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Attributes of an Effective Leader

1. "Challenge provides the opportunity for greatness-in leading and in learning to lead."
   Posner and Kouzes, *The Journal of Leadership Studies,* 1996. Vol.3, No. 3

2. "Leadership is in the eyes of the beholder."
   Posner and Kouzes, *The Journal of Leadership Studies,* 1996. Vol.3, No. 3

3. "Credibility is the foundation of learderhsip."
   Posner and Kouzes, *The Journal of Leadership Studies,* 1996. Vol.3, No. 3

4. "The ability to inspire a shared vision differentiates leaders from other credible sources."
   Posner and Kouzes, *The Journal of Leadership Studies,* 1996. Vol.3, No. 3

5. "Without trust, you cannot lead."
   Posner and Kouzes, *The Journal of Leadership Studies,* 1996. Vol.3, No. 3

6. "Shared values make a critical difference in the quality of life at home and at work."
   Posner and Kouzes, *The Journal of Leadership Studies,* 1996. Vol.3, No. 3

7. "Lasting change progresses one hop at a time."
   Posner and Kouzes, *The Journal of Leadership Studies,* 1996. Vol.3, No. 3

8. "Leadership is not an affair of the head. It is an affair of the heart."
   Posner and Kouzes, *The Journal of Leadership Studies,* 1996. Vol.3, No. 3

9. "The true test of a leader is what happens when the leader leaves."
   Dr. Eugene Linton, Superintendent

10. "Successful leaders challenge the process, inspire a shared vision, enable others to act, model the way and encourage the heart."
    Unknown

11. "The leader of the past knew how to tell; the leader of the future will know how to ask."
    Peter Drucker, *Leadership Coaching for Educators*

Administrator Evaluation

In the second year of her first position as an assistant principal, Betty Daniels was generally happy with her job. She remembered how pleased she had been when she was selected from among all of the candidates for the position. However, there was on nagging concern: she didn't know whether her administrative superiors were satisfied with her performance.

During her first year she thought that she had done a good job, but she had received very little feedback during the year from the principal and central office supervisor, other than an occasional, "How is everything going?" and, "Hang in there." When she was sent her contract for the second year, she had received what she felt was a very small salary increase. She had thought at the time that perhaps she should request a formal evaluation from her principal and the central office supervisor and discussion of her salary for the second year. She decided against that course of action. Since she was still fairly new on the job and a little uncertain of her relationships with her administrative superiors, she didn't want them to think she was too aggressive.

Now, however, it was her second year, and in another month contracts would be sent to all the administrators. She knew from conversations with a friend of hers in another school district that other districts did provide their administrators with a formal evaluation every year, so administrator evaluations where not uncommon. She thought she needed to find out where she stood with her own district, so she decided to write a letter to her central office supervisor.

> *Dear Dr. Abboleannee:*
>
> *As you know, I am in my second year as an assistant principal. Although I think I have done a pretty good job so far, I would appreciate some feedback from my superiors. What I would really like is a formal evaluation from you and my principal, Dr. Lee. I feel that the kind of evaluation I am suggesting would help me see any possible need for professional improvement. It is also the type of thing that other administrators in the district would probably appreciate. Since more and more districts are moving to using a form evaluation criteria and procedures for their administrator, I hope that you will respond positively to my request.*

A month passed and Betty Daniels still had not received any reply to her letter. She had been tempted several times to go in to see her principal about the mater, but she had taken no action, assuming the she would receive something from the central office supervisor.

On Friday, contracts were received by all administrators. In the envelope containing Betty's contract was a short letter from Dr. Abboleanee, which read:

Dear Miss Daniels:

In response to your earlier letter, I have conferred with your principal, Dr. Lee, and we have decided that your two main areas in need of improvement are student discipline and your relationships with some of the staff. In regard to the first area, we feel you need to be firmer with students. In regard to the second area, we feel that it would be helpful if you would make a greater effort to integrate yourself with the total faculty, rather than segregating yourself so much with the female teachers.

Dr. Lee and I both feel that in your first two years you have shown promise and you are obviously a bright and hard-working woman. However, continual improvement is definitely needed in the areas indicated.

Betty Daniels was stunned by Dr. Abboleanee's letter, and when she looked at her contract and noticed her salary for next year reflected only a small increase, she became very disturbed. Her principal had hinted a couple of times that he might have handled certain discipline cases differently than she had, but he had never informed her that he wanted her to be firmer on discipline. What did firmer mean? As far as her relationships with the other teachers, no one had ever said anything to her before about this. She supposed that she interacted more with the female teachers than the males, but that was not unusual in the school since the male teachers seemed to segregate themselves. Certainly the principal himself appeared to interact more with the male teachers than the female teachers. "Besides", she thought, "What difference does it make anyway?"

The assistant principal wasn't sure what her next move should be. She wondered what overall criteria the district had used in evaluation her and whether the criteria were the same that were used in evaluating the other administrators. Was she perhaps the only administrator evaluated this year? She had a lot of questions about the whole evaluation procedure used in this district, bus she wasn't certain how to proceed in this kind of situation.

1. Do you believe situations like Betty's exist in Ohio?
2. Can you share experiences you are aware of where useful evaluation of administrators is not present?
3. What suggestions would you have for Betty?
4. What kinds of criteria and procedures should be utilized in administrative evaluation?
5. To what extent should the individuals being evaluated be involved in the development of criteria and procedures which are to be used in the evaluation of their performance?

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EVALUATING PRINCIPALS

Balancing accountability with professional growth

EXECUTIVE SUMMARY

Effective principals are those who boost academic achievement for all students, increase the effectiveness of their teaching staffs, and consistently take leadership actions shown to improve outcomes for students. Therefore principal evaluation systems[1] should place 70% of their weight on the ability of principals to increase student achievement and teacher effectiveness outcomes, with the remaining 30% focused on their demonstration of effective practices and leadership actions. Local school systems should then use these assessments to drive not only key accountability decisions, but also to support professional learning and growth.

Currently, most principal evaluation systems tend to focus too much on the wrong things, lack clear performance standards, and lack rigor in both their design and attention to implementation (see, e.g., Reeves 2009; Goldring et al., 2010). Despite being a critical basis for determining who is an effective principal and for acting on those determinations, principal evaluation systems have simply not been a high priority for most states and local school systems. As a result, these systems do little to advance a powerful vision of principal effectiveness.[2]

This is very concerning because principal effectiveness is central to raising student achievement. Principal and teacher quality account for nearly 60% of a school's total impact on student achievement, and principals alone for a full 25% (Marzano et al., 2005). The principal's impact is so significant because of the leadership actions principals take to create the school-wide conditions that support student learning—especially those that directly influence teacher effectiveness, including hiring, professional development, evaluation, and retention or dismissal. Even in schools with high rates of students in poverty and students of color, many principals are leveraging these actions to lead dramatic gains in student achievement. However, schools and principals are not achieving these necessary results for our students at scale (Chenowith, 2007).

Bringing significant improvements in student achievement and teacher effectiveness to scale will require substantial improvements in the policies and practices that contribute to the effectiveness of principals. This is a large agenda for change and it can only succeed if we accurately and comprehensively measure the effectiveness of our principal corps. The goal of this paper is to provide policymakers with recommendations for the design and implementation of strong principal development and evaluation systems. States and local school systems that pursue these ideas can use principal evaluation to drive a powerful vision of principal effectiveness and, by consequence, improve outcomes for all students.

[1] Throughout this paper, we use the term "evaluation system" to refer to all components of a system by which principals are evaluated, including the underlying standards upon which judgments are made, the instruments used to assess performance, and other related tools and processes.

[2] For a more complete discussion of our definition of principal effectiveness, see our 2010 paper: *Principal Effectiveness: A New Principalship to Drive Student Achievement, Teacher Effectiveness, and School Turnarounds*, available at www.nlns.org/publications.

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Four Ideas for Improving Principal Evaluation Systems

1. Make student outcomes and teacher effectiveness outcomes 70% of a principal's evaluation, and base the remaining 30% on the leadership actions shown to drive better results.

Principal evaluations should put student achievement and teacher effectiveness outcomes at the center of the process, weighting those outcomes heavily at 70%. The remaining 30% of the evaluation should focus on the principal leadership actions that have been shown to drive increases in student achievement and teacher effectiveness.

New Leaders for New Schools recommends that the 70% outcomes portion of a principal evaluation be further divided as follows:

- *Student Outcomes—50% of total.* For student assessment results and measures of college readiness, attainment (reaching targets such as proficiency) and growth (increases in the achievement of individual students over time) both matter. Principal evaluation systems should tilt toward growth in order to most accurately and fairly measure a principal's impact on the students he or she serves.

- *Teacher effectiveness—20% of total.* Principals should be evaluated by their success in increasing teacher effectiveness in two ways:

  - *Growth in the percentage of teachers under a principal's supervision who make "effective" gains in student achievement outcomes.* Tying teachers' gains in student achievement to principal effectiveness sends a powerful message about the principal's role in improving teacher effectiveness. It encourages principals to attend to the practice and results of all of their teachers for whom assessment data are available.

  - *Improvement in the "differential retention" of teachers who are evaluated as effective.* This measures the degree to which principals are successful at finding and keeping teachers who receive effective ratings for student achievement outcomes and on their own standards-based evaluations, and are successful in exiting poor performers. Assessing principals on differential retention would incent principals to improve their hiring practices, their support for teachers, and their approach to evaluating teachers.

For the remaining 30% focused on principal actions, New Leaders for New Schools offers six domains of leadership actions that have been shown to drive results for students. These domains depart from the most prominent standards used by states and districts by placing greater emphasis on school culture (Domain 3) and teacher effectiveness (Domain 5).[3]

1. Vision for Results and Equity
The actions that principals take to articulate a vision, set high goals, and create an environment where all students thrive

2. Planning and Operations
The actions that principals take to diagnose the school's situation, develop and implement action plans, manage time and allocate resources in support of school goals

3. Culture
The actions that principals take to build a culture of high expectations, align adult behavior and systems with that culture, and engage families

4. Learning and Teaching
The actions that principals take to promote rigorous curriculum, high quality instructional practice, and the use of achievement data to drive improvement and interventions

5. Staff Development and Management
The actions that principals take to manage human capital, support the professional growth of staff, evaluate staff, and develop a leadership team

6. Personal Leadership and Growth
The actions that principals take to support organizational learning, maintain resolve and focus, find solutions in response to challenges, and communicate effectively

[3] A complete rubric describing the specific actions a principal would take in these domains at four distinct levels of performance (and how a supervisor would know), is available at www.nlns.org/publications.

2. Base the evaluation of principal managers and other central office staff primarily on student outcomes and principal effectiveness, and give principal managers the tools and skills they need to effectively balance principal accountability with professional support and development.

Accountability for principals should be accompanied by results-oriented accountability for central office staff. Principal managers (i.e., those who supervise principals directly) should be held accountable for growth in student achievement in the schools they supervise, improvements in the effectiveness of the principals they manage, and a set of leadership actions (similar to the expectations for principals).

