change Management**	Develops workable implementation plans. Communicates change effectively. Builds commitment and overcomes resistance. Prepares and supports those affected by the change. Monitors transition and evaluates results.	• Creates collective buy-in among staff by involving them in the process of continuous improvement • Considers a variety of perspectives when leading change • Engages key players in planning for change • Determines best change strategy for desired outcome
		Adaptability	Adapts to changes in the work environment. Manages competing demands. Accepts criticism and feedback. Changes approach or method to best fit the situation.	• Adapts work style to meet the needs of others • Makes appropriate mid-course corrections to plans as necessary • Acknowledges and learns from errors
		Communications	Effectively expresses ideas and thoughts verbally and in writing. Exhibits good listening and comprehension skills, with effective two way communication to improve the school environment. Keeps stakeholders adequately informed. Plans for, selects, and uses effective communication methods for various stakeholder groups, audiences, and situations. Effectively constructs logical, organized arguments.	• Maintains high visibility in the school and community • Utilizes multiple methods of regularly communicating with staff, students and families • Communicates rigorous goals and expectations clearly and concisely
		Conflict Resolution	Encourages open communications. Confronts difficult situations. Maintains objectivity. Keeps emotions	• Handles disagreement and dissent from subordinates and other stakeholders in a constructive manner

|			
		under control. Uses negotiation skills to resolve conflicts.	• Creates opportunities within the school to engage students, staff and parents in constructive conversations about important issues.
	Leading With Integrity	Exhibits ethical and moral behavior in everyday business conduct. Earns trust of others by disclosing information and admitting mistakes. Recognizes and resolves ethical questions. Ensures organizational ethics are widely understood. Encourages open discussion of ethical issues. Creates an environment that rewards ethical behavior.	• Demonstrates integrity by meeting verbal, written and implied commitments • Admits mistakes and uses them for continuous improvement • Demonstrates transparency in decision made that impact teacher and student learning and working conditions • Adheres to the code of conduct
	Planning and Organization	Prioritizes and plans work activities. Uses time efficiently. Plans for additional resources. Integrates changes smoothly. Sets goals and objectives. Works in an organized manner.	• Organizes time, tasks, and projects effectively with clear objectives, coherent plans, and appropriate deadlines for self, faculty and staff • Prioritizes decisions that impact the quality of student and teacher learning

Operational Leadership **Val-Ed Core Components:** Connections to External Communities **Courses / Training Available** • Internal Accounts course • FTE Course	9. Identify and prioritize system needs by employing effective resources, fiscal and time management techniques that create a safe, inclusive and equitable learning environment.	**Financial Responsibility**	Understands financial targets and budgeted goals. Implements operating budget flexibly to address changing priorities regarding resources for school goals. Creates sound business cases to support expenditures. Promotes conservation of organizational resources. Has knowledge of historic and current financial data.	• Maximizes the impact of fiscal resources to provide recurring systemic support for instructional priorities

New York City

Department of Education,

New York

2013-14 Quality Review Rubric

The 2013-14 Quality Review (QR) rubric continues to have ten indicators within three categories as outlined below:

I. Instructional Core across Classrooms
  - Curriculum (1.1)*
  - Pedagogy (1.2)*
  - Assessment (2.2)*
II. School Culture
  - Positive learning environment (1.4)
  - High expectations (3.4)
III. Structures for Improvement
  - Leveraging resources (1.3)*
  - Teacher support and supervision (4.1)*
  - Goals and action plans (3.1)
  - Teacher teams and leadership development (4.2)
  - Monitoring and revising systems (5.1)
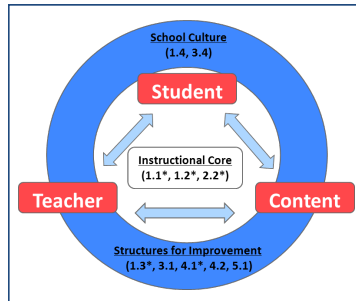
The 2013-14 framework for the QR rubric continues to align with the diagram above. The instructional core is the relationship between the student, teacher, and content (i.e., academic tasks). For the instructional core to improve or maintain a high standard across classrooms within a school, the school's culture and structures for improvement must facilitate efforts to increase and sustain quality.

*Weighted indicators from 2012-13 will remain weighted in 2013-14

Note that the taxonomy of the previous years' rubrics, such as "Indicator 3.4," will remain for ease of reference

Language in the Quality Review rubric may be adjusted once the evaluation processes for the 2013-14 school year are finalized.

