

Professionalism, Disposition and Ethics	Effective	Developing	Unsatisfactory	Performance Indicators	
	<b>PDE1: Leaders follow the district Code of Ethics and model behaviors that demonstrate professionalism, integrity, and equity.</b>				
	<p>Consistently models and communicates expectations for professional behavior that reflects the district's Code of Ethics, integrity, and equity in all situations. Consistently models cultural competency skills indicative of inclusivity, equity, respect, and appreciation to all students, staff, parents and community members. Consistently examines personal biases publicly to address the diverse assets and needs of students, staff, and community members to promote equitable practices. Consistently reflects professional appearance, dress and decorum in all situations.</p>	<p>Generally serves as a role model and communicates expectations for professional behavior that reflects the district's Code of Ethics, integrity, and equity. Inconsistently demonstrates cultural competency skills indicative of inclusivity, equity, respect, and appreciation; and/or inconsistently examines personal biases in order to promote equitable practices. Inconsistently maintains a professional appearance and/or decorum in all situations.</p>	<p>Violates, even once, the district Code of Ethics and/or the legal and policy requirements for the relationship between leaders and employees. Fails to demonstrate cultural competency skills and/or to examine personal biases to promote equitable practices. Permits or engages in inappropriate contact or racist practices with students. Has difficulty maintaining a professional decorum, and/or may not maintain a professional appearance.</p>	<ul style="list-style-type: none"> <li>• Works within professional and ethical guidelines to improve learning for all students and to meet school, district, and state requirements.</li> <li>• Models professional behavior and cultural competency to all stakeholders.</li> <li>• Promotes a belief in the ability of each student and adult to achieve.</li> <li>• Maintains a professional appearance and demeanor.</li> </ul>	
	<b>PDE2: Leaders develop a climate of trust, establish respectful relationships, and make decisions grounded in equity and access.</b>				
	<p>Consistently seeks and values input from a variety of stakeholders and acts with cultural competence and responsiveness in interactions and decision-making. Maintains a high level of visibility and is considered accessible by others. Maintains confidentiality and ensures that others do the same. Consistently affirms the contributions of others and communicates appreciation of effort. Deals with sensitive subjects with dignity and self-control, defusing confrontational situations with emotional intelligence, empathy, cultural competence, and respect.</p>	<p>Sometimes seeks and values input from stakeholders and/or acts with cultural competence and responsiveness as part of the decision-making process. Is visible and mostly considered accessible by others. Maintains confidentiality, but may not ensure that all staff members do the same. Inconsistently affirms the contributions of others and communicates appreciation of effort. Sometimes demonstrates a lack of sensitivity when dealing with emotionally charged issues.</p>	<p>Does not utilize the input of all stakeholders and/or does not act with cultural competence as part of the decision-making process. Is not visible and/or accessible. Fails to maintain confidentiality. Consistently misses the opportunity to affirm the contributions and appreciation of others. Loses temper, demonstrates emotional instability, and/or refuses to deal with sensitive subjects or issues.</p>	<ul style="list-style-type: none"> <li>• Is visible, approachable and listens to the concerns of students, teachers, and other stakeholders.</li> <li>• Seeks and makes use of diverse perspectives in decision-making.</li> <li>• Openly values the diversity of members of the community and actively seeks to learn about the identities and communities of students.</li> <li>• Creates a culture of respect and appreciation for all stakeholders.</li> </ul>	
	<b>PDE3: Leaders work as change agents, motivating and inspiring others and taking personal responsibility for change and growth.</b>				
	<p>Consistently reflects on biases and beliefs and develops cultural competency to grow as a leader for equity. Encourages open dialogue and alternate points of view, constructively addresses hard-to-discuss topics and dissent in order to improve the quality of decision-making. Establishes high expectations for all adults and students, regardless of identity or background, and consistently inspires and motivates others to do their best. Readily acknowledges personal and organizational failures and engages in professional learning to improve and grow. Consistently demonstrates the willingness to participate in professional opportunities as a coach, mentor, presenter, and/or researcher.</p>	<p>Reflects on biases and beliefs and has begun to develop cultural competency, but does not consistently lead for equity. Tolerates alternate points of view, but does not leverage it for change, or may avoid difficult conversations or dissent. Inconsistently establishes high expectations for others. Acknowledges personal and organizational failures only when confronted by evidence. Demonstrates willingness to participate in professional opportunities for growth, but may not always follow through on those commitments.</p>	<p>Does not reflect on biases or develop cultural competency, and/or does not lead with equity in mind. Suppresses alternate points of view, or becomes vindictive when challenged, using positional power in place of relational power. Fosters a climate of mistrust and intolerance for dissent. Expectations for others are based on identity or background. Is defensive and/or resistant to the acknowledgement of error. Does not mentor others in a positive manner and/or reluctantly participates in or contributes to professional growth opportunities.</p>	<ul style="list-style-type: none"> <li>• Pays close attention to which voices are not being heard and invites them to express their perspectives.</li> <li>• Establishes high expectations for adults and students, regardless of identity or background.</li> <li>• Contributes to and supports the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.</li> </ul>	
	<p><b>Distinguished:</b> In addition to working at an Effective level in Professionalism, Disposition and Ethics, a principal's school may have <b>significant positive results</b> on surveys, or an ability to solve most problems at the site level without district intervention. The principal may, for example, demonstrate <b>innovation</b> in creating a culture for change; or demonstrate <b>impact beyond the site</b> by sharing strategies with colleagues or taking on duties assigned by district level staff.</p>				

