

Responsible:

Building:

Task:

Leadership Practice 1: Build Shared Purpose

Indicator 1.1: Implement a Vision, Mission, and Goals Aligned to School Improvement Plans required

Element: School Improvement Planning

	1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
	○ May not have completed the school improvement plan, the written school improvement plan lacks specificity or the alignment between district goals/initiatives and school improvement efforts may not be clear in the written plan. Sets low or unclear expectations for others to use the school vision, mission and goals as a decision-making tool. Reports little to no progress on annual objectives within the school improvement plan	○ Has completed a written school improvement plan that aligns the school vision, mission, and annual objectives with district goals/initiatives Ensures school leadership teams and others use the school vision, mission, and goals as a rationale for decision-making. Shows evidence of addressing all annual objectives through planned programs and initiatives.	○ Uses data to monitor progress on school improvement goals and annual objectives, and to identify areas for future improvement, with particular attention to the educational attainment of students performing below grade level. Regularly sets aside time within school leadership teams or other staff meetings to systematically reflect on how well the school is meeting its mission and goals.	○ Coaches teacher leaders, assistant principals, or other principals on developing, enacting, and monitoring a mission, vision, and school improvement plan, OR Contributes to the district improvement plan.	○

Evidence

Total Score for Leadership Practice 1.

Field value will be calculated upon Save Progress.

Leadership Practice 2: Focus on Learning

Indicator 2.1: Improve the Instructional Program required

Element: Instructional Planning

	1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
	○ Supports teachers' development of instructional plans but shows no evidence of requiring instructional plans to reflect teaching standards. Does not provide time and guidance to support personnel and other staff to coordinate services, particularly for students performing below grade level. Instruction, curriculum and assessment improvement is not systematic or routine in the school, and may occur as teachers believe it necessary, without a set schedule, form or process.	○ Requires and checks that teachers develop instructional plans that reflect standards for teaching. Requires and checks that specialized instructional support personnel and other staff coordinate services, particularly for students performing below grade level. Personally, or through others, ensures teachers implement individualized or other learning plans for students. Establishes/maintains a system for improving instruction and assessment to meet student needs that involves many teachers working together routinely with data.	○ Requires teachers to use student social, emotional, academic, disciplinary, or other data for instructional improvement. Routinely works with others to systematically improve instruction and assessment according to school district and student performance priorities. Connects teachers with professional learning, research and expertise to improve instruction and assessment plans. Considers improvements to instruction and assessment planning processes to be more inclusive, efficient and effective.	○ Advocates for district policy and procedures to ensure all students have equal access to effective curricula and instruction, OR Coaches teacher leaders, assistant principals, or other principals to support instructional effectiveness among teachers.	○

Evidence

Indicator 2.1: Improve the Instructional Program required

Element: Student performance data management

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
○ Does not collect and report student social, emotional, academic learning, disciplinary, or other data on time or according to procedures on one or more occasions. Has not protected, personally identifiable student data on one or more occasions.	○ Collects and properly manages student social, emotional, academic learning, disciplinary, or other data. Provides the school leadership team and teachers access to student social, emotional, academic learning, disciplinary, or other data for planning purposes, according to subgroups.	○ Models correct use and interpretation of student data to identify areas improvement and root causes. Provides adequate teacher support for accessing, analyzing and using student data for modifying instruction, assessment and other programs. Routinely assesses and improves schoolwide processes for student data management, access and use for planning.	○ Coaches teacher leaders, assistant principals, or other principals on effective student data analysis, including disaggregating data by student subpopulations , OR Advocates at the district level for appropriate use and analysis of student data (e.g., formative assessments, summative assessments, and data on student behavior).	○

Indicator 2.1: Improve the Instructional Program required

Element: Individual Student Goal Setting and Planning

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
○ Encourages teachers and other staff to set measurable, student academic and social emotional	○ Ensures that staff set rigorous, attainable, measurable, academic learning and	○ Ensures that each student's learning plan aligns with the academic learning and student	○ Coaches teachers, assistant principals, or other principals in developing, monitoring,	○