2013-14 Quality Review Rubric

Overview of Rubric Revisions: *In the Quality Review rubric, red font denotes language changes.*

Goals:

Changes to the QR rubric were made in an effort to meet the following goals:
  - Maintain stability in the tool
  - Align with Citywide Instructional Expectations (CIE) and other key instructional initiatives such as *A Shared Path to Success*
  - Clarify existing language where needed

Instructional core across classrooms

1.1 Shift in language from "state standards" to "Common Core Learning Standards (CCLS) and/or content standards" and inclusion of "access to curricula and tasks" to reflect Universal Design for Learning (UDL)

1.2 Inclusion of "instructional shifts" to reflect the connection between CCLS implementation and classroom instruction to align with the CIE as well as incorporating native language scaffolds into teaching strategies

School Culture

1.4 Inclusion of "personal behaviors" to emphasize alignment to college and career readiness benchmarks

School Structures

1.3 Revision of language to underscore conscious efforts to focus teacher time on instructional work and inclusion of language that aligns to the outcomes of *A Shared Path to Success* initiative

4.1 Shift in language from "research based common teaching framework" to "teacher practice rubric" pending the implementation of the new teacher evaluation law

Language in the Quality Review rubric may be adjusted once the evaluation processes for the 2013-14 school year are finalized.

Indicators	Underdeveloped	Developing	Proficient	Well Developed
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards [1]Instructional shifts refer to those embedded in the CCLS [2]*Rigorous habits or higher-order skills:* Webb's Depth of Knowledge (DOK) tool and Hess's Cognitive Rigor Matrix inform the terms "rigorous habits" and "higher-order skills" in this rubric [3]**Access:** Universal Design for Learning (UDL) informs the curricular planning and revisions for access in this rubric	a) School leaders and faculty have not aligned curricula to CCLS and/or content standards and have not integrated the instructional shifts[1] b) Curricula and academic tasks do not typically emphasize rigorous habits or higher-order skills[2] c) Curricula and academic tasks do not reflect planning to provide students access[3] to the curricula and tasks and cognitively engage a diversity of learners	a) School leaders and faculty are in the process of aligning curricula to CCLS and/or content standards and integrating the instructional shifts b) Curricula and academic tasks emphasize rigorous habits and higher-order skills inconsistently across grades, subjects, and/or for English Language Learners (ELLs) and students with disabilities (SWDs) c) Curricula and academic tasks reflect planning to provide students access to the curricula and tasks and cognitively engage a diversity of learners	a) School leaders and faculty ensure that curricula are aligned to CCLS and/or content standards, integrate the instructional shifts, and make purposeful decisions to build coherence and promote college and career readiness for all students b) Curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects and for ELLs and SWDs c) Curricula and academic tasks are planned and refined using student work and data so that a diversity of learners, including ELLs and SWDs, have access to the curricula and tasks and are cognitively engaged	a) School leaders and faculty ensure that curricula are aligned to CCLS and/or content standards and strategically integrate the instructional shifts, resulting in coherence across grades and subject areas that promotes college and career readiness for all students b) Rigorous habits and higher-order skills are emphasized in curricula and academic tasks and are embedded in a coherent way across grades and subjects so that all learners, including ELLs and SWDs, must demonstrate their thinking c) Curricula and academic tasks are planned and refined using student work and data so that individual and groups of students, including the lowest- and highest-achieving students, ELLs, and SWDs, have access to the curricula and tasks and are cognitively engaged

Indicators	Underdeveloped	Developing	Proficient	Well Developed
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and the teacher practice rubric[4], aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products [4]*Pending the implementation of the new teacher evaluation law in July 2013, the term "teacher practice rubric" is used to refer to the NYCDOE's common teaching framework*	a) Across classrooms, teaching practices are not typically aligned to the curricula and/or do not reflect a set of beliefs about how students learn best b) Across classrooms, teaching strategies (including questioning, scaffolds in English and/or native language where appropriate, and routines) typically do not provide multiple entry points into the curricula and do not support appropriately challenging tasks or the demonstration of higher-order thinking skills for students, including ELLs and SWDs c) Across classrooms, student work products and discussions reflect a general lack of student thinking and participation	a) Across classrooms, teaching practices are becoming aligned to the curricula and beginning to reflect a set of beliefs about how students learn best that is informed by the teacher practice rubric and the instructional shifts b) Across classrooms, teaching strategies (including questioning, scaffolds in English and/or native language where appropriate, and routines) inconsistently provide multiple entry points into the curricula leading to uneven engagement in appropriately challenging tasks and uneven demonstration of higher-order thinking skills in student work products, including the work of ELLs and SWDs c) Across classrooms, student work products and discussions reflect uneven levels of student thinking and participation	a) Across classrooms, teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how students learn best that is informed by the teacher practice rubric and the instructional shifts b) Across classrooms, teaching strategies (including questioning, scaffolds in English and/or native language where appropriate, and routines) consistently provide multiple entry points into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products c) Across classrooms, student work products and discussions reflect high levels of student thinking and participation	a) Across the vast majority of classrooms, teaching practices are aligned to the curricula and reflect a coherent set of beliefs about how students learn best that is informed by the teacher practice rubric and the instructional shifts, as well as by discussions at the team and school levels b) Across the vast majority of classrooms, teaching strategies (including questioning, scaffolds in English and/ or native language where appropriate, and routines) strategically provide multiple entry points and high-quality supports and extensions into the curricula so that all learners, including ELLs and SWDs, are engaged in appropriately challenging tasks and demonstrate higher-order thinking skills in student work products c) Across the vast majority of classrooms, student work products and discussions reflect high levels of student thinking, participation, and ownership