	Effective	Developing	Unsatisfactory	Performance Indicators
Communication and Engagement	<b>CE1: Leaders establish community partnerships that promote and support the diverse needs of college and career ready graduates.</b>			
	Actively communicates the successes of the school to the broader community. Conducts positive and frequent interactions with colleagues, district staff, and the community at large, and learns about the identities and communities being served. Garner resources and builds relationships with external stakeholders. Engages local businesses and nonprofits to support the school vision and integrates resources from these external sources in an equitable manner to strengthen student learning and development.	Infrequently communicates the successes of the school to the broader community. Interacts with colleagues, district staff, and the community at large, but not always as frequently as necessary, or minimally learns about the identities and communities being served. Advocates for the school to garner resources while maintaining relationships with external stakeholders, but may not effectively engage local businesses and nonprofits to support the school, or may not integrate resources to strengthen student learning and development in an equitable manner.	Avoids communication with the broader community, colleagues, and/or district staff, or is negative in those communications, or may overburden partners. Makes no attempt to learn about the identities and communities being served. May not advocate for the school or jeopardizes relationships when attempting to do so. May cause local businesses and nonprofits to refrain from supporting the school, or may exclude some groups and overemphasize others, creating friction or inhibiting equal access to opportunities.	<ul style="list-style-type: none"> <li>● Collaborates with colleagues and stakeholders to effectively and equitably utilize the resources and expertise available in the local community.</li> <li>● Advocates for students and acts to influence local, district and state decisions affecting student learning.</li> <li>● Works in a collegial and collaborative manner with other administrators, school personnel, and district stakeholders to promote and support the vision, mission and goals of the school district.</li> </ul>
	<b>CE2: Leaders meaningfully involve students, staff, parents, and the community, including historically marginalized communities, in student learning and support programs through an effective system of communication.</b>			
	Maintains a high degree of visibility, accessibility, and responsiveness with students, staff, parents, and the community. Shares explicit information about student learning expectations with families; identifies specific ways in which they can participate in and support their child's learning; ensures consistent messaging across the school. Consistently solicits and uses feedback from diverse stakeholders, including historically marginalized communities, to inform decisions, plans and actions. Creates two-way communication systems with families and students about school goals and values that are centered in equity and access, and individual student successes and needs. Ensures that all teachers provide regular and substantive updates to families through multiple means of communication. Works with the leadership team(s) to lead conversations and tailor messages to the intended audiences. Frequently interacts with stakeholders via newsletters, meetings, personal visits, phone calls, and technology.	Maintains visibility, accessibility, and responsiveness with students, staff, parents, and the community. Shares information about student learning expectations with families, but may not identify specific ways in which they can participate in and support their child's learning. Sometimes solicits and uses feedback from diverse stakeholders to inform decisions, plans and actions. Creates one-way, rather than two-way, communication systems with families and students or inconsistently ensures that teachers provide regular updates to families through multiple means of communication. Infrequently interacts with parents and community members via newsletters, meetings, personal visits, phone calls, and technology.	Is not visible, accessible, and/or responsive to students, staff and parents. Does not effectively share information about student learning expectations with families and community. Sometimes solicits but rarely uses feedback from stakeholders to inform decisions, plans and actions. Creates ineffective communication systems with families and students, or does not ensure that teachers provide regular updates to families through multiple means of communication. Delegates most interactions with parents and community members and fails to monitor the quality of newsletters, meetings, personal visits, phone calls, and the use of technology.	<ul style="list-style-type: none"> <li>● Communicates long- and short-term goals and the school improvement plan to all stakeholders.</li> <li>● Disseminates information to staff, parents and other stakeholders in a timely manner through multiple channels and sources.</li> <li>● Maintains visibility and accessibility to students, parents, staff, and other stakeholders.</li> <li>● Provides a variety of opportunities for parent and family involvement in school activities.</li> <li>● Communicates assessment results to multiple internal and external stakeholders.</li> </ul>
<b>CE3: Leaders use skill in written and oral communication with diverse audiences.</b>				
Effectively uses technology to communicate to diverse audiences. Uses a variety of written and oral communication vehicles to reach stakeholders. Is skilled in making and responding to phone calls and emails in a positive, professional, timely manner. Expresses thoughts and feelings both orally and in writing in a clear, concise, factual, and culturally competent manner with a professional tone. All communication shows respect for diverse perspectives, acknowledging others' responses, even when in disagreement.	Effectively uses technology to communicate, but may not attend to some details in some communications. Is not consistently timely and/or positive in response to calls and emails. Conveys information professionally, but may not always be concise or error-free verbally or in writing. Shows respect for diverse perspectives but response to disagreement may not always be skillful.	Ineffectively uses technology to communicate. Displays inappropriate responses on the telephone or in person, especially when challenged. Is verbose or disjointed in written or oral communication. Demonstrates a lack of verbal skills such as tone or fluency, fails to acknowledge others, or is abrasive or argumentative.	<ul style="list-style-type: none"> <li>● Speaks and writes in a clear and professional manner to students, parents, staff, and other stakeholders.</li> </ul>	