	<p>development goals, but may not monitor completion of goals or examine the rigor/quality of goal statements.</p>	<p>social-emotional development goals, based on individual student and student subgroup data. Monitors student completion of academic learning and socio-emotional development goals, according to subgroup.</p>	<p>behavior goals (e.g., social and emotional skills) established for the school. Assesses the school's progress on student academic learning, social-emotional development and disciplinary goals by examining data for disproportionate performance. Identifies and addresses root causes considered to be barriers to student goal attainment.</p>	<p>and adjusting the school's academic and behavior goals for students.</p>
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Evidence

Indicator 2.2: Support Teachers' Development of a Positive Classroom Climate

required

Element: Positive school and classroom climate

	1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
	<p>○ Rarely, if ever, initiates schoolwide dialogue about supporting positive school/classroom climate to promote student social, emotional and academic development. Does not gather information from students, staff or community</p>	<p>○ Sets schoolwide expectations for maintaining a positive, supportive and safe classroom climate that promotes student social, emotional and academic development. Annually gathers information from students, staff or community</p>	<p>○ Uses climate and student disciplinary data to plan and revise programs/practices to improve schoolwide and classroom climate. Connects teachers with relevant research and professional development on creating positive</p>	<p>○ Coaches assistant principals teacher-leaders or other principals to establish and improve positive school and classroom climate, OR Advocates at the district level for all students to regularly experience a positive classroom</p>	<p>○</p>

	about school/classroom climate quality and disciplinary incidents.	about school/classroom climate quality and disciplinary incidents Monitors student discipline referrals and academic programming for disproportionality	learning environments that support student social, emotional and academic development.	climate that promotes students' social and emotional learning.
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Evidence

Indicator 2.2: Support Teachers' Development of a Positive Classroom Climate

required

Element: Culturally responsive and inclusive climate

	1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
	○ Highlights the importance of student learning about different cultures, interacting with students of different races, ethnicities and backgrounds, but provides little to no process for monitoring and adjusting curriculum, instruction, and assessment to avoid discriminatory content.	○ With others, routinely analyzes changing student population learning background and needs. Maintains processes to review and remove discriminatory language and practices from curriculum, instruction and assessments. Encourages teachers and others to employ inclusive teaching methods that integrate student cultural and personal histories in	○ Leads collaborative planning on schoolwide programs and instruction to address student background and learning needs data. Ensures that students have opportunities to learn about different cultures and interact with students of different races, ethnicities, and backgrounds through classroom and schoolwide activities. Provides teachers and others access to research,	○ Coaches assistant principals, teacher-leaders and others on establishing instructional practices and systems that avoid discrimination, support culturally-responsive teaching, OR Advocates at the district and/or state level for programs, procedures and policies that address discriminatory practices and celebrate students' race, ethnicity, cultures, and	○

		instructional plans.	expertise, and models of culturally responsive and inclusive instruction.	other sources of differences.	
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Evidence

Total Score for Leadership Practice 2

Field value will be calculated upon Save Progress.

Leadership Practice 3: Manage Organizational Systems

Indicator 3.1: Manage the Organizational Structure required

Element: School Safety

	1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
	○ May have a school safety plan in place but has not allocated appropriate staff to lead school safety, discipline, and equitable access to learning. Does not follow school safety policies, procedures or laws on one or more occasion.	○ Implements a plan to ensure that students and staff are safe. Complies with pertinent laws and policies regarding school safety by creating a detailed safety plan, which addresses potential physical and emotional threats. Establishes and communicates expectations for social interactions and school safety to staff and students. Allocates responsibility to appropriate	○ Models communication s and social interactions with staff and students. Revises the school safety plan and its implementation , as needed and in light of data or feedback. Engages faculty, staff, students, and parents in identifying school safety concerns and improves the safety plan.	○ Advocates for and contributes to improved school safety and educational equity throughout the district by sharing or working to improve policies, practices and procedures, OR Coaches assistant principals, teacher-leaders and others to act on school safety, student discipline, student program participation, and student matriculation data to	○