Language in the Quality Review rubric may be adjusted once the evaluation processes for the 2013-14 school year are finalized.

Indicators	Underdeveloped	Developing	Proficient	Well Developed
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products [5]*College and Career readiness also includes other post-secondary outcomes such as independent living, mobility, and structured employment options*	a) The use of resources (e.g., budget, space, technology, coaches, partnerships) is not aligned to the school's instructional goals, as evident in student work products b) The use of staff time is structured such that teams meet so infrequently (e.g., monthly) that it is difficult for them to improve instruction and engage students in challenging academic tasks c) Hiring practices, teacher assignments (e.g., total student load, effective teachers placed to close the achievement gap), and student program groupings and interventions are not aligned to support access to learning opportunities that lead to college and career readiness[5]	a) Alignment is developing between the use of resources (e.g., budget, space, technology, coaches, partnerships) and the school's instructional goals, as evident in meaningful student work products b) The use of staff time is structured such that teams meet infrequently (e.g., twice per month) or do not utilize the time effectively; teachers' professional responsibilities are inconsistently aligned with the school's instructional goals, thus hindering efforts to focus teacher time on instructional work and their potential to improve instruction and engage students in challenging academic tasks c) Alignment among hiring practices, teacher assignments (e.g., total student load, effective teachers placed to close the achievement gap), and student program groupings and interventions, including those for ELLs and SWDs, is developing to support access to learning opportunities that lead to college and career readiness	a) The use of resources (e.g., budget, space, technology, coaches, partnerships) and other organizational decisions are aligned to and support the school's instructional goals, as evident in meaningful student work products b) The use of staff time is structured such that teams meet regularly (e.g., weekly) and effectively; teachers' professional responsibilities are aligned with the school's instructional goals with a conscious effort to focus teacher time on instructional work, thus improving instruction and engaging students in challenging academic tasks c) Hiring practices, teacher assignments (e.g., total student load, effective teachers placed to close the achievement gap), and student program groupings and interventions, including those for ELLs and SWDs, effectively support access to learning opportunities that lead to college and career readiness	a) The use of resources (e.g., budget, space, technology, coaches, partnerships) and other organizational decisions are well-aligned to and support the school's instructional goals and long-range action plans, as evident in meaningful student work products b) The use of staff time is structured such that teams have substantial and regular meetings that are deliberately structured so that teachers' professional responsibilities align with the school's instructional goals, focusing teacher time on instructional work and resulting in improved instruction that engages all students in challenging academic tasks c) Hiring practices, teacher assignments (e.g., total student load, effective teachers placed to close the achievement gap), and student program groupings and interventions, including those for ELLs and SWDs, are strategic, promoting access to college and career readiness as well as accountable collaborations among faculty so that groups of teachers hold themselves accountable for their students' progress

Language in the Quality Review rubric may be adjusted once the evaluation processes for the 2013-14 school year are finalized.