<p><b>Distinguished:</b> In addition to working at an Effective level in Communication and Engagement, a principal's school may have <b>significant positive results</b> on parent surveys and/or in the area of use of site and district electronic communication systems. The principal may, for example, demonstrate <b>innovation</b> in community outreach/training/empowerment, or in the use of multiple vehicles for communication; be considered an accomplished or inspirational public speaker or writer; or demonstrate <b>impact beyond the site</b> by sharing strategies with colleagues or taking on duties assigned by district level staff.</p>				

	Effective	Developing	Unsatisfactory	Performance Indicators
Teaching and Learning	<b>TL1: Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments for all students.</b>			
	<p>Effectively provides relevant instructional resources and programs, including differentiated support for students, and monitors and evaluates their use in support of successful implementation of standards based curriculum for all students. Consistently collaborates and engages staff to utilize and analyze timely, relevant formative and summative results in order to ensure equitable outcomes and improved classroom instruction. Regularly demonstrates knowledge of culturally relevant and research-based instructional best practices, shared with staff on an ongoing basis</p>	<p>Provides relevant instructional resources and programs, but may only partially implement due to lack of monitoring and/or evaluation, and/or may not include differentiated support for students. Requires staff to analyze data about student performance, but may not do so effectively enough to ensure equitable outcomes or impact classroom instruction. Engages a group of school leaders to analyze school wide data in order to make instructional decisions. Shares some examples of instructional practices with staff members, but these practices may not always be culturally relevant or tied to improving student achievement in areas related to staff and/or student needs.</p>	<p>Ineffectively provides, monitors, or evaluates the use of instructional resources and materials and/or does not include differentiated support for students. Ineffectively fosters the collaboration or engagement of staff to analyze formative and summative results with the expectation of improving student achievement, or may single out staff members to contribute or to analyze data without engaging the staff as a whole. Reaches false conclusions by selecting particular data to suit a position or misinterpreting data. Is not well versed in current research-based information and resources; instead, relies on past practice, limiting innovation.</p>	<ul style="list-style-type: none"> <li>Provides teachers with resources for the successful implementation of effective instructional strategies that will meet the needs of a diverse student population.</li> <li>Monitors and evaluates the use of diagnostic, formative and summative assessments to provide timely and accurate feedback to students and parents, and to inform instructional practices.</li> <li>Possesses knowledge of research-based instructional best practices in the classroom.</li> <li>Remains current with research related to educational issues, trends, and practices, and maintains a high level of technical and professional knowledge.</li> </ul>
Teaching and Learning	<b>TL2: Leaders develop, implement, and monitor systems that result in increased student achievement for all students.</b>			
	<p>Consistently and effectively uses multiple sources of student performance data to develop appropriate professional development opportunities, improve instruction, and increase achievement for all students, while promoting equity for groups who have been historically marginalized. Regularly engages others in, and facilitates the use of, a school wide data analysis protocol in order for staff to make instructional decisions. Consistently monitors and evaluates the implementation of professional development and the impact on instructional delivery and student progress, providing individual teacher feedback, and collective feedback to collaborative learning teams, and/or the staff as a whole on a regular basis.</p>	<p>Inconsistently uses student performance data to create professional development opportunities, improve instruction, and increase achievement for all students; and may not promote equity for groups who have been historically marginalized. Studies data informally, without a recognized protocol and/or uses data to make a generalization about needs instead of specific instructional decisions. Monitors the implementation of professional development through walk-throughs and observations. Provides individual and group feedback, but may only do so during formally scheduled times, rather than on a regular basis, or the feedback may be limited. Inconsistently reflects on the impact of professional development on student achievement and/or the need to revisit or expand on it in future professional development.</p>	<p>Does not use, or ineffectively uses, multiple sources of student performance data to develop appropriate professional development opportunities, improve instruction, and increase student achievement; and does not promote equity for groups who have been historically marginalized. Does not include the use or application of current data in schoolwide decision making and improvement efforts. Ineffectively facilitates, monitors, or evaluates the implementation of staff professional development opportunities; or takes a "hands-off" approach to professional development, giving complete responsibility to other staff members. Provides infrequent or inadequate lesson feedback that may not be centered on student learning, and/or does not connect walkthroughs to professional development and teacher practice.</p>	<ul style="list-style-type: none"> <li>Analyzes data and instructional strategies to make appropriate decisions to improve classroom instruction, increase student achievement and eliminate inequitable practices.</li> <li>Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress.</li> <li>Works collaboratively with staff to identify student needs and to design professional development that has an impact on staff/school improvement and student academic progress.</li> <li>Provides evidence that all students, including those who have been historically marginalized, are meeting measurable and appropriate achievement goals.</li> </ul>