While principal effectiveness ratings should be used for a wide range of consequential actions, including selection of principal managers, compensation decisions, and dismissal of consistently ineffective principals, principal evaluation systems are only complete if they include a substantial investment in principals' professional growth. After all, for the vast majority of leaders in a school system, the purpose of evaluation is to support principals to reflect on their performance and identify what they need to do to reach the next level of performance. Principals specifically need their managers to make the evaluation process and expectations of performance clear, to craft tailored growth plans that address individual learning needs and serve as the basis for regular conversations, and to invest in ongoing, professional growth activities embedded in a robust professional learning community. The evaluation process should serve as a source of alignment and coherence across all of these activities. To provide these professional supports, many school systems may need to narrow the scope of principal managers' work and reduce the number of principals they manage.

3. Develop performance expectations that are universally high and differentiated in ways that drive continuous improvement.

Principal evaluation systems should hold very high expectations for all principals. At the same time, there are three ways in which the systems might usefully be differentiated:

- *Novice* principals require additional support for professional growth and school systems should consider placing more weight on the accomplishment of leadership actions and less weight on student achievement results than for other principals.
- The principal actions and indicators embedded in the evaluation system should be tailored to the *school level* to recognize key differences between elementary and secondary school leadership.
- Likewise, these actions and indicators should vary by the stage of school development. Though expectations remain high, a principal's actions should look quite different in persistently underperforming schools compared to those already at higher levels of performance.

4. Ensure that the evaluation system is informed by principals and other experts and is adapted over time to reflect new understandings of the practices that contribute to increased student achievement.

Based on our experience evaluating our own work, we believe that states can and should develop effective learning cycles, gathering data about the specific principal actions and school practices of schools making dramatic gains. Such information would not only be made available to school systems and schools to support their ongoing learning; it would also inform the design and periodic updating of principal evaluation systems.

Engaging principals, principal managers, and teachers in the design and implementation of a new principal evaluation system is an important part of this learning cycle. In addition to tapping their expertise, it recognizes that a new system calls for substantial changes in practice and culture. Principals, principal managers, and teachers should all be deeply engaged in designing, implementing, and revising new systems of evaluation.

Recommendations for Policymakers

Principal evaluation has traditionally been a local endeavor and should remain so. However, both the federal government and states can have important roles in fostering stronger evaluation systems. As they step up their involvement, they should guard against creating excessive bureaucracy and work to support the development of learning-centered school systems that hold everyone accountable for improving student achievement. All actions by policymakers should be focused on this goal, and it is in this spirit that New Leaders for New Schools offers recommendations to policymakers at all levels of government.

Federal government

Use core policymaking vehicles (especially Title II of ESEA) to promote principal effectiveness:

1. Reduce conflicting layers of accountability and ensure alignment of federal school-level and principal-level evaluation and accountability.

2. Align school accountability provisions in federal law to a new vision of principal effectiveness that includes a focus on increasing teacher effectiveness and improving student-level outcomes.

3. Require states, as a condition of receiving ESEA Title II funds, to adopt and implement principal evaluation systems that define principal effectiveness based on student achievement and teacher effectiveness outcomes (70%) and the leadership practices to accomplish those outcomes (30%).

Other recommendations for the federal government:

4. Require states, as a condition of receiving ESEA Title II funds, to regularly publish data on principal effectiveness.

5. Require states, as a condition of receiving ESEA Title II funds, to track the success of principal preparation and training programs in increasing principal effectiveness and to change or close those programs that are unsuccessful in doing so.

6. Set a goal for states to triple the amount of ESEA Title II funding used for principal development.

States

Create the conditions for local school systems to adopt enhanced principal evaluation systems and then build the capacity for successful implementation:

1. Revise existing leadership standards for principals to embrace student achievement and teacher effectiveness outcomes and to reflect the most current research on effective principal leadership.

2. Establish a model principal evaluation system that defines principal effectiveness based on student achievement and teacher effectiveness outcomes (70%) and the leadership actions to accomplish those outcomes (30%).

3. Reduce conflicting layers of accountability and ensure alignment of state accountability for individual schools and principals.

4. Support ongoing improvement of principal evaluation systems through learning and innovation.

Other recommendations for states:

5. Increase state investments in principal development strategies that can demonstrate that they produce greater principal effectiveness.

6. Provide resources for districts to engage principals and others with relevant expertise in the development of new evaluation systems.

7. Ensure that state labor laws, education codes, and other systems support both the implementation of rigorous evaluation systems and the consequences that flow from them.

8. Create flexible tools so that local school systems do not have to reinvent the wheel.

Local school systems

Create the conditions for principal and teacher effectiveness through enhanced evaluation as well as broader, coherent strategies:

1. Adopt or create both leadership standards for principals and a principal evaluation system that define principal effectiveness based on student achievement and teacher effectiveness outcomes (70%) and the leadership actions to accomplish those outcomes (30%).

2. Align the evaluation of principal managers and central office staff to the new principal evaluation system. Include accountability for student outcomes, the effectiveness of any direct reports, and key work practices such as providing professional development and support.

3. Reduce conflicting layers of accountability and ensure alignment of local accountability for individual schools and principals.

Other recommendations for local school systems:

4. Invest in the professional development of principals and ensure that all such investments are tied to needs surfaced through principal evaluations.

5. Use principal effectiveness data to drive rewards and consequences for principals.

6. Embrace a revision of principal evaluation as a key element of a learning-focused agenda for the school system.

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The job of a principal is not a simple task. It is a job that is made up of many different responsibilities. Listed below is a series of nine different activities. Think back to how you normally spend you day. Rank the activities 1 -9 on how you believe your time should be spent and how you typically do spend your time with 1 being the most important and 9 being the least important.

	Time Should Be Spent	Time Actually Spent
School Management		
Personnel		
Student Activities		
Student Behavior		
Program Development		
District Office Activities		
Planning		
Community		
Staff Development		

Section Three: Ohio Standards for Principals

1 Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

- Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.
- Principals lead the change process for continuous improvement.
- Principals anticipate, monitor and respond to educational developments that affect school issues and environment.

2 Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.

- Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
- Principals ensure instructional practices are effective and meet the needs of all students.
- Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
- Principals know, understand and share relevant research.
- Principals understand, encourage and facilitate the effective use of data by staff.
- Principals support staff in planning and implementing research-based professional development.

3 Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

- Principals establish and maintain a safe school environment.
- Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
- Principals allocate resources, including technology, to support student and staff learning.
- Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.
- Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.

4 Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

- Principals promote a collaborative learning culture.
- Principals share leadership with staff, students, parents, and community members.
- Principals develop and sustain leadership.

5 Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

- Principals use community resources to improve student learning.
- Principals involve parents and community members in improving student learning.
- Principals connect the school with the community.
- Principals establish expectations for the use of culturally-responsive practices, which acknowledge and value diversity.

Introduction

Ohio is in the midst of creating an aligned, standards-based education system in which all of Ohio's students achieve at the highest levels. Ohio has already adopted academic content standards for students. Now, Ohio is in the process of adopting standards for education professionals through the adoption of the Ohio Standards for the Teaching Profession, the Ohio Standards for Principals and the Ohio Standards for Professional Development.

The Ohio Standards for Principals play an essential role in Ohio's standards-based system. Ohio's educators and students will look to educational leaders to guide and support them throughout this change process. Without effective principals, Ohio will not realize its educational goals. Effective principals communicate and share leadership to engage all educators in realizing a vision for high-quality teaching and improved student learning and achievement. They affect change in their schools and support others in realizing this change.

With the adoption of the Ohio Standards for Principals, Ohio has clearly defined the traits and skills of effective leaders. These standards will promote the most effective leadership practices among Ohio's principals. The result will be an educational system in which all teachers instruct and students achieve at the highest levels.

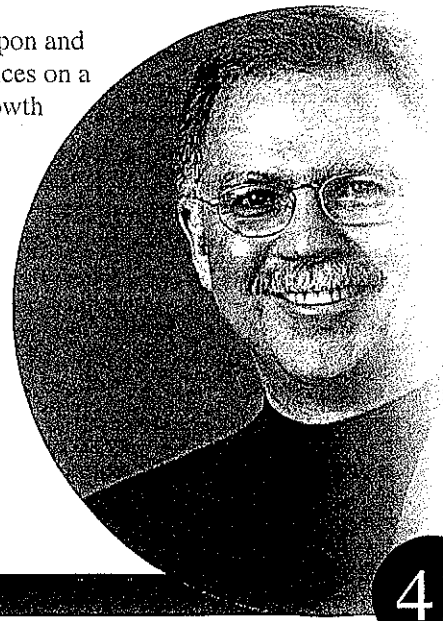
Intended Purposes of the Standards

The Ohio Standards for Principals were developed for use as a guide for principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. While there are many influences on a principal's development, these standards will serve as an important tool for principals as they consider their growth and development as leaders.

In addition, these standards will serve other audiences and purposes. It is anticipated that these standards may:

- assist higher education programs in developing the content and requirements of leadership training programs;
- focus the goals and objectives of districts as they support their schools' educational leaders;
- be used to plan and guide professional development for principals;
- serve as a tool in developing coaching and mentoring programs for principals.

These standards are intended to drive conversations about effective leadership and are not intended to serve as an evaluation instrument.



Ohio Standards for Principals

In the Standards for Principals, five standards are delineated. These standards fall under three larger organizers, as shown below, and include:

Goals and Achievement	*Conditions*	*Collaboration and Communication*
Standard 1: Continuous Improvement Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.	**Standard 3: School Operations, Resources and Learning Environment** Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.	**Standard 4: Collaboration** Principals establish and sustain collaborative learning and shared leadership to promote student learning and achievement of all students.
Standard 2: Instruction Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.		**Standard 5: Parents and Community Engagement** Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

Standard 1: Continuous Improvement

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

Narrative Summary

Schools operate in a challenging and changing environment, requiring principals to be visionary leaders who have the ability and confidence to challenge existing structures, take action, influence situations and produce results. Principals must engage key stakeholders in the development and realization of a shared vision, based on challenging goals and high expectations, which guides and directs each member of the school community toward overall academic, social and emotional success. To be successful in this context, principals must understand the complexities of change and use strategies to lead change effectively. They must initiate and monitor change using student data and other sources of information to target and support needed improvements. Principals utilize key stakeholders to identify, influence and respond to issues, trends and changes in the environment. Understanding the implications of changes for the school and the community, principals demonstrate flexibility and adaptability in their approach to leading and managing change.

Elements

1.1 Principals facilitate the articulation and realization of a shared vision of continuous school improvement.

1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.

1.3 Principals lead the change process for continuous improvement.

1.4 Principals anticipate, monitor and respond to educational developments that affect school issues and environment.

Ohio Standards for Principals

Standard 2: Instruction

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

Narrative Summary

Productive schools promote high levels of academic achievement for all students by providing a rigorous curriculum that is aligned to the Ohio academic content standards and academic priorities of the district. Principals emphasize that learning is the most important purpose of schooling. They are continually aware of the impact of culture and school practices on student achievement. Principals have extensive knowledge about curriculum, instruction and assessment and regularly collaborate with staff to improve the performance of all students. They promote the use of culturally-responsive instruction practices.

Principals initiate and engage in ongoing, high-quality professional learning that improves instruction. They continuously monitor and evaluate instruction and provide feedback to teachers, recognizing that instructional improvement is an ongoing process. Principals are adept at collecting, analyzing and interpreting data and support teachers' effective use of data. They use data as the basis for decision-making, developing concrete learning goals and implementing the use of effective instructional practices on a school-wide basis.