		<p>staff to lead school safety and student discipline programs/processes Uses school walkthroughs and other approaches to monitor school safety and safety plan implementation</p>		<p>optimize student equity and development.</p>	
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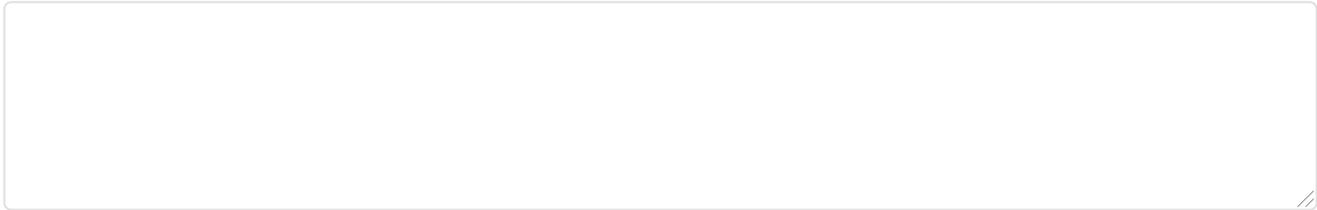
Evidence

Indicator 3.1: Manage the Organizational Structure required

Element: Distributes Leadership

	1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
	<input type="radio"/> Does not have a school leadership team in place that regularly meets or does not personally lead the school leadership team.	<input type="radio"/> Directs the school leadership team by setting agendas, convening meetings, and allocating tasks to appropriate formal and informal leaders.	<input type="radio"/> Strategically distributes responsibilities among school leadership team members to support school management or special initiatives. Coordinates communications from the school leadership team to staff about schoolwide initiatives.	<input type="radio"/> Leads or contributes to districtwide efforts to improve teacher-leadership or use of school leadership teams, OR Coaches assistant principals or teacher-leaders on effective practices for delegating responsibility.	<input type="radio"/>

Evidence



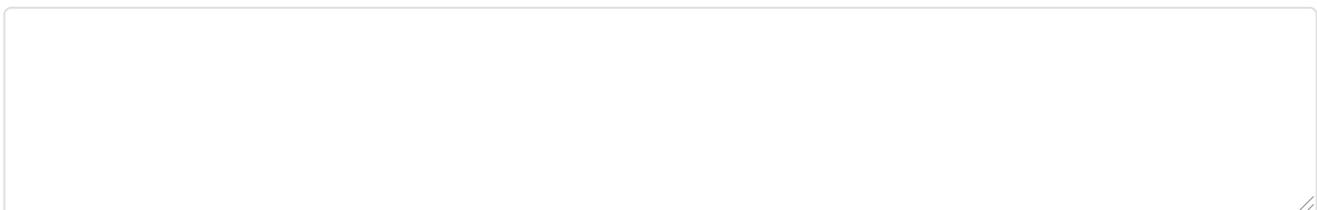
Indicator 3.1: Manage Organizational Structure

required

Element: Teacher Teams

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
○ Provides little to no monitoring or support of teacher team activities. Infrequently initiates schoolwide communications among faculty or does not have a formal communications process in place.	○ Supports teacher teams (e.g., departments, grade levels) with consistent meeting time, leaders, and material resources. Uses schoolwide communications (e.g., newsletter, e-mail) and leadership meetings to keep staff informed about policies, procedures, awards, and other news. Establishes and maintains professional traditions and practices in the school that engage all staff in celebrating accomplishments.	○ Works with others to optimize teacher team time for collaborative planning, substantive conversation about student learning, and continuous improvement. Works to improve trust among students, staff, and administration through timely, routine, interpersonal communication. Actively raises questions about professional activities and behaviors to disrupt stereotypes or biases that can affect staff and student engagement in school activities and equitable access to services.	○ Works with other school or district leaders to engage teachers in professional learning community activities, OR Supports assistant principals, teacher-leaders, and others to establish and evaluate teacher professional community activities.	○