Teaching and Learning	<b>TL3: Leaders provide individual and collective professional learning opportunities that result in high staff performance.</b>			
	<p>Consistently fosters a shared vision and responsibility for ongoing effective professional development as an instructional priority. Consistently establishes, reinforces, and models high expectations of continuous professional learning for all adults as essential in the improvement of teaching and learning. Participates alongside teachers and utilizes their diverse experience and abilities to develop and deliver professional development.</p>	<p>Intermittently revisits the shared vision and responsibility for ongoing effective professional development by providing a few opportunities for staff development. Models the expectation of continuous professional learning through various professional development opportunities in the improvement of teaching and learning, but may not consistently reinforce that expectation. Inconsistently participates alongside teachers in receiving, developing, and/or delivering professional development; and may not utilize their diverse experiences and abilities.</p>	<p>Rarely or inadequately communicates or models a shared vision and/or expectations for effective professional learning that impacts improved teaching and learning. Provides professional development opportunities that are superficial and/or lack correlation to the school's vision, covering many topics but not providing time for teachers to apply to their teaching. Infrequently participates alongside teachers in receiving, developing, and/or delivering professional development, or is ineffective when doing so.</p>	<ul style="list-style-type: none"> <li>Provides the focus for continued learning of all members of the school community.</li> <li>Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (e.g., peer observation, mentoring, coaching, study groups, learning teams).</li> <li>Participates in professional development alongside teachers when strategies are being taught for future implementation.</li> </ul>
Teaching and Learning	<p><b>Distinguished:</b> In addition to working at an Effective level in Teaching and Learning, a principal's school may have <b>significant positive results</b> in student achievement across subgroups and/or on walkthroughs that assess implementation of professional development. The principal may, for example, demonstrate <b>innovation</b> in the use of resources to supplement district professional development; differentiate professional development by teacher; use the entire school community to support teaching and learning; be considered a district expert in a particular area of professional development; or demonstrate <b>impact beyond the site</b> by sharing strategies with colleagues or taking on duties assigned by district level staff.</p>			

	Effective	Developing	Unsatisfactory	Performance Indicators
<b>Supervision, Evaluation &amp; Employee Development</b>	<b>SEED1: Leaders develop and sustain a culture of collaboration and continuous improvement that is student-centered and grounded in equity.</b>			
	<p>Maintains a democratic, shared decision-making body with whom the leader works closely to build consensus and creates space for open dialogue about hard-to-discuss topics (e.g., inequities, biases, etc.). Equitably develops team members' skills and capacity to lead, provides resources and support for the work, and ensures that the time spent in meetings is primarily focused on teaching and learning. Collaborates with staff to facilitate and lead meetings and committees. Consistently seeks feedback from a variety of sources and uses this feedback to inform cycles of continuous improvement.</p>	<p>Maintains a shared decision-making body that inconsistently operates in a democratic manner, does not meet on a regular basis, does not create space for open dialogue, and/or frequently makes decisions that are not related to teaching and learning. Avoids conflict during group discussions to keep the appearance of consensus. Inconsistently develops the capacity of the leadership team. Sometimes asks for input or feedback from the wider school community, may limit feedback to a small group, or may neglect to use the feedback to inform cycles of continuous improvement.</p>	<p>Does not establish a shared-decision-making body, is ineffective in utilizing this body, and/or makes autocratic decisions. Is not equitable in encouraging staff to take on leadership roles. Does not allow subordinates to exercise independent judgment. Rarely seeks and makes use of diverse perspectives from the wider school community.</p>	<ul style="list-style-type: none"> <li>Maximizes human resources by building on the strengths and diversity of teachers and staff members.</li> <li>Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.</li> <li>Maintains a collegial and equitable environment and supports the staff through the stages of the change process.</li> <li>Addresses barriers to teacher and staff performance, and provides positive working conditions to encourage retention of diverse, highly effective personnel.</li> </ul>
	<b>SEED2: Leaders share leadership with their staff and intentionally develop the potential of others.</b>			
	<p>Develops more than one staff member who can take over during the leader's absence, intentionally provides opportunities for them to do so, and provides one-on-one mentoring. Makes teacher-leader roles clear. Builds the capacity of others, including their ability to examine their own beliefs and assumptions. Ensures that all new staff members receive mentoring and a formal induction to the school, and creates processes to support and retain diverse staff. Strategically assigns staff to positions based on skills, strengths, qualifications, and diversity of teams. Celebrates exceptional teaching and staff contributions through multiple channels. Utilizes faculty meetings to provide professional development on a regular basis.</p>	<p>Occasionally provides mentoring and development of staff members, especially those who take an interest in leading. Establishes teacher-leader roles but these roles may be unclear at times. Provides all new staff members with a site orientation; however, the process may be informal. Sometimes strategically assigns staff. Regularly rewards and celebrates staff, but these rewards may not celebrate teaching or they may be limited in variety. Infrequently utilizes faculty meeting time for professional development.