Elements

2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.
2.2 Principals ensure instructional practices are effective and meet the needs of all students.
2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.
2.4 Principals know, understand and share relevant research.
2.5 Principals understand, encourage and facilitate the effective use of data by staff.
2.6 Principals support staff in planning and implementing research-based professional development.

Standard 3: School Operations, Resources and Learning Environment

Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

Narrative Summary

Schools that achieve high levels of student performance provide a safe, orderly learning environment. Principals manage the daily operations and environment of a school through the use of technology and other resources (i.e. financial, human, time, materials, technology and facilities). Principals identify and allocate resources equitably to address the unique physical and mental health needs of all students, staff and parents. They promote and maintain a professional work environment by managing legal requirements and policies, supporting due process and protecting civil and human rights of all individuals. By modeling ethical behavior, principals create a climate of trust, stability and integrity in which all members of the school community are fully engaged.

Elements

3.1 Principals establish and maintain a safe school environment.
3.2 Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
3.3 Principals allocate resources, including technology, to support student and staff learning.
3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.
3.5 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.

Standard 4: Collaboration

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

Narrative Summary

High achieving schools continually improve teaching and learning through shared leadership. Principals are instrumental in the establishment and ongoing development of a culture that engages staff, students and parents in improving student learning. This culture enhances the professionalism of staff members helping to attract and retain accomplished and distinguished teachers. Principals actively promote the development of leaders and leadership teams to fully utilize the skills of staff, student, parents and community members. Principals provide opportunities for all members of the school community to participate in important school decisions. Principals promote shared leadership and responsibility for student learning through the use of collaborative practices. Principals understand that shared leadership results in shared accountability for student learning and a collaborative learning culture that is sustained over time.

Elements

4.1 Principals promote a collaborative learning culture.
4.2 Principals share leadership with staff, students, parents and community members.
4.3 Principals develop and sustain leadership.

Standard 5: Parents and Community Engagement

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

Narrative Summary

Schools are highly effective when principals understand how the dynamics of their communities influence their schools and how schools influence the community in ways that improve student learning. Principals promote culturally responsive practices that value and acknowledge diversity. The opinions of all stakeholders are respected and there is a commitment to involving students, parents and community members in making decisions. Principals involve family members in ways that are meaningful and directly related to student learning. Effective schools are the heart of the community and collaboration benefits both the school and the community. Partnerships and linkages with community agencies (e.g. social service, mental health agencies, businesses, libraries and civic organizations) are used in innovative ways to meet a variety of student and community needs.

Elements

5.1 Principals use community resources to improve student learning.
5.2 Principals involve parents and community members in improving student learning.
5.3 Principals connect the school with the community.
5.4 Principals establish expectations for the use of culturally-responsive practices that acknowledge and value diversity.

CASE STUDY - WHO ARE YOUR GIFTED STUDENTS?

Elaine Sanders was a star elementary school principal. She was past president of her state principals association and had been runner-up in the state Principal of the Year competition. Her school was rated exemplary according to test results and class attendance. She hand picked her faculty when they opened the new school three years ago and the PTO was extremely active and supportive of all programs. The PTO, the superintendent, and the community were especially proud of the school's award-winning gifted-and-talented program, which included 120 students.

During Sanders' third year, five African-American and three Hispanic parents made an appointment to speak with her about the gifted-and–talented program. The parents wanted to know why only 19 minority children – 10 of whom were Asian American – were in the gifted-and-talented classes, given that 20 percent (116 of 580) of the student body were African-Americans or Hispanics.

1. What steps should Elaine take to address this situation?

2. Who should she involve in the plan?

DISTRICT DISCUSSION WORKSHEET

What do we do now for Principal Evaluation?	What is similar about the OPES and our district system?	What is different about OPES and our district system?	Questions we have about integrating OPES into our system?

	Accomplished	Distinguished	• Provide opportunities for impact beyond present position. • Provide advanced professional development. • Encourage coaching of peers inside and outside the organization	• Mentors for new and veteran leaders throughout the organization. • Clearly identified candidates for system wide leadership.
	Proficient Performance	Accomplished	• Clearly identify the difference between proficient and exemplary performance. • Ask the question: Do you want to become an exemplary leader? • Provide challenges that allow for a display of exemplary performance. • Provide frequent and specific feedback on performance, making clear that proficient performance is acceptable, but it is not the same as exemplary performance	• Clear identification of high-potential leaders. • Redefine organizational requirements for leadership success. • Link organizational strategic needs to leadership actions.
Coaching	Developing	Proficient Performance	• One-to-one peer coaching by exemplary leader. • Frequent feedback-at least every three months. • Clear identification of tasks, actions, behaviors, achievements that move the leader from progressing to proficient. • Clear statement that proficient performance is required for continued assignment in a leadership position.	• Focus coaching resources on leaders with potential for success • Immediate and measurable performance in leadership.
Counseling	Ineffective Performance	Developing	• Gather evidence of ineffective performance, consistent with human resources guidelines, negotiated agreements, district policy, and legal requirements for due process. • Relieve the ineffective leader of duties immediately, while continuing employment in another position. • If positions are available where the former leader can be successful, offer a probationary opportunity in an alternative position. • If there are no positions where success is likely, terminate the employee	• Avoid crises that expose the organization to legal liability, that result in the loss of employee who are demoralized by the ineffective leader, and that cause the deterioration of the performance of the part of the organization that is under the control of the ineffective leader.

The Use of Observation in Principal Evaluation

Many principal evaluation systems use observations made during the course of normal interactions between the principal and her/his supervisor as one source of evidence in evaluation decision-making. Direct observation of principal behaviors can be also used to gather evidence about several dimensions of principal performance, such as communication of the school vision, involvement of staff and community, and instructional leadership.

TIF program guidelines require at least two annual observations of each principal. This is intended to ensure that observations are done systematically. But it also requires defining what constitutes an observation. For teachers, this is relatively unproblematic: since much of the relevant behavior takes place in the classroom, an observation is typically defined as a visit to the classroom during some portion of a lesson. But for principals, there are many venues at which an observation could be made, and grantees need to decide which are of interest and what information will be gathered by an observation at each. Unfortunately, there are few existing observational protocols or tools. Thus most grantees will have to develop specific "look-fors" and rating scales.

One approach might be to define an observation in terms of the specific activity to be observed (see Table 1 below). With this approach, evaluators would find out when specific activities were scheduled and show up to observe. The advantage of this approach is that the data collection can be focused and a specific data collection tool or rubric designed to match the activity, with a small and well-defined set of "look-fors." This makes data collection efficient and promotes inter-observer agreement. It would be relatively easy to measure inter-observer agreement by having two observers rate the behaviors seen during the observed activity.

Table 1: Some Potential Opportunities to Observe Principals

Observation Venue	***Potential Evidence About***
Full Faculty Meetings	Ability to run an effective meeting Communication with staff Involvement of staff in decision making Focus on instruction School culture
Leadership Team Meetings	Principal's process for setting goals, planning, using data, & monitoring, relative to the focus of the meeting (e.g., curriculum planning, teacher scheduling, analysis of student test data) Distribution of leadership School culture
Teacher Coaching/Feedback Sessions	Principal understanding of and focus on instruction Effectiveness as coach
Principal-led Group PD Sessions	Principal involvement with professional development Principal skill in teaching teachers
Classroom Walkthroughs	Principal ability to observe and analyze instruction

	Principal efforts to monitor instructional quality
IEP Meetings	Principal understanding of and implementation of IEP process
School Steering Committee or PTA/PTO Meetings	Principal communication skills Level of parental input into school decisions
Parent Night or Other Group Meetings with Parents or Community Members	Principal communication about school program Principal advocacy for school program Quality of community relationship

There are several considerations to bear in mind in selecting the events, the "look fors" and in formulating an observation protocol. In choosing the type of event to be observed, grantees should consider the information observing it could provide, and the relevance of that information to the principal evaluation performance dimensions or rubrics. Will the event generate a large amount of information relevant to one or more of the standards on which principals are being evaluated? Is the event appropriate for observing a specific type of performance? For example, a principal's skill in engaging external stakeholders is not likely to be observable during a leadership team meeting. Grantees should also consider whether the same venue or type of event should be observed multiple times. TIF rules require at least two observations. If two observations are conducted, the choice is between observing two types of venues or observing one type both times, in order to compare performance over time. Making more than two observations per year will allow coverage of more venues.

After deciding on the venue for observation, the next step would be to decide for which dimensions of the evaluation system observational evidence from that venue would be relevant. This involves looking over the performance standards and rubrics and specifying the "look fors" for observers to note. These should provide evidence relevant to the standard that can be seen in the observation. Table 2 below shows how a limited number of indicators can be identified as evidence relevant to a larger evaluation rubric. In this example, two standards of principal leadership are highlighted. Clearly, this approach can be used for other important domains of principal leadership, including other aspects of instructional leadership.

Table 2: Example Principal Evaluation Standards and Possible Evidence to Be Collected By Observations of Meetings with Staff, Parents, or Community Members

Example Standards from Overall Evaluation Rubric	Can Observation Be Used to Collect Evidence?	Evidence Look Fors
I. Collaboratively Establish & Communicate the School Vision		

Principal publicly articulates a clear vision for the school and disseminates this vision to the staff, parents, and wider community.	Yes	Principal presents a coherent strategy based on analysis of relevant data to address areas where student outcomes can be improved. Principal explains school vision and relates it to goals for student outcomes. Principal clearly explains school programs or initiatives, and provides a convincing rationale for them. Principal refers to school vision and school improvement plan in explaining programs or initiatives.
Principal establishes a two way communication and consensus building process to build support for the school vision.	Yes	Principal solicits questions and suggestions from other participants. Principal listens closely and openly to staff member questions, concerns, or suggestions. Principal gives thoughtful and honest responses to questions and suggestions. Principal's communication shows respect for staff members.
Principal consistently communicates high expectations for student achievement to staff and students.	Yes	Principal articulates high expectations for students of all backgrounds in communications with staff, parents, or community. Principal challenges assertions or expressions about low learning potential of some students or student groups.
Principal uses data on student achievement and other relevant student outcomes to ensure vision is focused on student success.	Yes	Principal leads staff discussion of student achievement and other outcome data and its implications for the instruction vision. During leadership team meeting, principal leads discussion and analysis of student achievement and other outcomes aligned to the vision.
(Other Standards)		
V. Engage Parents & Community in Student Learning	Can Observation Be Used to Collect Evidence?	Evidence Look-Fors
The principal develops an interactive communications plan to inform parents & community of school vision, goals, programs, & accomplishments.	No	NA
The principal initiates outreach activities to engage all community stakeholders and creates structures for family and community involvement.	No	NA
Principal encourages participation of parents and community in	Yes	Principal uses interactions with parents & community members to explain school vision and programs.

program planning & implementation.		Principal clearly explains parent and community role in planning process. Principal encourages questions and suggestions from parents and community members in meetings. Principal gives thoughtful and honest responses to questions and suggestions. Principal's communication shows respect for parent and community members.
The principal has established an ongoing dialogue with parents and community partners about how they can support the school in improving instruction and student learning	Yes	Principal explains what parents and community partners can do to support the school and student learning in specific terms; makes specific suggestions for parent or community actions. Principal provides convincing reasons for parents and community to participate or partner with the school to help improve student learning. Principal listens closely and openly to parent or community member suggestions. Principal's communications show respect for parent and community members. Principal acknowledges contributions of parent and community partners and expresses appreciation for their efforts.
The principal evaluates community partnerships and decides to maintain or replace them based on impact on student achievement.	No	

From these look-fors, a set of observation rubrics or an observation protocol can be developed. Examples based on Table 2 are provided at the end of this document.