Evidence



Indicator 3.1: Manage the Organizational Structure required

Element: Educator Talent Support

	1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
	○ Rarely, if ever, uses educator evaluation, professional growth plan, and other staffing data to plan professional development. New and returning educators are not oriented to the school each year.	○ Uses teacher and staff data to monitor and support schoolwide, coordinated educator professional development. Annually convenes a school orientation for new and returning teachers and staff.	○ Evaluates and continuously improves schoolwide staff orientation, professional development and performance evaluation processes to increase coherence, efficiency, and effectiveness.	○ Leads or contributes to districtwide efforts to evaluate and improve educator systems of support, OR Coaches assistant principals, teacher-leaders or others to take substantive roles in staff orientation and professional development.	○

Evidence

Indicator 3.2: Lead and Develop Personnel required

Element: Professional Growth Plans

	1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
	○ Oversees teacher and assistant principal completion of annual professional growth plans, but not all teachers or assistant principals submit plans. Encourages alignment between teacher and	○ Encourages teachers, assistant principals, and other staff successfully complete professional growth plans by the deadline. Reviews and requires edits to teacher and assistant principal professional growth plans	○ Creates structured opportunities for teachers and other staff to lead learning for colleagues in the school. Connects assistant principals, teachers, or other staff with research, guidance documents, and experts to	○ Leads or contributes to districtwide efforts at designing professional development delivery systems and/or promote better career opportunities for teacher leaders through coaching programs or other means,	○

	<p>assistant principal professional growth plans, performance evaluation results, and career advancement goals, but many professional growth plans do not display strong alignment or some plans may be incomplete. Does not actively attempt to reduce/eliminate barriers to professional growth plan completion for educators.</p>	<p>for full completion and alignment between the plans, performance evaluation results, and career goals. Actively attempts to reduce/eliminate barriers to professional growth plan completion for teachers, assistant principals, or other staff. Leads and facilitates reflective conversations with teachers about professional growth and career paths.</p>	<p>meet their professional development goals, as described in educator professional growth plans, as needed. Evaluates individual educator completion of professional growth plans and takes action to improve completion as needed, through individual or systems-level changes.</p>	<p>OR Coaches teacher leaders, assistant principals, or other principals in best practices for developing professional growth plans with staff.</p>	
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Evidence

Indicator 3.2: Lead and Develop Personnel

required

Element: Performance Evaluation

	1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
	<p>○ Oversees or personally evaluates teacher or other staff performance, although not all teachers are evaluated according to district procedure. Does not fully complete assistant principal performance</p>	<p>○ Formally evaluates teachers, assistant principals, and others according to district policies. Provides instructional feedback to teachers at a low level of quality ("basic" on the instructional feedback</p>	<p>○ Informally observes teachers, assistant principals, and others between formal evaluation periods to help them improve. Provides high-quality instructional feedback to teachers (either developing, proficient, or</p>	<p>○ Contributes to the district's ongoing efforts to improve the effectiveness and fairness of performance evaluation systems, OR Coaches assistant principals or other principals to improve observation accuracy, evaluation</p>	<p>○</p>

	evaluation processes.	observation tool).	distinguished on instructional feedback observation tool).	completion, or feedback quality.	
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Evidence