</p>	<p>Does not allow others to assume leadership duties and/or may not view others as capable, nor spend the time to train them. Rarely provides mentoring, orientation or induction, or attempts to do so are ineffective. Does not create processes to support and retain diverse staff. Rarely reassigns struggling staff members. Rarely provides rewards and celebrations, and/or focuses on insignificant contributions. Uses most faculty meeting time for operational issues or frequently cancels meetings.</p>	<ul style="list-style-type: none"> <li>Models and inspires trust and a risk-tolerant environment by sharing information and power.</li> <li>Builds the capacity of others to examine their own assumptions, beliefs, and personal biases.</li> <li>Creates processes that promote the support and retention of diverse staff.</li> <li>Cultivates leadership potential through personal mentoring.</li> <li>Recognizes and supports the achievements of highly effective teachers and staff and provides them opportunities for increased responsibility.</li> <li>Assigns highly effective staff in a fair and equitable manner based on school needs, assessment data, and local and state requirements.</li> </ul>
	<b>SEED3: Leaders implement accountability systems, including district evaluation procedures, to monitor employee performance.</b>			
<p>Systematically and consistently provides clear, formal and informal feedback using established district protocols. Ensures that all staff members receive verbal and written feedback that results in improved performance or links directly to improvement plans and documentation. Makes less than effective staff members aware of their areas of improvement, including behaviors that inhibit equity and access, and provides varied and consistent support structures for this improvement. Meets all established evaluation deadlines for every employee.</p>	<p>Provides formal and informal written and verbal feedback that follows established district protocol, but may not be clear or consistent, or may not be provided to all staff. Inconsistently makes staff members clear about how they need to improve. Provides support for improvement to staff who have been informed of their need to improve, but not necessarily to all staff who could improve. Infrequently misses a deadline with an effective employee.</p>	<p>Provides formal feedback that is formulaic, unspecific, infrequent, or incorporates a tone likely to result in negative employee reactions instead of growth. Conversely, may not notice poor performance or may notice, but rarely deals with it, resulting in few staff members being aware of their need to improve. Misses key deadlines that may result in process grievances.</p>	<ul style="list-style-type: none"> <li>Manages the supervision and evaluation of staff in accordance with local and state requirements.</li> <li>Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in staff development, and evaluates staff performance using multiple sources.</li> <li>Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support and resources for teachers and staff to improve job performance.</li> </ul>	
<p><b>Distinguished:</b> In addition to working at an Effective level in Supervision, Evaluation and Employee Development, a principal's school may have <b>significant positive results</b> in the form of a solid correlation between teacher evaluation ratings and student performance. The principal may, for example, demonstrate <b>innovation</b> in developing systems for collaboration and continuous improvement; produce written documents that serve as models, or demonstrate <b>impact beyond the site</b> by becoming a certified coach; mentoring teachers, aspiring leaders and others who are promoted to leadership positions; sharing strategies with colleagues, or taking on duties assigned by district level staff.</p>				

	Effective	Developing	Unsatisfactory	Performance Indicators
<b>Environment and Equity</b>	<b>EE1: Leaders facilitate safe, inclusive and respectful environments that meet the cultural, intellectual, social- emotional, linguistic, and physical needs of each student.</b>			
	<p>Develops a successful system to ensure safety, respectful behavior, and support of differences. Ensures effective implementation and practice of all safety/emergency plans, procedures, and protocols; analyzes their effectiveness; and updates as necessary. Regularly uses school culture and safety data to adjust practices, promoting equity for groups that have been historically marginalized. Sets a high standard for all stakeholders to demonstrate civility, cultural competency, and respect; and maintains positive relationships while skillfully holding those accountable who are not meeting the standard. Understands the specific school demographics, openly values the diversity of all members of the school community, and actively seeks to learn about the identities and communities of students in the school. Exhibits leadership skills that build a positive climate and address the unique characteristics of the community.</p>	<p>Develops a system to ensure safety, respectful behavior, and support of differences. Ensures effective implementation and practice of all safety/emergency plans, procedures, and protocols; but may not analyze their effectiveness or update. Infrequently uses school culture and safety data to adjust practices. Inconsistently sets a standard for all stakeholders to demonstrate civility, cultural competency, and respect; sometimes holds those accountable who are not meeting the standard. Understands the specific school demographics, but inconsistently demonstrates or communicates a value for the diversity of all members of the school community and/or exhibits leadership skills that build a positive climate and address the unique characteristics of the community.</p>	<p>Develops rules, procedures, and protocols, but these may not effectively ensure respect or support individual differences. Practices safety/emergency plans, procedures, and protocols; but does not analyze their effectiveness, leading to inconsistent results. Does not use school culture and safety data to adjust practices. Does not set a standard requirement for respectful interaction, and/or does not hold students/staff accountable. Does not demonstrate or communicate value for the individual differences and diversity of members of the school community and/or interacts with the school community in ways that detract from a positive climate.</p>	<ul style="list-style-type: none"> <li>• Involves students, staff, parents, and the community to create and sustain a positive, safe and healthy learning environment that reflects state, district, and local rules, policies, and procedures.</li> <li>• Incorporates knowledge of the social, cultural and political dynamics of the school community to cultivate a positive learning environment.</li> <li>• Develops and/or implements a Safe School Plan that manages crises in an effective and timely manner.</li> <li>• Ensures that behavior and/or discipline policies and practices prioritize student need and promote equity for groups that have been historically marginalized.</li> </ul>