A second possibility is to define an observation as a day or part day during which the evaluator "shadows" the principal, observing any relevant evidence that presents itself during the observation period. This allows the observation to potentially cover more dimensions of performance, but it requires a more complex protocol for collecting data. For example, observers would have to have a relatively long list of "look fors" and a rubric might have to cover a wider range of performance dimensions. It is also possible that evidence relevant to the same performance dimensions would not be observed on both occasions, which would make it harder to assess improvement over time.

In either case, the grantee may then want to develop a method of integrating the observation ratings into the overall summative evaluation on the dimensions selected for evidence collection via observation.

Evaluation designers should bear in mind that these observations are only one type of evidence that will be used for principal evaluation. A lot of other information relevant to a principal's performance can be collected through non-observational means, such as review of documents and discussions with the principal. While observations are required for TIF grantees, it is recognized that other sources of evidence will also be used as part of the normal principal evaluation process.

Principal Leadership Actions

A guide to assessing principal actions that drive dramatic gains in student achievement

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Principal Leadership Actions Rubric

How to use this document

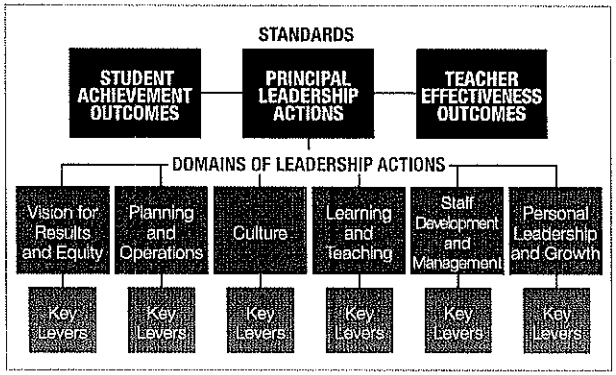
New Leaders for New Schools offers this Principal Leadership Actions Rubric as a tool for states and LEAs implementing new principal standards. The rubric provides clarity for principals about the actions they are expected to take in order to drive student achievement and teacher effectiveness outcomes – at four distinct levels of performance. It also provides principal managers with a guide to observable indicators that these actions have taken place.

By adopting or adapting this rubric as part of a larger principal evaluation strategy, states and LEAs can define a clear, shared vision of principal effectiveness as a basis for professional growth and accountability.

The Principal Leadership Actions Rubric is derived from the New Leaders for New Schools principal leadership standards: (1) producing greater levels of success for all students, (2) increasing the number and percentage of effective teachers in the school, and (3) executing on six domains of critical leadership actions that drive student achievement.

The rubric measures performance against this third standard about principal actions. For each of the six domains—broad categories of principal actions—it addresses several key levers, or subcategories of principal actions (see diagram below). The full list of domains and key levers is available on the following page.

The remainder of this document is structured to present one key lever per page, including discrete principal actions and indicators across four levels of performance: exemplary, proficient, progressing, and not meeting standards (see document map below).



Map of New Leaders for New Schools Leadership Rubric

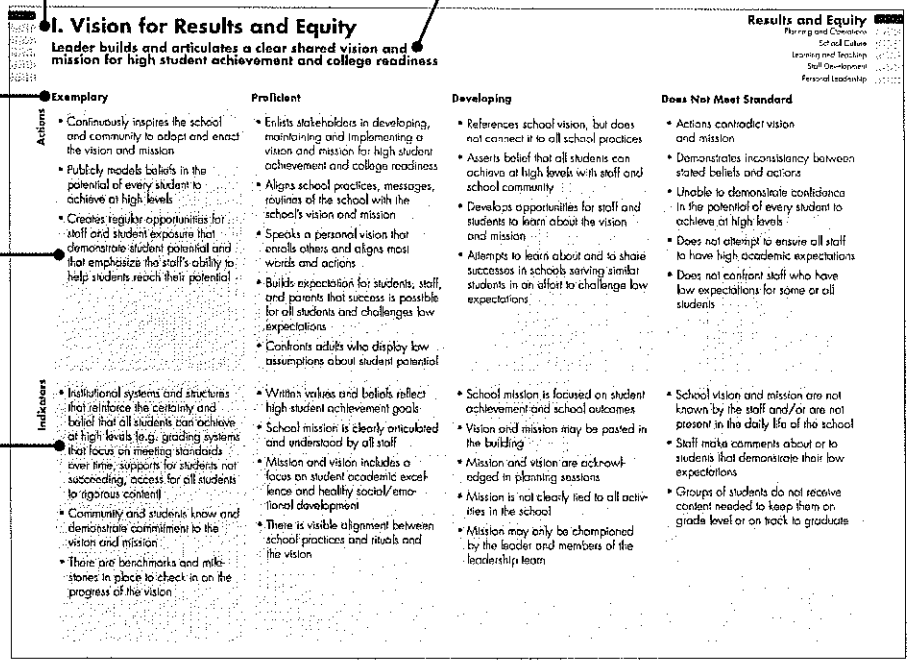
Domain of Leadership Actions
Broad category of principal leadership actions

Key Lever
Sub-category of principal leadership actions

Levels of Performance
Actions and indicators are divided across four levels of principal performance

Actions
Principal leadership actions that drive student achievement and teacher effectiveness outcomes

Indicators
Observable practices or structures resulting from principal actions—i.e. what a visitor would see



I. Vision for Results and Equity

Leader builds and articulates a clear shared vision and mission for high student achievement and college readiness

Results and Equity
Planning and Operations
School Culture
Learning and Teaching
Staff Development
Personal Leadership

	Exemplary	Proficient	Developing	Does Not Meet Standard
Actions	• Continuously inspires the school and community to adopt and enact the vision and mission • Publicly models beliefs in the potential of every student to achieve at high levels • Creates regular opportunities for staff and student exposure that demonstrate student potential and that emphasize the staff's ability to help students reach their potential	• Enlists stakeholders in developing, maintaining and implementing a vision and mission for high student achievement and college readiness • Aligns school practices, messages, routines of the school with the school's vision and mission • Speaks a personal vision that enrolls others and aligns most words and actions • Builds expectation for students, staff, and parents that success is possible for all students and challenges low expectations • Confronts adults who display low assumptions about student potential	• References school vision, but does not connect it to all school practices • Asserts belief that all students can achieve at high levels with staff and school community • Develops opportunities for staff and students to learn about the vision and mission • Attempts to learn about and to share successes in schools serving similar students in an effort to challenge low expectations	• Actions contradict vision and mission • Demonstrates inconsistency between stated beliefs and actions • Unable to demonstrate confidence in the potential of every student to achieve at high levels • Does not attempt to ensure all staff to have high academic expectations • Does not confront staff who have low expectations for some or all students
Indicators	• Institutional systems and structures that reinforce the certainty and belief that all students can achieve at high levels (e.g. grading systems that focus on meeting standards over time, supports for students not succeeding, access for all students to rigorous content) • Community and students know and demonstrate commitment to the vision and mission • There are benchmarks and milestones in place to check in on the progress of the vision	• Written values and beliefs reflect high student achievement goals • School mission is clearly articulated and understood by all staff • Mission and vision includes a focus on student academic excellence and healthy social/emotional development • There is visible alignment between school practices and rituals and the vision	• School mission is focused on student achievement and school outcomes • Vision and mission may be posted in the building • Mission and vision are acknowledged in planning sessions • Mission is not clearly tied to all activities in the school • Mission may only be championed by the leader and members of the leadership team	• School vision and mission are not known by the staff and/or are not present in the daily life of the school • Staff make comments about or to students that demonstrate their low expectations • Groups of students do not receive content needed to keep them on grade level or on track to graduate

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Domains of Leadership Actions and Key Levers

Key areas in which leaders drive dramatic student achievement gains and successful school improvement

I. Vision for Results and Equity

Leader builds and articulates a clear shared vision and mission
for high student achievement and college readiness

Leader builds and maintains a focus on ambitious student achievement goals for all students

Leader creates a culturally competent environment where diversity is valued and all children and adults thrive and achieve at high levels

II. Planning and Operations

Leader diagnoses the current state of the school, develops clear and focused school improvement plans, and adjusts strategy based on progress

Leader organizes school time effectively to support all instructional and staff development priorities

Leader allocates resources effectively to support learning goals

III. School Culture

Leader ensures adults and students demonstrate consistent values and positive behaviors aligned to the school's vision and mission

Leader builds a culture of high achievement and aspiration for every student and staff

Leader develops effective systems that support child and youth development and provide social-emotional supports

Leader proactively engages families and communities in supporting their child's learning and the school's learning goals

Leader implements systems and processes to ensure the active participation of adults and students in school improvement

IV. Learning and Teaching

Leader ensures the development, implementation, and evaluation of rigorous curricula tied to both state and college-readiness standards

Leader implements consistent quality classroom routines and instructional strategies to improve student achievement

Leader utilizes multiple forms of student-level data to drive increases in student achievement and implement student interventions

V. Staff Development and Management

Leader increases teacher effectiveness by recruiting, hiring, assigning, and retaining staff

Leader increases teacher effectiveness by ensuring quality observation, feedback, coaching, and professional learning structures for teacher development

Leader sets clear expectations for performance and manages performance of all staff

Leader trains, develops, and supports a high-performing instructional leadership team

VI. Personal Leadership and Growth

Leader demonstrates self-awareness, ongoing learning, and resiliency in the service of continuous improvement of both personal and school-wide practices

Leader proactively identifies solutions both anticipating and responding to opportunities and challenges

Leader effectively manages change in order to improve student achievement

Leader communicates effectively based on the situation, audience, and needs

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I. Vision for Results and Equity

Leader builds and articulates a clear shared vision and mission for high student achievement and college readiness

Actions

Exemplary

- Continuously inspires the school and community to adopt and enact the vision and mission
- Publicly models beliefs in the potential of every student to achieve at high levels
- Creates regular opportunities for staff and student exposure that demonstrate student potential and that emphasize the staff's ability to help students reach their potential

Proficient

- Enlists stakeholders in developing, maintaining and implementing a vision and mission for high student achievement and college readiness
- Aligns school practices, messages, and routines of the school with the school's vision and mission
- Speaks a personal vision that enrolls others and aligns most words and actions
- Builds expectation for students, staff, and parents that success is possible for all students and challenges low expectations
- Confronts adults who display low assumptions about student potential

Developing

- References school vision, but does not connect it to all school practices
- Asserts belief that all students can achieve at high levels with staff and school community
- Develops opportunities for staff and students to learn about the vision and mission
- Attempts to learn about and to share successes in schools serving similar students in an effort to challenge low expectations