Indicators	Underdeveloped	Developing	Proficient	Well Developed
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults [6]*Academic and personal behaviors encompass a range of indicators that support resilience as well as college enrollment and persistence. These behaviors are disaggregated into five overlapping categories: motivation, engagement, work habits/ organizational skills, communication/ collaboration skills, and self-regulation. For more information, see (link).*	a) The school does not have a coherent approach to culture-building, discipline, and social-emotional support so that the tone of the school is not respectful or orderly b) The school has limited structures to provide attendance, social-emotional learning, child/youth development, and guidance/advisement supports to students, and/or not all students are known well by at least one adult c) The school community has not aligned professional development, family outreach, and student learning experiences and supports to promote the adoption of effective academic and personal behaviors[6]	a) The school is developing an approach to culture-building, discipline, and social-emotional support such that the tone of the school is generally respectful; the school is working to address areas of need or inconsistencies in order to build an inclusive culture in which student voice is welcome and valued b) The school is developing structures to ensure targeted attendance, social-emotional learning, child/youth development, and guidance/ advisement supports to students, but supports do not consistently align with student learning needs and/or not all students are known well by at least one adult c) The school community is developing alignment among professional development, family outreach, and student learning experiences and supports to promote the adoption of effective academic and personal behaviors	a) The school's approach to culture-building, discipline, and social-emotional support results in a safe environment and inclusive culture that is conducive to student and adult learning; students and adults treat each other respectfully and student voice is welcome and valued b) Structures are in place to ensure that each student is known well by at least one adult who helps to coordinate attendance, social-emotional learning, child/youth development, and guidance/advisement supports that align with student learning needs c) The school community aligns professional development, family outreach, and student learning experiences and supports to promote the adoption of effective academic and personal behaviors	a) The school's approach to culture-building, discipline, and social-emotional support is informed by a theory of action and results in a safe environment and inclusive culture that support progress toward the school's goals; the school meaningfully involves student voice in decision-making to initiate, guide, and lead school improvement efforts b) Structures are in place so that each student is known well by at least one adult who helps to personalize attendance supports and coordinate social-emotional learning, child/youth development, and guidance/advisement supports that impact students' academic and personal behaviors c) The school community strategically aligns professional development, family outreach, and student learning experiences and supports, resulting in the adoption of effective academic and personal behaviors

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Indicators	Underdeveloped	Developing	Proficient	Well Developed
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels [7] **Common assessment:** Teachers use one shared assessment or use different assessments that measure common skills to evaluate student progress across classes and over time.	a) Across classrooms, teachers use or create assessments, rubrics, and grading policies that are not aligned with the school's curricula, or the analysis of those assessments has no impact on classroom-level curricular and instructional practices b) The school does not use common assessments[7], or the assessments are not able to measure student progress toward goals across grades and subject areas c) Across classrooms, teachers' assessment practices do not reflect the use of ongoing checks for understanding and student self-assessment, and do not allow for effective adjustments to lessons based on student confusion	a) Across classrooms, teachers use or create assessments, rubrics, and grading policies that are loosely aligned with the school's curricula, thus providing limited feedback to students and teachers regarding student achievement b) The school is developing in their use of common assessments to measure student progress toward goals across grades and subject areas, or there are common assessments in place but results are inconsistently used to adjust curricula and instruction c) Across classrooms, teachers' assessment practices inconsistently reflect the use of ongoing checks for understanding and student self-assessment so that teachers inconsistently make effective adjustments to meet students' learning needs	a) Across classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school's curricula, thus providing actionable feedback to students and teachers regarding student achievement b) The school uses common assessments to determine student progress toward goals across grades and subject areas and the results are used to adjust curricula and instruction c) Across classrooms, teachers' assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students' learning needs	a) Across the vast majority of classrooms, teachers use or create assessments, rubrics, and grading policies that are aligned with the school's curricula and offer a clear portrait of student mastery, thus providing actionable and meaningful feedback to students and teachers regarding student achievement b) The school uses common assessments to create a clear picture of student progress toward goals across grades and subjects, track progress, and adjust curricular and instructional decisions so that all students, including ELLs and SWDs, demonstrate increased mastery c) Across the vast majority of classrooms, teachers' assessment practices consistently reflect the varied use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students' learning needs and students are aware of their next learning steps