	<b>EE2: Leaders develop a culture of high expectations, appreciation, and celebration.</b>			
<p>Shares high expectations for all students and adults, regardless of identity or background, and facilitates celebrations as standard practice. Celebrates kindness, empathy, effort, improvement, and achievement, and builds student pride in the school. Is highly visible and goes to great lengths, through formal and informal means, to actively seek and make use of diverse perspectives, listening to students, staff, and members of the community. Ensures equitable access to activities that appeal to diverse student interests and ensures that students take an active role in determining these activities. Works with staff to maintain a positive, welcoming environment for all stakeholders.</p>	<p>Shares high expectations for all students and adults, regardless of identity or background, but infrequently or ineffectively facilitates celebrations. Celebrates achievement, but may not effectively focus on social and emotional elements or school pride. Is visible and listens to students and staff, but usually through informal means, or only sometimes acts on their concerns and suggestions. Ensures equitable access to activities that appeal to diverse student interests, but may not involve students in determining these activities. Works with staff to maintain a mostly positive, welcoming environment for all stakeholders.</p>	<p>Seldom communicates high expectations or only establishes high expectations for certain subgroups within the school community. May not facilitate opportunities for celebration. Does not make efforts to listen to students and/or staff, may avoid student contact, or be barely recognizable to students. Makes unilateral decisions about campus activities without involving staff or students.</p>	<ul style="list-style-type: none"> <li>• Consistently models and collaboratively promotes high expectations, mutual respect, concern and empathy for all students, staff, parents, and community members.</li> <li>• Maintains a positive, inviting school environment that promotes and assists in the development of the whole child and values every student as an important member of the school community.</li> <li>• Celebrates students and staff in multiple ways and actively develops school spirit and pride.</li> </ul>	
<b>EE3: Leaders develop a culture of equity for academic achievement and college and career readiness.</b>				
<p>Promotes an age-appropriate and scholarly college and career culture and communicates the belief in the ability of each student to achieve, particularly those from groups that have been historically marginalized. Consistently engages all students and their families in conversations about college and careers, and requires the same from staff. Publicly acknowledges opportunity gaps and consistently ensures equitable access for students to courses and programs to provide quality future choices and pushes all students to excel and reach the next level.</p>	<p>Promotes an age-appropriate and scholarly culture, but may only sometimes focus on college and career opportunities, inconsistently communicating the belief in the ability of each student to achieve. Acknowledges opportunity gaps, but may not take actions to address issues of inequity. Works to ensure access for students to courses and programs, but efforts may be inconsistent across groups or may not always be successful.</p>	<p>Seldom discusses college and career choices, or fails to create a college-going culture. Rarely engages students or parents in conversations about future choices, and does not work to ensure equitable access to programs and courses. Does not recognize opportunity gaps and/or sustains the status quo.</p>	<ul style="list-style-type: none"> <li>• Partners with families, staff, and the community to ensure fair treatment and equitable access to opportunities.</li> <li>• When making decisions about student placement, actively questions which groups or students are benefiting or being left out, and why.</li> </ul>	
<p><b>Distinguished:</b> In addition to working at an Effective level in Environment and Equity, a principal's school may have <b>significant positive results</b> in the areas of attendance, suspension, discipline, climate and culture survey data, retention, D/F rates, A-G completion, and/or AP participation, pass and completion rates. The principal may, for example, demonstrate <b>innovation</b> in designing programs and/or interventions, or attracting community resources to support students; or demonstrate <b>impact beyond the site</b> by working with their feeder schools or local institutions of higher learning, or sharing strategies with colleagues, or taking on duties assigned by district level staff.</p>				

	Effective	Developing	Unsatisfactory	Performance Indicators
<b>Strategy and Planning</b>	<b>SP1: Leaders use data and stakeholder input to shape a shared school vision focused on student achievement.</b>			
	Establishes a shared vision that is student-centered, grounded in equity, and readily articulated by all stakeholders. Uses a variety of data to inform the vision and regularly examines data for signs of inequity. Clearly connects the vision to data-driven decisions to support the academic, linguistic, cultural, and social-emotional development of each student in order to increase achievement for all students. Ensures the operation of a shared decision-making structure that is systematic and equitable, creates space for open dialogue, actively seeks diverse perspectives, and follows procedures to construct a shared vision.	Uses a variety of data, but may limit data to those types that are easy to obtain or access, rather than most useful. Aligns the data and the vision clearly on paper, and staff can articulate the vision, but it may not be readily understood by all students or parents; or may not connect the vision to data-driven decisions to support the development of each student in order to increase achievement for all students. Ensures that the shared decision-making structure adheres to district expectations, but it may not operate systematically or with true, equitable stakeholder commitment.	Does not articulate or make visible a shared vision within the school community. Makes few data-driven decisions and/or ineffectively uses available data to inform the vision. Does not align the shared decision-making structure to district expectations, or does not ensure that members of the shared decision-making group work together effectively. Evidence is not available to demonstrate that an equitable and collaborative process is in place.	<ul style="list-style-type: none"> <li>Ensures that equity is at the forefront of the school's strategic vision.</li> <li>Plans for and solicits staff, student, parent, and community input to promote effective and equitable decision making and communication.</li> <li>Leads the collaborative development and sustainability of a compelling shared vision for educational improvement.</li> <li>Collaborates with stakeholders to develop a mission and programs consistent with the district's strategic plan.</li> </ul>