Does Not Meet Standard

- Actions contradict vision and mission
- Demonstrates inconsistency between stated beliefs and actions
- Unable to demonstrate confidence in the potential of every student to achieve at high levels
- Does not attempt to ensure all staff have high academic expectations
- Does not confront staff who have low expectations for some or all students

Indicators

- There are institutional systems and structures that reinforce the certainty and belief that all students can achieve at high levels (e.g. grading systems that focus on meeting standards over time, supports for students not succeeding, access for all students to rigorous content)
- Community and students know and demonstrate commitment to the vision and mission
- There are benchmarks and milestones in place to check in on the progress of the vision

- Written values and beliefs reflect high student achievement goals
- School mission is clearly articulated and understood by all staff
- Mission and vision include a focus on student academic excellence and healthy social/emotional development
- There is visible alignment between school practices and rituals and the vision

- School mission is focused on student achievement and school outcomes
- Vision and mission may be posted in the building
- Mission and vision are acknowledged in planning sessions
- Mission is not clearly tied to all activities in the school
- Mission may only be championed by the leader and members of the leadership team

- School vision and mission are not known by the staff and/or are not present in the daily life of the school
- Staff make comments about or to students that demonstrate their low expectations
- Groups of students do not receive content needed to keep them on grade level or on track to graduate

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I. Vision for Results and Equity

Leader builds and maintains a focus on ambitious student achievement goals for all students

Actions

Exemplary

- Assigns members of the leadership team and master teachers to focus on specific goal areas
- Builds staff ownership for the goal areas in which they teach or supervise

Proficient

- Uses the school goals to make all decisions and to measure all successes
- Keeps the school-wide goals present in everyone's mind by referencing goals in all meetings and planning sessions
- Creates and monitors disaggregated goals for student groups who have traditionally not been successful in the school
- Links goals to specific benchmarks and milestones to achieve vision
- Builds capacity of the leadership team to lead conversations with grade level and content area teams

Developing

- Keeps the goals present in the mind of the leadership team
- Refers to goals on a regular basis, but does not concretely connect them to the day-to-day work of the school
- Demonstrates urgency to reach student achievement goals
- Sets grade level goals with some input from members of the leadership team
- Develops systems to set and achieve ambitious student achievement goals for all students

Does Not Meet Standard

- Rarely mentions goals to staff or to members of the leadership team
- Does not demonstrate urgency to improve student outcomes
- Sets and is satisfied with modest targets
- Does not connect goals to a plan to achieve them

Indicators

- Comprehensive professional development plan and calendar are aligned to public goals, performance management, and individual goals. Plan and/or calendar include trainings, cycle of lesson observations, coaching, and mentoring
- Clear milestones and benchmarks for student outcomes—including specific targets for student sub-groups as well as grade cohorts—and school practice implementation are in place
- Leadership team members lead effective teacher team meetings focused on student learning data and student work

- Leadership team regularly analyzes key school indicators, including individual student-level and classroom/grade level data to assess progress
- Clear milestones and benchmarks for student outcome progress are in place
- Short- and medium-term action plans are in place for every goal
- The leadership team has institutionalized the practice of reviewing key data at every meeting
- All teachers are aware of school and grade targets and have aligned individual targets for their students

- Protocols for weekly leadership team meetings focus discussion on student achievement data
- Goals set are too aggressive and/or are not ambitious enough
- The school has grade-specific goals, but does not have goals for specific sub-groups
- Leader does not regularly review progress towards goals or student targets
- Individual teachers do not have their own achievement targets

- There is no focus on school level goals
- Staff are not aware of and/or do not know the school-wide goals
- There is not a clear process for the principal to set goals or targets
- There is a lack of rigor or ambition to move student achievement, acceptance of status quo

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I. Vision for Results and Equity

Leader creates a culturally competent environment where diversity is valued and all children and adults thrive and achieve at high levels

Actions

Exemplary	Proficient	Developing	Does Not Meet Standard
• Builds staff's capacity to provide supports for diverse groups in the school • Builds the school's and community's collective capacity by initiating direct conversations about culture and diversity • Recognizes and integrates the learning opportunities that come from a diverse community	• Creates a learning environment that is welcoming and supportive of all students and families • Addresses learning needs and challenges originating from diversity and difference • Engages staff in developing and providing supports for diverse groups in the school • Develops staff capacity to engage in courageous conversations about diversity and culture, and how they impact student learning • Examines and addresses any school structures or school practices that limit the participation of groups of students and families	• Attempts to create a learning environment that is supportive of all students • Recognizes the impact of diversity on student learning • Develops some systems to support diverse student needs • Reactively engages in courageous conversations to confront others' biases • Reflects on personal comfort talking about diversity and culture to develop personal skill set • Actively seeks opportunities to engage in courageous conversations about diversity and culture, and how they impact student learning	• Holds different expectations for different groups of students and holds them to different standards • Does not help staff to navigate the strengths and challenges provided by difference and/or diverse students or perspectives • Does not engage in courageous conversations about biases or has limited skill set in addressing biased language and behaviors • Demonstrates limited awareness of the impact of diversity on student learning

Indicators

• Interventions are focused on targeted groups of students who have significant learning gaps and/or are lacking key foundational skills • School community values and promotes native language use, instruction, literacy, and development in and outside of school • School is building the capacity of adults to support diverse student needs and diverse groups of students through professional development • Adults and students monitor themselves and hold each other accountable for language, attitudes, and behavior that is offensive or uninformed around racial or cultural differences	• School-wide systems are in place to support a range of student needs including, but not limited to, students with IEPs and ELLs • Structures, systems, and processes value all students in the school community • Leader provides formal and informal professional development to teachers and staff to improve their understanding of their students • Discussions about diversity are proactively incorporated into team meetings and professional development	• All staff understand the components of a supportive learning environment • Discussions about diversity are only held reactively following conflict • Leadership team may be beginning more regular conversations about diversity • Sub-group data may be infrequently reviewed • All legal requirements for SPED and ELL students have been met	• Diverse student needs, differentiation, and/or diversity within the school population are not discussed, valued, or supported • Legal requirements for SPED and ELL have not been met • Staff and/or leader makes statements or creates systems that devalue diversity and that silence groups of stakeholders • Biased language is tolerated

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II. Planning and Operations

Leader diagnoses the current state of the school, develops clear and focused school improvement plans, and adjusts strategy based on progress

	Exemplary	Proficient	Developing	Does Not Meet Standard
Actions	• Uses annual data, interim and formative data and school improvement plan milestones to monitor, track, and review progress, and systematically adjusts strategies where needed • Anticipates possible problems and proactively implements solutions that don't distract from priorities	• Completes a comprehensive diagnosis of the school's strengths/weaknesses including an assessment of the school practices, student learning outcomes, predictive indicators (e.g. classroom and interim assessments, and attendance), and a review of school vision • Builds capacity of leadership team, grade level team leaders, and master teachers to participate in the school diagnosis • Sets priorities for improvement and creates a detailed school improvement plan using the outputs from the diagnostic • Sets milestones and benchmarks for implementation and student progress (e.g. interim assessments, attendance) in the school improvement plan • Tracks annual outcomes and monthly/weekly data against plan milestones to monitor, track, and review progress, and to adjust strategies	• Diagnoses school by reviewing detailed student achievement results and current school practices • Sets priorities for improvement by focusing on areas where the school is not on track • Creates a plan for each priority area • Creates process to gather data within action plan to monitor, track, and review progress • Demonstrates willingness to adjust strategies and practices in order to reach goals	• Completes a quick assessment of the school's weaknesses using annual student achievement results • Priorities for school improvement are not identified • School improvement plan is not completed, or plan is not aligned to school priorities for improvement • Does not track progress against the plan to adjust strategies when needed
Indicators	• Diagnostic protocols and process (including review of data, school practices, and instructional practices) are clear and transparent to all staff • Strategic plan priorities are public and assigned—with a common understanding of short and long term milestones and goals • Clear milestones and benchmarks for student outcome progress—including specific targets for student sub-groups as well as grade cohorts—and school practice implementation are in place • Leadership team creates short- and medium-term action plans to address areas of concern and recognize areas of success	• Results of the diagnostic are publicly shared with the staff and with members of the community • Diagnostic results are used to inform school decisions and the school improvement plan • School improvement plan and priorities are in place and aligned to the urgent goal of making dramatic student achievement gains within first two years • All staff are familiar with priorities for improvement and details of the school improvement plan • Clear milestones and benchmarks for student outcome progress and school practice implementation are in place • Leader regularly assesses progress to goals and adjusts strategies as needed • Leadership team meets regularly (at least once per week) to analyze a consistent set of key school indicators, including individual student-level and classroom/grade level data	• Leadership team uses past student achievement data to develop priorities and school improvement plan • Strategic plan includes some clear milestones and benchmarks of progress (e.g. implementation plans with specific dates, expectations for improved scores on interim assessments, etc.) • There is some system in place to gather data and track progress against the school improvement plan • Leadership team uses available evidence and data to adjust strategies and goals	• Staff and students are unaware of the school's priorities for the year • There are no benchmarks or milestones for any goals and no way to assess progress throughout the year • School Improvement Plan is referred to infrequently at leadership team and/or planning meetings

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II. Planning and Operations

Leader manages time effectively to support all instructional and staff development priorities

Actions

Exemplary

- Institutionalizes an integrated calendar of professional development, assessments, and leadership team meetings that is aligned to school goals
- Implements systems so that time-wasting activities and crises are almost always prevented or deflected
- Delegates complex projects or responsibilities to others and has systems in place to track progress

Proficient

- Establishes a calendar of professional development times and topics, leadership team meetings, and assessments that includes designated time to re-teach any content following the assessment
- Creates weekly schedule that ensures that teacher team meetings occur at least once a week, and class schedules that ensure that all students are receiving both core instruction and any necessary interventions
- Plans for the year, month, week, and day, and identifies the highest-leverage activities
- Delegates appropriate tasks to staff and regularly checks on progress, and has a backup plan to ensure that tasks will be completed
- Leader's time is very well aligned to the priorities

Developing

- Establishes a basic calendar of assessments and some professional development activities
- Creates a schedule of teacher team meetings, leadership team meetings, class schedules, and intervention activities
- Ensures that teachers have appropriate common meeting times
- Introduces meeting protocols
- Leader develops ways to track his or her own time use
- Resorts to completing most tasks his or herself

Does Not Meet Standard

- Does not have a developed calendar of events for staff and students
- Does not create teacher team meetings or common meeting times
- Does not honor times that are set aside for specific meetings
- Frequently distracted by crises and time-wasting activities
- Manages time poorly and prioritizes ineffectively
- Does not delegate tasks that should clearly be done by others or delegates inappropriate responsibilities

Indicators

- Detailed daily/weekly schedule of classes, curriculum focus (such as literacy blocks), student interventions, teacher team meetings, and professional development sessions is public and managed by leadership team members
- Every moment of available time—in and out of the traditional school day—is focused on increasing student achievement
- Facilitation of meetings rotates amongst leadership team members, master teachers, and potentially all staff

- School calendar of professional development, interim assessments and re-teaching, are in place
- Daily/weekly schedules create adequate time for all student interventions and adult development activities and are flexible enough to adjust to new priorities and needs
- Leader is aware of the school schedule at all times
- Leader is able to observe staff, attends all meetings, and models effective time management
- For secondary schools, the schedule allows for credit recovery that does not interrupt core content time
- Meetings are well run with clear objectives, agendas, outcomes, and next steps