Indicators	Underdeveloped	Developing	Proficient	Well Developed
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community	a) School-level goals and action plans are not clear and focused or are not tracked for progress b) Goal-setting and action planning, including professional development planning, occur at the school level but are not informed by a data-driven needs assessment or ongoing data gathering and analysis c) School leaders do not effectively involve and/or communicate with the school community, including teachers, families, and age-appropriate students, regarding school improvement plans and decision-making processes	a) There is a short list of school-level goals that are tracked for progress but do not drive efforts to accelerate student learning b) Goal-setting and action planning, including professional development planning, occur at the school level with only a surface connection to the school's data gathering and analysis, such that impact on teacher practice is unclear or inconsistent c) School leaders involve and communicate with the school community, including teachers, families, and age-appropriate students, in a limited way regarding school improvement plans and decision-making processes	a) There is a short list of clear, focused school-level goals and action plans (long-term, annual, and interim) apparent in the CEP and other planning documents; those goals are tracked for progress and adjusted to drive efforts to accelerate student learning and foster social-emotional growth b) Goal-setting and effective action planning at the school level, including professional development planning, are informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis that improve teacher practice across classrooms c) School leaders involve and communicate with the school community, including teachers, families, and age-appropriate students, regarding school improvement plans and decision-making processes	a) There is a "theory of action," which includes a rationale for the short list of clear, focused school-level goals and action plans (long-range, annual, and interim) apparent in the CEP and other planning documents; those goals are tracked for progress and thoughtfully adjusted to leverage changes that explicitly link to accelerated student learning and social-emotional growth b) Goal-setting and effective action planning at the school level, including professional development planning, are informed by a comprehensive, data-driven needs assessment and ongoing data gathering and analysis that improve teacher practice across classrooms and close the achievement gap c) School leaders effectively involve and communicate with the school community, including teachers, families, and age-appropriate students, regarding school improvement plans and decision-making processes

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Indicators	Underdeveloped	Developing	Proficient	Well Developed
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	a) School leaders inconsistently communicate high expectations (professionalism, instruction, communication, and other elements of the teacher practice rubric) to the entire staff b) School leaders and staff do not have expectations that are clearly connected to a path to college and career readiness c) Teacher teams and staff do not establish a culture for learning that communicates high expectations for all students and/or are not developing feedback systems and guidance/advisement supports to help prepare students for the next level	a) School leaders consistently communicate high expectations (professionalism, instruction, communication, and other elements of the teacher practice rubric) to the entire staff and are developing training and a system of accountability for those expectations b) School leaders and staff are developing expectations that are connected to a path to college and career readiness and/or the school is developing systems to provide feedback to families regarding student progress toward meeting those expectations c) Teacher teams and staff establish a culture for learning that communicates high expectations for all students; feedback and guidance/advisement supports are developing the level of detail and clarity needed to help prepare students for the next level	a) School leaders consistently communicate high expectations (professionalism, instruction, communication, and other elements of the teacher practice rubric) to the entire staff and provide training and have a system of accountability for those expectations b) School leaders and staff consistently communicate expectations that are connected to a path to college and career readiness and offer ongoing feedback to help families understand student progress toward those expectations c) Teacher teams and staff establish a culture for learning that consistently communicates high expectations for all students and offer ongoing and detailed feedback and guidance/advisement supports that prepare students for the next level	a) School leaders consistently communicate high expectations (professionalism, instruction, communication, and other elements of the teacher practice rubric) to the entire staff, and provide training, resulting in a culture of mutual accountability for those expectations b) School leaders and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with families to support student progress toward those expectations c) Teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear, focused, and effective feedback and guidance/advisement supports to ensure that students, including high-need subgroups, own their educational experience and are prepared for the next level

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Indicators	Underdeveloped	Developing	Proficient	Well Developed
4.1 Use the observation of classroom teaching with the teacher practice rubric along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers [8]Effective feedback is specific, actionable, time-bound, and prioritized. It is also aligned to the teacher practice rubric and to the CCLS, where appropriate.	a) There is little evidence that teachers receive feedback and next steps from classroom observations and analysis of student work/data b) Feedback to teachers does not aptly capture strengths, challenges, and next steps, and/or is not aligned to the teacher practice rubric c) School leaders do not have a system for using teacher observation data to design professional development, to make informed decisions (assignment, tenure, retention), and to develop succession plans connected to teachers, APs, and other staff members	a) School leaders support the development of teachers, including those new to the profession, with feedback and next steps from infrequent cycles of classroom observation and analysis of student work/data, or the feedback is not consistently effective[8] b) Feedback to teachers captures strengths, challenges, and next steps, but is not yet fully connected to the teacher practice rubric, and/or feedback is beginning to support teacher development c) School leaders are developing a system to use teacher observation data to effectively design and facilitate professional development and are beginning to make informed decisions (assignment, tenure, retention) and develop succession plans connected to teachers, APs, and other staff members	a) School leaders support the development of teachers, including those new to the profession, with effective feedback and next steps from short, frequent cycles of classroom observation and analysis of student work/data b) Feedback to teachers accurately captures strengths, challenges, and next steps using the teacher practice rubric; feedback articulates clear expectations for teacher practice and supports teacher development c) School leaders have an effective system that uses teacher observation data to effectively design and facilitate professional development and are making informed decisions (assignment, tenure, retention) and developing succession plans connected to teachers, APs, and other staff members	a) School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps from the strategic use of short, frequent cycles of classroom observation and analysis of student work/data b) Feedback to teachers accurately captures strengths, challenges, and next steps using the teacher practice rubric; feedback articulates clear expectations for teacher practice, supports teacher development, and aligns with professional goals for teachers c) School leaders have a strategic, transparent system for managing professional development, make informed decisions, and develop succession plans (assignment, tenure, retention) about teachers, APs, and other staff members; this system is leading to improved quality of student work products