	<b>SP2: Leaders develop and implement goals and action plans based on the shared vision.</b>			
	Uses the shared vision to collaboratively develop school action plans that include short-term and long-term goals that are aligned with and support the shared vision of teaching and learning across the campus. Shares and incorporates into action plans specific instructional strategies and/or approaches to teaching associated with improved student achievement. Ensures that stakeholders can articulate the school's goals and related action plans. Makes certain that staff members' actions are aligned to the action plans and intentionally support the shared vision.	Creates school action plans that include short-term and long-term goals. Collaboratively develops goals and action plans, but collaboration may be limited to a small group. Shares and incorporates into action plans specific instructional strategies and/or approaches to teaching, but not always the strategies with the greatest potential impact on achievement. Ensures that stakeholders can generally articulate the school's goals and related action plans. Makes certain that staff members' actions usually link to the action plans and support the shared vision.	Creates a school action plan that includes mostly low-level or disjointed goals. Attempts to implement the plans may be haphazard, and/or plans may be in place on paper, but not evident in daily operations of the school and do not result in desired outcomes. Does not engage staff in the development of the improvement plan.	<ul style="list-style-type: none"> <li>Implements strategies for the inclusion of staff and stakeholders in various planning processes.</li> <li>Collaboratively develops, implements and monitors long- and short-range achievement goals that address varied student populations, including groups that have been historically marginalized.</li> <li>Ensures that teachers' student achievement goals are aligned with school goals for increased student academic progress.</li> <li>Implements appropriate strategies and interventions to accomplish desired outcomes.</li> </ul>
	<b>SP3: Leaders monitor and adjust action plans based on equitable access, opportunities and outcomes for all students.</b>			
Includes teacher and staff behavior targets to be used for monitoring implementation of action plans. Works with staff to collaboratively monitor action plans throughout the school year, looking at the progress of all students with a lens of eliminating inequities and providing each student with what they need to be successful. Enacts systems to monitor goals and benchmarks for all subgroups, addressing achievement and opportunity disparities with attention to students with special needs, linguistic differences, and groups that have been historically marginalized. Adjusts plans based on analyzed data. Publically highlights student achievement data and other successes, as well as areas for improvement in established meetings and beyond.	Includes teacher and staff behaviors in plans, but does not consistently collect data on these behaviors to monitor implementation. Monitors the action plans, but may do so without the help of staff members, may not monitor the success of all students, and/or may not adjust plans based on data analysis. Puts systems in place to monitor goals and benchmarks for all subgroups, but may be inconsistent in their use, may not address achievement and opportunity disparities, or may not consistently highlight results in established meetings.	Ineffectively monitors action plans that may or may not include teacher and staff behaviors, and/or does not include staff members in this monitoring. Rarely uses meeting time to analyze data, engage in professional development around the plans, or share results of monitoring. Monitors student progress ineffectively, ignoring certain subgroups, such as those that have been historically marginalized, and/or failing to adjust plans based on data analysis.	<ul style="list-style-type: none"> <li>Collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.</li> <li>Utilizes faculty meetings, team/department meetings and professional development activities to focus on student progress outcomes and to address achievement and opportunity disparities.</li> </ul>	
<b>Distinguished:</b> <i>In addition to working at an Effective level in Strategy and Planning, a principal's school may have significant positive results on staff and parent surveys regarding the use of data and/or collaborative planning, or the use of data over time showing improvement results beyond expectations. The principal may, for example, demonstrate innovation in the collection, review, or sharing of data or selection of sources for data collection; use cutting edge research; demonstrate coherence and alignment of vision, goals, budget, professional development, data and evaluation; or demonstrate impact beyond the site by making suggestions to central offices that improve the planning process; by sharing strategies with colleagues, or taking on duties assigned by district level staff.</i>				

	Effective	Developing	Unsatisfactory	Performance Indicators
<b>Organization and Management</b>	<b>OM1: Leaders manage fiscal and human resources, policies and contractual agreements resulting in a productive and equitable learning and work environment.</b>			