- Class time for learning and teaching is maximized with few to no interruptions
- School has a detailed and consistent schedule of teacher team meetings, leadership team meetings, class schedules, and intervention activities, including staff and students involved in each
- Meetings use agendas

- Schedule is not honored
- Class time is frequently interrupted
- Yearly calendar is not in place or changes frequently
- Meetings are poorly run and have no agendas or outcomes

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II. Planning and Operations

Leader allocates resources effectively to support learning goals

Actions

Exemplary

- Creatively leverages existing school and school system resources, and is relentless in actively accessing human and fiscal resources that align to strategic priorities
- Continually assesses and reassesses resources
- Plans for and implements facility and equipment expansions and improvements
- Identifies creative solutions to maximize and share space

Proficient

- Effectively plans and manages a fiscally responsible budget that supports the school's goals, and ensures school is financially secure in the long-term
- Allocates and maximizes resources in alignment with mission and student learning goals, and assesses external resources to fill gaps
- Supervises facilities and equipment management to enhance learning
- Ensures that the school environment is safe and that teachers have necessary materials, supplies, and equipment
- Maintains partnerships with partners aligned to goals and stops allocating time and resources to misaligned partners

Developing

- Has familiarity with the local budgeting process and tools, but does not align budget to school goals
- Develops skills in planning and managing a fiscally responsible budget that supports school's goals.
- Navigates available human, fiscal, physical, and technological resources internal to the school or school system
- Sees the school's resources as given and is not knowledgeable of possibilities for accessing alternate human and fiscal resources
- Ensures that the school environment is safe
- Assesses school partnerships to determine alignment to goals

Does Not Meet Standard

- Unable to allocate resources effectively in support of school-wide initiative or goals
- Unable to complete the budgeting process in a timely manner
- Mismanages resources and exceeds budget regularly
- Unable to accurately assess and/or leverage school and district resources
- Does not effectively manage the procurement process
- Unable to ensure that the school is safe

Indicators

- Physical plant supports major academic priorities/initiatives (e.g. reading nooks, improved library, enhanced computer lab, comfortable staff lounge/meeting area)
- Constantly reviews existing community partnerships and decides to maintain, eliminate, or replace based on impact on student success and achievement

- Finances and other resources are aligned with strategic priorities
- Existing community partnerships are audited for the quality of student experience
- External partners/programs are aligned with school's key goals around student achievement and social-emotional development
- School building is clean and safe—all basic facilities (bathrooms, windows, sinks, locks) are in working order

- School building is clean and safe; all basic facilities (bathrooms, windows, sinks, locks) are in working order—there are no 'broken windows' or safety hazards
- Budget is completed in a timely manner
- School partners demonstrate at least cursory alignment to the school's goals

- Budget is not completed in a timely manner
- School is not clean or safe
- Leader continues to engage in partnerships that are not aligned to the school goals

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III. School Culture

Leader ensures that adults and students demonstrate consistent values and positive behaviors aligned to the school's vision and mission

Exemplary

Actions

- Builds capacity of the leadership team and master teachers to model and teach the values
- Implements tracking systems to assess how well individual students and student cohort groups meet conduct expectations and school values

Indicators

- Students lead formal daily structures that teach and reinforce school values
- Students hold one another accountable for living by the expectations for student conduct
- Routines, patterns, systems of orientation, socialization, and models reflect the school-wide values about adult and student responsibility

Proficient

Actions

- Trains staff to teach habits of self-discipline and self-management on a daily basis
- Reinforces the values through routines
- Creates clear rewards and consequences for how well individual students meet conduct expectations and school values
- Structures a plan to ensure that every adult understands their role in implementing rewards and consequences
- Trains all staff on delivering clear and consistent messaging of values and behaviors to students
- Maintains an orderly and safe environment at all times

Indicators

- A system of rewards and consequences is consistent (with age appropriate differentiation) across classrooms, grades and content areas
- Structures are in place that outline a clear and consistent behavior system of rewards and consequences that includes preventative and evidence-based characteristics and that explicitly outline every adult's role in implementation
- The code of conduct outlines escalating consequences for inappropriate behavior that are enacted by the teacher whenever possible
- There are a very low number of classroom interruptions/disruptions and referrals to the office
- School has on-going systems for new and returning student and staff induction/orientation around the mission and values
- The staff regularly "narrates" the life of the school, rehearsing what a typical day/class period looks like and how any important events will look and feel
- Teachers' responses to incidents in their classrooms look and feel similar across classrooms

Developing

Actions

- Develops the components of an effective system of conduct for adults and students
- Creates consistent responses and consequences for students not attending school or missing class
- Builds agreement amongst teachers on the types of student actions and behaviors that are consistent with school values
- Ensures all students have a safe environment

Indicators

- Expectations for suspensions and major infractions are consistent and the school is orderly
- Rewards and consequences vary across classrooms
- The number of students being sent to the office is decreasing
- Teachers clearly articulate student actions that are consistent with school values
- Structures are in place to celebrate students who are practicing the school values
- Adults consistently demonstrate respectful behavior towards all students

Does Not Meet Standard

Actions

- Does not acknowledge positive behaviors of students or staff
- Does not make values or behavioral expectations clear to staff or students
- Tolerates discipline violations and enforces the rules inconsistently
- Does not ensure that the school environment is safe for all students

Indicators

- There is no consistent discipline system and the school is in disorder
- There are students roaming the hallways and not attending class
- There is not a consistent behavior management system
- There is an increase or constant number of discipline-related referrals to the office

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III. School Culture

Leader builds a culture of high academic achievement and aspiration for every student and staff

	Exemplary	Proficient	Developing	Does Not Meet Standard
Actions	• Implements structures that support students in setting and tracking their own goals • Builds staff capacity to support students in monitoring their own learning • Creates structures and processes that allow students to generate activities and ideas that link school to their aspirations and focus on achievement • Creates opportunities for students to learn about a range of careers so that they can create their own personal visions and career aspirations	• Trains teachers to teach students how to set goals and develop a plan to accomplish goals • Creates school symbols and routines • Shapes the environment to make explicit links between student aspirations and achievement • Creates structures for college and career experiences for all students • Connects aspiration to college and career to quality and rigorous instruction • Trains and models efficacy for staff and students that everyone can achieve high standards in school if they have the right tools and supports and if they put forth effort	• Trains teachers to teach students how to set goals • Creates a few deliberate routines that connect to student achievement or aspiration • Provides limited exposure to college and career opportunities • Believes that students can become smart with effort, but does not connect it to the school culture	• Does not link aspirations to student achievement • Is not deliberate in planning and creating routines and symbols • Does not expose students to college or career opportunities • Believes intelligence is fixed and has different standards for different children
Indicators	• School has daily formal structures (like school meetings, advisory meetings, homerooms, morning circles) where school values for high aspirations are taught and reinforced • Student aspirations are explicitly connected to the school/college preparation necessary to reach them • Students create explicit career plans based on their personal interests that include year-by-year steps to prepare for college and career • Rituals and routines explicitly link student aspirations and achievement • Any student who is not on track to or reaching college and career readiness has an individualized learning plan to move them forward • Students engage in rich college-going and career access experiences (e.g. college visits, meeting with alumni/career leaders, attending academic/social experiences outside their neighborhoods) • Dedicated staff are in place to support students in understanding the college admissions process, researching colleges, applying to college, applying for financial aid and scholarships, and selecting colleges • Students develop a sense of personal career interest and aspiration through introduction to a range of careers and life opportunities	• Students use rubrics to track their learning • Students who have worked hard and achieved at high levels are celebrated • Celebrations of student success always include the message that all students can achieve with effort • Students know their areas of growth and what they need to master • College and career aspirations are a visible part of students' every day experience in the school (e.g. classrooms named after colleges, hallway displays highlight career paths) • Students participate in college visits, meet with alumni/career leaders, and attend academic/social experiences outside their neighborhoods • Students develop a sense of personal career interest and aspiration through introduction to a range of careers and life opportunities	• Student goals are infrequently referenced once completed and are not connected to day to day work • Students are given little or no guidance on how to achieve their goals • College and career exposure activities are limited to certain groups of students	• Events and activities have no connection to learning or student aspiration • Students do not know what the objectives or purposes are of lessons or activities • College is rarely referenced throughout the school day or school year

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III. School Culture

Leader ensures the implementation of effective systems that support child and youth development and social-emotional needs

	Exemplary	Proficient	Developing	Does Not Meet Standard
Actions	• Creates opportunities for students to contribute to school practices and decision-making about their learning experiences • Creates structures for morning meetings, advisory periods, one-on-one mentoring, or comparable structures that build direct adult-student relationships • Implements a comprehensive social and emotional support system	• Builds multiple opportunities for students to assume leadership within the school • Creates and implements structures to ensure every student has a relationship with at least one adult • Trains staff to teach all students positive social skills (e.g. conflict resolution skills, persistence, and time management skills) • Trains adults on how to use adolescent competencies (e.g. personal efficacy, social, cultural, academic) and psycho-social goals (e.g. sense of safety, self worth, mastery, autonomy, belonging, affiliation, self awareness) to support student growth	• Creates limited opportunities for students to assume leadership in the school • Defines the adolescent competencies (e.g. personal efficacy, social, cultural, academic) and psycho-social goals (e.g. sense of safety, self worth, mastery, autonomy, belonging, affiliation, self awareness) that are the responsibility of classroom teachers • Trains all staff in basic social-emotional supports • Implements interventions for high-need students, but may not have fully developed school-wide supports	• Does not attempt to incorporate or create opportunities for student leadership • Focuses mainly on discipline and punishment with highly disruptive and troubled students • Does not attempt to create consistent supports or responses to the psycho-social needs of students
Indicators	• Students are regularly engaged in formal and informal opportunities to contribute ideas for school improvement • Students have a variety of opportunities to exhibit leadership and are frequently recognized for their contributions to the school community	• Morning and afternoon circles, advisory periods, one-on-one mentoring, or comparable structures that build direct adult-student relationships are in place • Appropriate socio-emotional supports are provided to all students • Teacher conversation centers around student performance and development • Systems are in place to collect and frequently review data on attendance, tardies, and office referrals—especially identifying students most frequently referred • Students demonstrate core social and emotional skills	• Structures exist where individual students' social-emotional needs are addressed • There is limited introduction to a life skills curriculum • Rapid socio-emotional supports are provided to the most disruptive students	• No systems or structures are in place to solicit or include student voice • Positive behavior supports are not in place • There is infrequent and inconsistent support provided to high need students

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III. School Culture

Leader proactively engages families and communities in supporting their child's learning and the school's learning goals

Actions

Exemplary	Proficient	Developing	Does Not Meet Standard
• Builds structures that connect the school and community • Makes creative links between increased parent/family presence in the school building and school-wide academic goals • Creates structures with multiple pathways for family and community voice and participation in the school	• Makes families and communities feel welcome and respected, responds to concerns, and engages in authentic dialogue with parents • Creates a school-wide culture in which all parties make themselves accessible and approachable to families and members of the community • Informs parents of learning expectations and specific ways they can support their children's learning • Creates expectations and puts structures in place for consistent communication from teachers to families about student progress, not just about student conduct issues	• Respectfully shares the basic values of the school with families and communities • Holds self accountable for working with students, families, and community to help all students achieve • Sets expectations about process/tone for greeting visitors to the school, especially families, and trains relevant staff on these expectations • Develops systems to increase communication with families and the community	• There is little or no communication with families • Principal does not make time to meet with parents • Publicly disrespects or is dismissive to families or community members