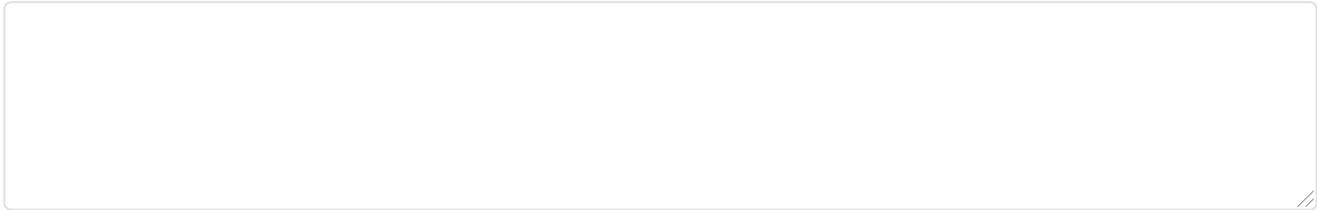
Indicator 3.3: Manage Resources

required

Element: School Finance

	1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
	<p style="text-align: center;">○</p> <p>Reviews the school budget but does not operate the school within established budgetary guidelines. Allocates fiscal, human, and material resources ineffectively, in ways that establish/maintain inequities, or in a manner that is misaligned with the school mission and goals.</p>	<p style="text-align: center;">○</p> <p>Monitors the school budget and ensures that the school operates within established budgetary guidelines. Allocates available fiscal, personnel, and material resources in an effective, legal, and equitable manner that supports the school's vision, mission, and goals.</p>	<p style="text-align: center;">○</p> <p>Evaluates the effective, legal, and equitable use of fiscal, personnel, space, and material resources. Collects and analyzes data from a variety of sources—including feedback from leadership team members—in evaluating resource allocations. Modifies school processes to increase efficiency while achieving the school mission.</p>	<p style="text-align: center;">○</p> <p>Contributes to district or statewide efforts to improve the effective and efficient use of resources, OR Secures grant and other funds for new resources to improve student achievement, OR Coaches teacher leaders, assistant principals, or other principals in effective strategies and systems for managing school resources effectively and equitably.</p>	<p style="text-align: center;">○</p>

Evidence



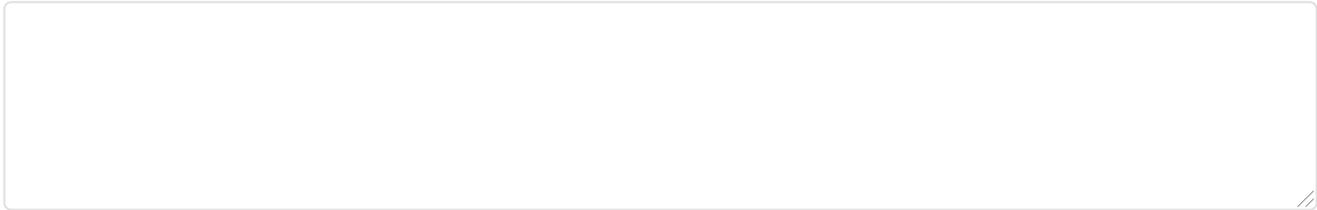
Indicator 3.3: Manage Resources

required

Element: Teaching Time

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<p><input type="radio"/></p> <p>Creates teaching schedules that are confusing, or do not reflect instructional/program demands. Makes teaching assignments based on teacher or other preferences rather than teacher data on expertise or student learning needs. May access educator professional development and staffing data, but rarely, if ever, uses data to strategically coordinate teacher professional development.</p>	<p><input type="radio"/></p> <p>Creates teaching schedules that are clear for quality teaching and learning demands. Protects collaborative teacher planning time. Makes strategic teaching assignments based on teacher expertise and student learning needs. Makes strategic decisions about professional development time based on professional development, performance evaluation, or other staffing data. Protects instructional time usage by teachers.</p>	<p><input type="radio"/></p> <p>Works with teachers to continuously improve instructional time and collaborative planning time in light of data and feedback. Encourages collaborative planning time be used for substantive conversation about instruction and student learning, rather than administrative updates. Collaborates with staff to improve school schedules that strategically allocate teacher expertise to meet student learning needs. Uses teacher evaluation and professional development data to continuously improve school-level professional development.</p>	<p><input type="radio"/></p> <p>Coaches teacher-leaders, teachers, assistant principals, or other principals to improve instruction and use of instructional time.</p>	<p><input type="radio"/></p>

Evidence



Total Score for Leadership Practice 3

Field value will be calculated upon Save Progress.