	Handles bureaucratic, contractual and legal issues so they do not detract from teaching and learning. Utilizes all appropriate opportunities (central office, non-profits, business partners, etc.) to ensure optimal and equitable use of resources. Carefully aligns resources to short-term and long-term goals. Leverages teacher and staff talent, expertise, and effectiveness by appropriately delegating responsibilities and decisions. Skillfully manages the budget and finances to maximize student achievement and employee growth. Taps a variety of human and financial resources to support the school's mission.	Sometimes allows bureaucratic, contractual and/or legal issues to detract teachers or others from their work. Aligns resources to short-term and long-term goals, with some exceptions. Utilizes external resources and delegates to staff members, but may miss opportunities to do so. Manages the budget and finances, but may make an occasional error. Infrequently raises additional funds to support the school's mission.	Mishandles bureaucratic, contractual and/or legal issues in a way that disrupts teaching and/or learning. Delegates few responsibilities, or inappropriately delegates. Makes errors in managing the budget or allocates resources inequitably. Misses opportunities to raise funds to support the school.	<ul style="list-style-type: none"> <li>• Demonstrates a working knowledge of the state's public education rules, regulations and laws, and school district policies and procedures.</li> <li>• Plans and prepares a fiscally responsible, equitable budget to support the school's goals and regularly reviews fiscal records regularly to ensure accountability for all funds.</li> <li>• Establishes and uses accepted procedures to effectively allocate resources to support short- and long-term goals.</li> </ul>
	<b>OM2: Leaders prioritize their work and make decisions that move their school forward.</b>			
Prioritizes tasks and uses a calendaring system that aligns to school and district priorities, removing diversions and obstacles and helping to focus the entire organization by aligning tasks to priorities. Removes or delegates tasks with insufficient links to priorities, and daily emergencies rarely cause a shift in focus. Creates systems for capturing key information, and following up. Deals quickly and decisively with the highest priority email and paperwork. Understands the impact of a change in deadline and communicates those changes to the appropriate people in the organization. Fulfills all compliance and reporting requirements and meets all established deadlines.	Maintains a task list and calendar system, and is aware of organizational priorities, but sometimes allows daily emergencies to cause a shift in focus. Generally aligns school and district priorities, and sometimes removes or delegates tasks with insufficient links to priorities. May not always follow up on tasks and/or sometimes falls behind in email and paperwork. Generally understands the impact of a change in deadline, but may sometimes fail to communicate those changes to the appropriate people in the organization. Fulfills all compliance and reporting requirements and meets most established deadlines.	Ineffectively maintains a task list or calendar. Focuses on putting out fires more often than implementing priorities. Trusts tasks to memory and/or often forgets/fails to follow up. Falls behind in email and paperwork to the detriment of the school or the district. Does not recognize the importance of changes in deadlines and/or does not communicate changes to the appropriate people in the organization. Does not meet all compliance and reporting requirements and/or frequently misses established deadlines.	<ul style="list-style-type: none"> <li>• Identifies potential organizational, operational or resource-related problems and deals with them in a timely, consistent and effective manner.</li> <li>• Creates meeting and professional development calendars to protect time dedicated to those activities which support school and district priorities.</li> <li>• Backwards plans and communicates with appropriate people to ensure that all compliance and reporting deadlines are met.</li> </ul>	
<b>OM3: Leaders establish systems, structures and processes to ensure efficiency of daily operations.</b>				
Ensures that school operations and resource management cause minimal disruption to teaching and learning. Implements an organization chart, rules, routines, and procedures for daily operations in writing and followed by all; and ensures that staff, students, and parents can explain them. Develops an equitable schedule that maximizes student learning time and teacher collaboration. Gets all teams to meet regularly and to take responsibility for productive agendas. Ensures efficient and friendly student entry, dismissal, mealtimes, transitions and/or recesses that support accessibility for all students, every day. Leads staff in the effective and creative use of space and a clean, safe campus that is inviting to all members of the community.	Manages school operations, but sometimes these operations cause disruption to teaching and learning. Puts some necessary rules, routines, and procedures for daily operations in place and/or in writing, and staff and students can explain them. Develops schedules of meeting time for all teams, but may need to dictate the agenda. Ensures that student supervision is in place, but does not always make certain supervision is friendly and efficient, and the result may be lack of orderly student transitions in common areas. Works with custodial staff to keep the campus clean, but there may be a few lapses in cleanliness, questionable use of space, or the campus environment may not always be attractive.	Ineffectively manages school operations, leading to frequent disruptions to teaching and learning. Puts some necessary rules, routines, and procedures in place, but not in writing, and/or students and staff may be unable to explain them. Creates a schedule that may be flawed or has few opportunities for teacher collaboration. Convenes meetings only when there is a crisis or an immediate need. Intermittently attends to student supervision, resulting in problems in the common areas. Leaves campus cleanliness and use of space to the custodial staff, with little oversight, and lapses in cleanliness may be common.	<ul style="list-style-type: none"> <li>• Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.</li> <li>• Monitors and provides supervision efficiently for the physical plant and all related activities through an appropriately prioritized process.</li> <li>• Shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.</li> <li>• Creates a welcoming environment where families from diverse cultures and backgrounds feel valued when coming on campus.</li> </ul>	
<b>Distinguished:</b> <i>In addition to working at an Effective level in Organization and Management, a principal's school may have significant positive results on stakeholder surveys in the area of systems and procedures. The principal may, for example, identify system-level issues impacting school sites and make suggestions for improvement that are feasible and fiscally sound; provide a model time-management system and is willing to share it with others; demonstrate innovation in the area of finding/using time in their schedule and/or resources for their site; or demonstrate impact beyond the site by sharing strategies with colleagues or taking on duties assigned by district level staff.</i>				