Indicators

• Parent perspective is included in plans for school improvement • Community leaders and school system managers are active partners in the leader's decision-making process	• Artifacts of consistent communication between families and school are present (e.g. student progress reports, parent access to grades) • Parents are included and invested in the school community (e.g. parent engagement and survey data) • Families are actively involved in key student learning demonstrations (e.g. presentations, student-parent-teacher conferences)	• Families understand a few specific actions they can take to support their child's learning (e.g. ensuring regular attendance, checking on homework, and creating reading time) • Every visitor to the school—and especially parents—is greeted professionally and valued as a support to learning • Translation is available for family meetings and forums, avoiding any need for students to serve as translators • Families are invited to participate in key student learning demonstrations (e.g. presentations, student-parent-teacher conferences)	• Family and community input is not present in the school's decisions • Families are not sure what their children are learning and have no insight into their progress • Families and community do not feel welcome in the school • Family and community involvement is declining

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III. School Culture

Leader builds systems, processes, and structures in order to ensure the active participation of adults and students in school improvement

	Exemplary	Proficient	Developing	Does Not Meet Standard
Actions	• Proactively works with all constituencies to find common ground and honor all voices in order to further the mission • Treats relationships as part of the fundamental work critical to success as a school leader • Provides multiple opportunities for stakeholder group members to collaborate, exhibit and develop leadership, and guide the direction of the school • Ensures all external partners are invested in the school's goals	• Builds school-wide capacity by establishing trusting relationships and supports positive relationships amongst others • Values the contributions of all adults and the community based on mutual respect, trust, and empathy, even when they may not be right to fit the needs of a school • Communicates results to and engages all stakeholders in improving student achievement • Shares school vision and strategic plan with community/political leaders to engage their support	• Regularly communicates key school information and events to staff • May not take all stakeholder needs into the development of plans and/or alter them based on feedback • Attempts to engage staff in shaping most aspects of the school community • Provides opportunities for stakeholder group members to contribute • Listens to dissent to make improvements, but may not actively seek multiple perspectives	• Is sometimes disrespectful and/or sometimes excludes voices from community forums to discuss school performance • Is unable to build relationships with staff • Misses or misinterprets verbal and non-verbal cues • Does not communicate school-wide decisions consistently with stakeholders • Provides incomplete or inaccurate information to staff
Indicators	• Teachers, students, and community members lead committees for school improvement • Teachers have explicitly articulated in their individualized development plans how they will support the school's improvement	• Teachers, students, and community members know when the leadership team meets and are invited to meet with the leadership team to share their perspectives • The leader has systems, processes, and structures to share the current state of the school and solicit feedback	• Teachers, students, and community members sit on committees for school improvement • Leadership team seeks multiple perspectives in meetings with staff • Meeting agendas include times for adults to actively participate in school-wide decisions	• Staff do not understand why decisions have been made • There are no structures for input and dialogue

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IV. Learning and Teaching

Leader ensures rigorous curricula aligned to both state and college readiness standards are in place

Actions

Exemplary

- Ensures college readiness curriculum is in place and modifies the instructional scope and sequence to ensure alignment with year-end goals
- Engages all staff in curriculum planning, implementation, evaluation, and adaptation through structured collaboration
- Effectively builds capacity of teachers to analyze and align standards, curricula, instructional strategies, and assessment tools

Proficient

- Uses student achievement results to revisit and revise curriculum alignment using both student achievement results and research on best practices
- Assesses gaps between written, taught, and assessed curriculum in all instructional materials, programs, and strategies, and modifies assessments and strategies as needed to address any identified gaps
- Ensures college readiness curriculum is in place in at least all core subject areas and improves components of the instructional scope and sequence to increase alignment with year-end goals
- Engages key staff in curriculum planning and implementation
- Teaches and supports staff to align curriculum to standards

Developing

- Articulates the relationship between standards, planning, instruction, assessment, and school data
- Revisits and revises curriculum alignment based on student achievement results
- Attempts to ensure scope and sequence are aligned with year-end goals
- Attempts to support staff in analyzing and aligning curriculum to standards, but may not be able to effectively build staff skill set or capacity

Does Not Meet Standard

- Does not or cannot ensure scope and sequence align with year-end goals
- Does not or cannot model or teach staff to analyze or align standards to curriculum
- Assesses some gaps between written, taught, and assessed curriculum, but may lack skills to articulate or implement strategies to address gap areas

Indicators

- The curriculum has grade-by-grade articulation of the skills necessary to be on track to college and career readiness, and it goes beyond state standards and tested areas to require higher levels of learning
- Curriculum in all subjects encompasses state standards and is aligned with college- and career-ready expectations, with room for teachers to go beyond curriculum

- Curriculum has grade-by-grade articulation of the skills necessary to be on track to college and career readiness
- The reading and mathematics curriculum, including the instructional sequence and materials, are clearly aligned to the grade level expectations as defined by the state assessment
- Curriculum maps and materials are continually revised based on student achievement results

- Scope and sequence for math and ELA are used by staff in developing units
- Each teacher has a rough idea of what a student needs to know and be able to do by the end of the year

- Curriculum and assessments do not align to state standards
- Teachers cannot describe what each child must learn and be able to do at the end of the school year
- Students are not on track to college or career readiness

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IV. Learning and Teaching

Leader implements consistent quality classroom routines and instructional strategies

	Exemplary	Proficient	Developing	Does Not Meet Standard
Actions	• Systematically and regularly diagnoses instructional practices to identify the highest priority strategies for improvement • Builds teacher capacity to implement a variety of practices and strategies to engage all students	• Defines and models what good instruction looks like in practice using an instructional framework • Articulates non-negotiables for classroom routines • Defines and monitors consistent classroom routines and instructional strategies • Measures instructional practices and articulates some priority strategies for improving instructional practices • Actively engages grade level and content areas teams in successful planning processes, and continuously monitors process • Creates structures for differentiation where instructional strategies are varied to meet all students' needs and to ensure that all students master content • Implements follow-up and support structures for instructional strategies and routines	• Creates and articulates instructional expectations • Defines and monitors a few consistent classroom practices, but may not have much focus on consistent instructional strategies • Diagnoses the quality of instructional practices and attempts to articulate strategies for improving instructional practices • Monitors and assesses differentiation but doesn't necessarily teach how to successfully differentiate • Creates standard lesson planning templates	• Does not define expectations for classroom practice • Does not share specific instructional strategies • Does not attempt to diagnose and/or misdiagnoses the state of instructional practices and is unable to articulate clear strategies to improve instruction
Indicators	• Instructional periods have a mix of small group, whole group, and individual learning • Staff have a broad repertoire of instructional strategies that they reference in their lesson plans • Systems are in place to ensure that lesson and unit plans are aligned to the scope and sequence • Learning outcomes are shared with students, and transition times are used effectively to maximize learning • Teacher team meetings include instructional strategies, instructional consistency, instructional development of staff, and a place to build common assessments and definitions of rigor • An instructional framework is infused into every lesson and staff display mastery of most or all of the strategies outlined within the framework	• Routines, instructional practices, and learning environment are consistent across classrooms • Transition times are used effectively to maximize learning • Systems are in place to ensure that lesson and unit plans are written and reviewed on a set schedule • All staff are observed, at least briefly, on a weekly basis—by some member of the school leadership • Teachers receive feedback around progress with non-negotiables and instructional practice, including discussions of specific student work and data • Teachers are taught how to use a variety of instructional strategies and are familiar with the strategies outlined in an instructional framework	• Staff are using some common classroom routines • There is some professional development on instructional strategies • Staff have common entry and dismissal routines for the school day • Teachers are taught how to use a few instructional strategies outlined in an instructional framework	• There are no common classroom routines or instructional strategies in place • There is no professional development on how to implement instructional strategies

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IV. Learning and Teaching

Leader utilizes multiple forms of student-level data and student work to drive increases in student achievement and identify student interventions

	Exemplary	Proficient	Developing	Does Not Meet Standard
Actions	• Consistently uses data to identify areas for instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas • Establishes protocols and routines to ensure staff use data in making decisions • Focuses all staff on closing achievement gaps between subgroups of students and uses data to quickly determine appropriate interventions for students or subgroups not making progress • Builds staff capacity to effectively and consistently use data to drive instructional decisions	• Creates collaborative planning structures that facilitate the use of data to refine and adapt instruction • Engages all staff in analyzing and utilizing disaggregated instructional and non-instructional data to identify school wide and individual students' learning gaps and to determine appropriate interventions • Supports and develops staff ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement	• Models using data to drive instructional decisions and uses data appropriately to identify/prioritize needs and drive continuous improvement • Supports staff in using data to identify/prioritize needs • Discusses and analyzes disaggregated data with members of the leadership team to support instructional improvements	• Inconsistently uses data and/or is not clear how data is driving instructional strategies or practices • Does not effectively use data to identify students' learning gaps; may not support teachers in learning to analyze data to improve instruction • Is unable to lead staff through continuous data review or lacks consistency in implementation
Indicators	• Student performance data can be examined using multiple lenses, including: overall grade-level/subject-area performance, grade-level/subject-area performance on individual standards, classroom level performance, individual student performance, and specific item performance • Teachers use an established protocol, connected to an instructional framework, to monitor student progress through frequent checks for understanding • Elementary students who are not performing on the proficient (basic) level are identified and given support to ensure they make progress • Performance of secondary students is tracked closely throughout the school year to ensure that they remain "on track" to graduate in four years • School assesses students' incoming language proficiency in English, not just their performance on content-driven assessments • Any student who is not on track to or reaching college and career readiness has an individualized learning plan to move them forward	• Continuous data review process is in place to ensure students learned taught material, including aligning assessments, analyzing interim and formative assessments, and taking action based on results through re-teaching and other strategies • Data is present and reviewed in every teacher team meeting • Instructional decisions throughout the year, including student grouping/differentiation and targeting for interventions, are based on interim and formative (daily/weekly) assessments • Leadership team reviews disaggregated data to monitor the progress of all students • Instructional leaders review lesson plans for evidence of re-teaching and spiraling • Action plan drives changes in teaching and in-class assignments	• ELA and math interim assessments are given at least twice per year • Data is used in some teacher team meetings, but is not a standard part of every meeting • Systems are in place to collect and frequently review data on attendance, tardies, and office referrals—especially identifying students most frequently referred • There is scheduled time to review and analyze the interim assessments prior to administering them to students	• Interim assessments are not shared or analyzed • Data is not used in teacher meetings • Data does not inform instruction • There is no time in the calendar for re-teaching

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V. Staff Development and Management

Leader increases teacher effectiveness by recruiting, hiring, assigning, and retaining effective staff