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Indicators	Underdeveloped	Developing	Proficient	Well Developed
4.2 Engage in structured professional collaborations on teams using an **inquiry approach**[9] that promotes shared leadership and focuses on improved student learning [9]*The term **inquiry approach** is defined by the expectations of teacher teams in 4.2b and across this rubric*	a) A minority of teachers are engaged in structured professional collaborations on teams using an inquiry approach; other team work may focus on problem-solving for individual students or non-instructional supports b) Teacher teams do not typically analyze assessment data and student work for students they share or on whom they are focused c) There are limited opportunities for faculty to develop leadership capacity or to influence key decisions that affect student learning across the school	a) The majority of teachers are engaged in structured professional collaborations on teams that may be loosely (or ineffectively) connected to school goals and the implementation of CCLS (including the instructional shifts), or the use of an inquiry approach is developing across the teams b) Teacher teams analyze assessment data and student work for students they share or on whom they are focused, but this work does not typically result in improved teacher practice or progress toward goals for groups of students c) Distributed leadership structures are developing to support leadership capacity-building and to include teachers in key decisions that affect student learning across the school	a) The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of school goals and the implementation of CCLS (including the instructional shifts), strengthening the instructional capacity of teachers b) Teacher teams consistently analyze assessment data and student work for students they share or on whom they are focused, typically resulting in improved teacher practice and progress toward goals for groups of students c) Distributed leadership structures are in place so that teachers have built leadership capacity and have a voice in key decisions that affect student learning across the school	a) The vast majority of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened teacher instructional capacity and promoted the implementation of CCLS (including the instructional shifts), resulting in school-wide instructional coherence and increased student achievement for all learners b) Teacher teams systematically analyze key elements of teacher work including classroom practice, assessment data, and student work for students they share or on whom they are focused, resulting in shared improvements in teacher practice and mastery of goals for groups of students c) Distributed leadership structures are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school

Indicators	Underdeveloped	Developing	Proficient	Well Developed
5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS	a) School leaders and faculty do not have a process to evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS *(evaluation of practices of 1.1, 1.2, 2.2)* b) School leaders and faculty do not have a process to evaluate the quality of school culture and the ways expectations are developed and shared among school constituents, or they do not focus on making adjustments to support the expectations of the CCLS *(evaluation of practices of 1.4, 3.4)* c) School leaders and faculty do not have a process to evaluate and adjust the use of organizational resources, the quality of teacher team work, and professional development practices, or they do not pay particular attention to the implications of the CCLS *(evaluation of practices of 1.3, 4.1, 4.2)*	a) School leaders and faculty are developing a process to regularly evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS *(evaluation of practices of 1.1, 1.2, 2.2)* b) School leaders and faculty are developing a process to regularly evaluate the quality of school culture and the ways expectations are developed and shared among school constituents, with a developing focus on making adjustments to support the expectations of the CCLS *(evaluation of practices of 1.4, 3.4)* c) School leaders and faculty are developing a process to regularly evaluate and adjust the use of organizational resources, the quality of teacher team work, and professional development practices, with particular attention to what teachers need to learn to support student mastery of the CCLS *(evaluation of practices of 1.3, 4.1, 4.2)*	a) School leaders and faculty have a process in place to regularly evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS *(evaluation of practices of 1.1, 1.2, 2.2)* b) School leaders and faculty have a process in place to regularly evaluate the quality of school culture and the ways expectations are developed and shared among school constituents, with a focus on making adjustments to support the expectations of the CCLS *(evaluation of practices of 1.4, 3.4)* c) School leaders and faculty have a process in place to regularly evaluate and adjust the use of organizational resources, and the quality of teacher team work, and professional development practices, with particular attention to what teachers need to learn to support student mastery of the CCLS *(evaluation of practices of 1.3, 4.1, 4.2)*	a) School leaders and faculty have an effective and transparent process in place to purposefully evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the CCLS, with a focus on building alignment and coherence between what is taught and how it is taught *(evaluation of practices of 1.1, 1.2, 2.2)* b) School leaders and faculty have a process in place to purposefully evaluate the quality of school culture and the ways expectations are developed and shared among school constituents, with a focus on making adjustments to support the expectations of the CCLS *(evaluation of practices of 1.4, 3.4)* c) School leaders and faculty have a process in place to purposefully evaluate and adjust the use of organizational resources and the quality of teacher team work and professional development practices, with particular attention to what teachers need to learn to support student mastery of the CCLS *(evaluation of practices of 1.3, 4.1, 4.2)*