Leadership Practice 4: Collaborate With Community

Indicator 4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs required

Element: Community Engagement

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<input type="radio"/> Occasionally, engages with others in bringing community events to the school. Does not have a community communications plan in place.	<input type="radio"/> Identifies opportunities to collaborate and address community needs within the school. Has a community engagement plan in place and is implementing the plan systematically. Oversees teacher/staff communications with community members for frequency and quality.	<input type="radio"/> Initiates communications to inform the community about school activities and invite engagement. Based on evidence, improves collaboration among educators, families, and the community. Grows and improves mutually beneficial partnerships with businesses and community-based organizations that are aligned with the school mission. Encourages teachers and staff to substantively engage community members in curriculum and instruction.	<input type="radio"/> Advocates for and contributes to efforts at the district or state level to effectively collaborate with families and community, OR Coaches teacher leaders, assistant principals, or other principals or administrators in effective strategies for responding to family and community needs.	<input type="radio"/>

Evidence

Indicator 4.1: Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs required

Element: Partnerships for student support

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<input type="radio"/> Does not actively grow community partnerships to improve supplementary academic, health, social, safety, or other student services.	<input type="radio"/> Maintains community partnerships for supplementary academic, health, social, safety, or other student services. Assesses how well supplementary services meet student academic, health, social, and safety support needs.	<input type="radio"/> Grows community partnerships with others to meet emerging, supplementary academic, health, social, and safety student services.	<input type="radio"/> Engages with community leaders to co-plan supplementary student services in light of community safety, social and economic data, OR Advocates for the better use of community assets at the school or district level.	<input type="radio"/>

Evidence

Total Score for Leadership Practice 4

Field value will be calculated upon Save Progress.

Leadership Practice 5: Lead With Integrity

Indicator 5.1: Demonstrate Personal and Professional Responsibility required

Element: Professional Ethics

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
○ On one or more occasions, has not adhered to ethical and legal principles, based on state and district policies and collective bargaining agreements. On one or more occasions, has not demonstrated respect, confidentiality, or honesty in interactions with others.	○ Adheres to ethical and legal principles, based on state and district policies, and collective bargaining agreements. Demonstrates respect for others, honors confidentiality, and engages in honest interactions that reflect ethical and legal principles.	○ Gathers and utilizes others' input on the ethics and integrity of personal leadership practices. Models collective responsibility by publicly taking personal responsibility for professional learning and mistakes.	○ Coaches assistant principals, or other principals, or other leaders to adhere legal principles, based on state and district policies, and collective bargaining agreements.	○

Evidence

Indicator 5.1: Demonstrate Personal and Professional Responsibility

required

Element: Professional Learning

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
○ Has not completed a professional growth plan or has not met one or more professional growth goals included in the plan.	○ Completes the professional growth plan according to district policy. Sets and meets professional goals that are aligned to district and school needs.	○ Models self-reflection by evaluating one's practice and adjusting it accordingly. Pursues professional development and training to support and lead key programs and efforts in the school. Applies learning gained from the professional growth plan to change	○ Contributes to district efforts to improve principal professional development, OR Shares professional learning with others.	○

personal
practices.

Evidence

Total Score for Leadership Practice 5

Field value will be calculated upon Save Progress.

Total Portfolio Score

Field value will be calculated upon Save Progress.

Total Observation Score

Field value will be calculated upon Save Progress.

Total Practice Score

Field value will be calculated upon Save Progress.

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