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Prince George's County Public Schools, **Maryland**

Eight Standards Aligned to the PGCPS Leadership Definition

1. **Standard I: The PGCPS principal sets high expectations for achievement based upon individualized tailoring of instruction, rigorous data analysis and evaluation of the effective instructional practices**

    1.1. **Curriculum, Instruction, Learning, and Assessment:** The principal demonstrates a deep knowledge of teaching and learning processes and engages all staff in developing and applying this knowledge. The principal ensures that a challenging program of curriculum and instruction, inclusive of formative assessment practices, is provided to all students, including students identified as gifted, students with disabilities, and students considered "at risk" of school failure.

    1.2. **Time for Students and Teachers:** The principal creates processes and a schedule that maximize time for instruction and collaboration. The principal ensures staff has adequate time to use data to inform, develop and improve instruction.

    1.3. **Student Achievement and Growth:** The principal takes responsibility for ensuring all students are on track toward college and career readiness. The principal ensures each student is provided with a challenging course of instruction that teaches the skills, dispositions, and attitudes necessary for success in success in post-secondary education, work, and life, including democratic and civic participation.

2. **Standard II: The PGCPS principal sets standards for ensuring school-wide instructional and achievement goals are met based upon implementation of effective pedagogical practices, data analysis and monitoring of research-based instructional practices**

    2.1. **Goal Setting:** The principal ensures that staff takes responsibility and are accountable for accomplishing the school's vision, mission, and goals. The principal works collaboratively with staff to set ambitious, yet attainable targets for student learning. The principal leads a process to provide evidence of outcomes and measure results.

    2.2. **Instructional Assessment:** The principal demonstrates current knowledge of highly effective practices in instruction, knowledge of implementation and analysis of formative and summative assessments, and technology integration for instruction.

3. **Standard III: The PGCPS principal monitors effective instructional practices through observation and evaluation**

    3.1. **Effective Instruction:** The principal supports staff in effective use of Danielson's Framework for Teaching to ensure that rigorous, relevant, and appropriate instruction, aligned across grades, are delivered to and for all students.

    3.2. **Monitoring Instruction:** The principal frequently monitors and evaluates instruction using multiple sources of data. The principal stresses the importance of implementing instructional and assessment strategies that maximize student learning and meet the needs of diverse learners.

4. **Standard IV: The PGCPS principal builds a shared vision, fosters shared goals, and communicates high performance expectations**

    4.1. **Shared Purpose:** The principal works collaboratively with stakeholders to develop the vision, mission, and goals of the school and facilitates their integration into the school's organizational culture. The principal engages all stakeholders in building a shared vision of student learning

outcomes that promote college and career readiness for all students. The principal ensures that the school's vision and mission are aligned to the district's strategic goals.

4.2. **School Improvement Plan:** The principal ensures that the school improvement plan provides the structure for the vision, mission, and goals of the school. The principal uses an inclusive process to develop, implement, monitor, and review the school improvement plan. The principal uses data on student and adult learning to track progress toward achieving the school's vision, mission, and goals. The principal ensures the school improvement plan is clear, actionable, and understood by all staff. The principal ensures that the school improvement plan focuses on the particular school context while staying aligned with and supportive of the district improvement plan and strategic goals.

4.3. **Leading Change:** The principal ensures a collaborative culture that values innovation, creativity, and continuous improvement. The principal models and inspires self-awareness, reflective practice, creative problem-solving and ethical behavior. The principal analyzes organizational practices, including classroom instructional practices, makes changes informed by data on student and adult performance, and communicates these decisions to all stakeholders in the school community.

4.4. **Distributed Leadership:** The principal empowers staff to become instructional leaders, distributing responsibility for achieving the vision, mission, and goals set out in the school improvement plan. The principal engages staff in opportunities to work collaboratively to solve student learning problems that encourage risk-taking, creativity, and knowledge-sharing.

5. **Standard V: The PGCPS principal demonstrates a commitment to excellence, equity, and innovation**
   5.1. **Intentional and Collaborative School Culture:** The principal involves all staff in creating a climate that fosters excellence, equity, and innovation. The principal builds relationships that create a trusting, respectful, and supportive school culture where students and staff are supported in achieving individualized learning goals.

   5.2. **Equity:** The principal ensures an inclusive and celebratory school culture that promotes cultural competency and values diversity. The principal assumes responsibility and is accountable for a safe, orderly, supportive, and healthy learning environment. The principal ensures a school culture in which students' individual backgrounds are valued as a resource, and instruction and behavioral supports build on student strengths.

   5.3. **Culture of Continuous Improvement:** The principal fosters a school culture that values innovation, risk-taking, and creativity. The principal engages staff in courageous conversations that encourage further development of effective instructional practices.

6. **Standard VI: The PGCPS principal demonstrates human resource and managerial leadership**
   6.1. **Adult Learning:** The principal challenges the thinking and learning of self and others to further develop professional practice. The principal leads all staff in setting goals for professional growth.

   6.2. **Building Capacity:** The principal identifies, trains, advises, mentors, and coaches staff to build capacity consistent with the needs of the school and the district.

   6.3. **Evaluation:** The principal evaluates staff fairly and equitably to foster professional growth and development. The principal demonstrates the will to dismiss staff members who are ineffective or unsatisfactory after plans for professional improvement and support have proven unsuccessful.

   6.4. **School Resources and Budget:** The principal implements and monitors a system for allocating all available school resources (people, materials, time, technology, and funding) to support the

learning needs of students and adults as directed by county policy. The principal ensures that the school's operations and physical plant are managed according to sound principles of business management, budgeting, and accounting practices.

6.5. **Conflict Management and Resolution:** The principal demonstrates awareness of potential problems and areas of conflict. The principal deals collaboratively with obstacles and provides feedback that is honest, specific and balanced.

6.6. **Policies and Agreements:** The principal adheres state and federal laws, and district and board policies, including negotiated agreements, and has processes and procedures to ensure they are consistently met. The principal maintains the confidentiality of student records and ensures a system for accurate record keeping and reporting. The principal ensures that all school-based policies and procedures are consistent with federal and state laws, district and board policies, and negotiated agreements and utilizes this knowledge to establish a learning environment that is competitive in the global economy.

7. **Standard VII: The PGCPS principal demonstrates strong external leadership**

7.1. **Family and Community Engagement:** The principal builds relationships with families and community that improve student learning and healthy development. The principal provides activities that actively engage parents in help their children be successful in school. The principal builds and sustains school-community partnerships with businesses and other civil and social organizations.

7.2. **Communication:** The principal develops and presents a coherent and transparent account of the school's performance to a range of audiences. The principal fosters shared responsibility for student and school success by communicating performance against school and district goals. The principal uses a variety of communication strategies to connect with families and other audiences.

7.3. **Advocacy:** The principal leverages district and community resources to maximize the school's ability to serve the best interests of students and families. The principal works collaboratively with district and community leadership to ensure the school is appropriately resourced and staffed.

8. **Standard VIII: The PGCPS principal demonstrates knowledge of the use of Technology and Data**

8.1. **Technology and Data Use:** The principal demonstrates a commitment to the effective use of data and technology resources. The principal ensures a school culture whose actions and decisions are informed by data. The principal uses a variety of data to guide decision making, including: student attendance and retention, course enrollment and completion, discipline, matriculation to college, staffing levels, teacher attendance, and other measures of school success.

8.2. **Technology as a Resource:** The principal ensures the school is resourced with the technology tools necessary for efficient and effective data collection, analysis, and dissemination. The principal ensures all staff is trained in the use of technology tools.

The Wallace Foundation®

Supporting ideas.
Sharing solutions.
Expanding opportunities.®

The Wallace Foundation is a national philanthropy that seeks to improve education and enrichment for disadvantaged children. The foundation has an unusual approach: funding projects to test innovative ideas for solving important public problems, conducting research to find out what works and what doesn't and to fill key knowledge gaps – and then communicating the results to help others.

Wallace has five major initiatives under way:

- School leadership: Strengthening education leadership to improve student achievement.
- After school: Helping selected cities make good out-of-school time programs available to many more children.
- Audience development for the arts: Making the arts a part of many more people's lives by working with arts organizations to broaden, deepen and diversify audiences.
- Arts education: Expanding arts learning opportunities for children and teens.
- Summer and expanded learning time: Giving children more hours to devote to learning.

Find out more at www.wallacefoundation.org.