	Exemplary	Proficient	Developing	Does Not Meet Standard
Actions	• Identifies multiple pipelines or sources for high quality recruits • Uses a clear hiring process that involves teacher leaders and members of the leadership team • Strategically places teachers in grade levels and content areas based on their skills, strengths, and qualifications • Hires to fill specific needs, ensuring school has full set of skills and approaches	• Identifies many sources for high quality recruits • Works to identify and fill specific vacancies early to ensure school has a diverse skill set and areas of expertise • Uses clear selection criteria, protocols, hiring, and induction processes • Assesses staff skills and places teachers in grade levels and content areas based on their skills and qualifications • Puts structures in place that support teacher retention by creating opportunities for growth and development, including opportunities for staff to assume additional leadership roles • Implements a formal retention policy that uses teacher evaluations to determine which teachers will be given retention offers and that tracks retention rates	• Identifies a few sources for high quality recruits • Articulates a strategy for selecting staff • Uses a clear selection criteria • Attempts to hire based on grade and content needs, but does not have a nuanced hiring strategy • Puts a clear hiring process in place • Develops a retention policy informed by teacher evaluations	• Does not use clear selection criteria, and the determination for why teacher selection occurs is not transparent • Does not assess needs prior to hiring teachers and/or inaccurately assesses needs • Allows teachers to remain in grades they have taught regardless of their impact
Indicators	• Selection process is managed by leadership team and includes input from other key stakeholders (e.g. students, family members, and other members of the community) • School has intensive recruitment, selection (demo lesson, formal interview, interview with a panel of students and other stakeholders), induction, and mentoring processes for any new staff	• Leadership team participates in and informs staff selection and is present at demo lessons and formal interviews • School has intensive selection, induction, and mentoring processes for any new staff • Selection processes focus on matching staff to specific position expectations • Recruitment efforts cast a wide net for candidates outside of traditional venues • Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning • Staff have individual conversations about retention as part of their on-going performance management cycle	• School maintains an ongoing active recruiting network outside of standard district resources • Clear selection criteria and clear processes for selection are in place, including demo lessons and formal interviews	• There are no selection criteria in place • It is not clear why teachers are selected and the selection process is not transparent • Staff remain in one grade level or in one content area based on seniority rather than skill

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V. Staff Development and Management

Leader supports teacher effectiveness by ensuring quality observations, feedback, coaching, and professional learning structures

Actions

Exemplary

- Provides regular feedback and/or has systems in place so that staff have feedback from a master teacher or member of the leadership team that is nuanced and specific to the individual
- Implements a system for consistent support and follow-up to gauge improvement that includes formal and informal feedback from members of the leadership team, master teachers and other school leaders
- Assesses or has a system in place to assess each teacher's strengths and weaknesses to determine specific supports

Proficient

- Provides regular feedback and has systems in place so that staff have feedback from a master teacher or member of the leadership team
- Holds teachers accountable for student learning including knowing and displaying student work and data during classroom observations and teacher debriefs
- Attempts to assess each teacher's strengths and weaknesses to determine supports and to differentiate supports
- Creates multiple structures for teacher learning including large group professional development, grade level and content teams
- Creates teacher teams and protocols focused on student outcomes, data, and work
- Supports struggling teachers with specific improvement plans that focus on what steps they will take to improve their performance

Developing

- Provides high level feedback that is not concrete or actionable
- Attempts to use data in teacher meetings, but may not successfully model the use of data
- Shares basic planning tenets and some expectations for planning practices
- Provides limited supports to teacher growth
- Has grouped teachers into categories, but does not complete an individual assessment of teacher strength
- Implements some targeted supports for struggling teachers using the intensive assistance plan

Does Not Meet Standard

- Provides irregular or no feedback to teachers
- Does not hold teachers accountable for student learning
- Does not have clear expectations for planning
- Does not differentiate professional development and support

Indicators

- All new teachers and all teachers with specific development needs are mentored by highly skilled peers
- Staff share a collective awareness of individual skills and growth areas. They self-direct professional development based on student achievement outcomes
- Observation protocol/practice includes not only consistent school-wide expectations but individual teacher development areas and study of specific student sub-groups as identified by data

- An expanded group of school leaders engage in observations and provide feedback based on a consistent set of expectations and protocol
- Teacher-driven professional development focuses on student learning challenges and progress toward student achievement goals and includes teacher team meetings and peer visitations
- All new teachers and all teachers with specific development needs are mentored by highly skilled peers
- Teacher teams use protocols and processes designed to guide collaboration
- Structures are established for job-embedded collaborative learning: Professional Learning Communities, Protected time for grade level/content area planning, Protocols for systematic examination of practice
- Teacher teams have deep and frequent conversations about formative student data and strategies to adjust instruction for every student

- School has a clear professional development calendar of topics aligned to established school goals and the school improvement plan
- There is a common lesson plan structure based on an instructional framework
- Teacher teams review student work to build a shared understanding of curricular goals and rigor

- Teachers receive infrequent feedback
- Teachers do not use standard/consistent planning templates and/or include consistent elements
- When students do not acquire a skill the responsibility is placed on the student rather than on the instructor
- Professional development is general and standard for all staff

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V. Staff Development and Management

Leader sets clear expectations for performance and manages performance of all staff through effective evaluations

Actions

Exemplary

- Ensures that evaluation processes are clear and transparent to all staff and include assessment of student outcomes, learning environment, quality of instruction, and planning
- Creates (or builds capacity to create) individualized development plans for staff when necessary
- Creates system for consistent monitoring and follow-up on improvement for all staff

Proficient

- Differentiates walk-through and observation structures based on teacher needs
- Implements transparent evaluation processes for all staff that include assessment of student outcomes and schedules additional observations for staff who need support
- Holds teachers accountable for displaying and discussing student work and learning data during classroom observations and teacher debriefs
- Implements a consistent performance evaluation and supervision system aligned to the district system
- Identifies mid-level and high-performing teachers for development and leadership opportunities
- Identifies and creates an assistance plan for underperforming staff and recommends dismissal for consistently underperforming teachers
- Establishes clear and rigorous process for reviewing any teacher approaching tenure

Developing

- Implements a consistent instructional walk-through and observation approach that includes regular informal observations
- Completes required observations, but does not differentiate based on teacher skill and/or need
- Develops a consistent performance management system
- Identifies low-performing teachers and creates Intensive Assistance Plans; where there is no improvement, works to dismiss them

Does Not Meet Standard

- Does not have a clear evaluation process
- Does not comply with district mandated walk-throughs and/or observations
- Observations and walk-throughs are infrequent and inconsistent
- Does not have consistent performance management system in place
- Does not monitor or manage staff regularly
- Does not hold teachers accountable for student learning

Indicators

- An expanded group of school leaders engage in observations and provide feedback based on a consistent set of expectations and protocol
- Staff share a collective awareness of individual skills and growth areas; they self-direct professional development based on student achievement outcomes

- Each staff position has clear performance expectations aligned with school mission and school-wide expectations for instructional practice and student behavior responses
- Information from teacher diagnosis process is used to inform individual teacher development plans
- Staff identified as "not aligned" and/or unskilled receive more frequent observations
- Underperforming staff are put on improvement plans and appropriate support is provided
- There is extensive documentation on consistently underperforming staff and an urgency to dismiss them

- Performance management system is in place
- Performance management is not differentiated based on teacher skill
- Staff understand how they will be evaluated
- Underperforming staff are put Intensive Assistance Plans

- Teacher performance is not managed or monitored regularly
- Staff are not sure how they are assessed and cannot describe what component of their work is being assessed
- Consistently underperforming staff remain in their roles

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V. Staff Development and Management

Leader trains, develops, and supports a high-performing instructional leadership team

	Exemplary	Proficient	Developing	Does Not Meet Standard
Actions	• Implements concrete strategies to retain high caliber teachers • Provides leadership opportunities for high caliber teachers • Has a clear succession plan to move high-performing teachers into teacher leadership roles • Constantly seeks to create a balanced team with a variety of strengths to ensure school leadership has full set of skills and approaches	• Articulates strategies to ensure leadership team maintains focus on driving dramatic student learning gains • Coaches members of the leadership team on observation/performance management expectations and processes • Supports leadership team use of detailed student data in supporting and giving feedback to teachers • Trains and models effective team meeting protocols, processes for looking at student outcomes and planning responsive strategies • Models, supports, and trains leadership team on consistent observation protocols that outline how to monitor and develop teachers, including processes to develop inter-rater reliability	• Implements a plan to build the capacity of the leadership team, including trainings on how data should be used and how to support staff • Defines the role of the leadership team • Regularly leads reviews of student data in leadership team meetings • Attempts to coach and support members of the leadership team • Develops meeting and team protocols and processes for the leadership team • Develops consistent expectations for observations conducted by leadership team members	• Does not use the school's needs to determine the right staff members of the leadership team • Provides minimal or no support to members of the leadership team • Does not regularly engage leadership team members in discussions about student data
Indicators	• Leadership team consistently models and enforces school-wide philosophy, core values, and responsibility and efficacy • Leadership team of fully aligned and highly skilled staff is in place and is directly focused on weekly discussions of student learning outcomes to target key needs for instructional program or school culture • Staff members proactively assume leadership roles	• Leadership team members serve as instructional leaders in the school who work with the principal's confidence in their ability to lead effective teacher team meetings focused on student learning data and student work • Leadership team members provide frequent observations and feedback to staff on instructional practices and handling of student conduct concerns, with follow-up to ensure improvement • Leadership team members take part in regular learning walks where they are looking for the implementation of specific practices	• Instructional leadership team is in place and begins conducting staff observations • Leadership team is normed around instructional expectations • An expanded group of people are involved in decision-making processes • Roles for decision-making by person are clear and stated for each major decision	• Members of the leadership team are unclear about their roles • Members of the leadership team are misaligned to the school's vision and mission or are unable to support quality instruction • Leadership team meetings do not use data or have agendas

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VI. Personal Leadership and Growth

Leader demonstrates self-awareness ongoing learning, and resiliency in the service of continuous improvement of both personal and school-wide practices

Actions

Exemplary

- Demonstrates how he or she has embraced positive change to staff and to other principals
- Models a constructive reaction to disappointment and failure and uses failures to grow and develop

Proficient

- Works to overcome growth areas by implementing a personal improvement plan
- Actively pursues opportunities to improve personal leadership, the leadership of others, and the school
- Adapts both personal and school-wide practice to improve based on feedback and self-reflection
- Responds constructively to most disappointments and failures
- Uses all mistakes as learning opportunities and creates an environment where others feel comfortable in taking reasonable risks
- Accepts responsibility for and is willing to own mistakes
- Seeks feedback and makes time for reflection

Developing

- Accepts opportunities to improve personal leadership, but does not seek them out
- Demonstrates a non-defensive attitude in accepting feedback from staff members
- Wants to improve school practices but may struggle to incorporate feedback
- Uses mistakes as learning opportunities
- Seeks feedback sometimes, but may disregard it
- Identifies growth areas but may not be able to implement a personal improvement plan

Does Not Meet Standard

- Is unwilling to change practices or behavior based on feedback
- Is unwilling to admit responsibility for mistakes and is resistant to learning from mistakes
- Does not seek feedback and reacts defensively to difficult feedback

Indicators

- Leader shares personal failures and the lessons learned from them
- Continuously reflects on performance, seeks feedback, and actively pursues opportunities to improve personal leadership and the school
- Takes initiative and remains solutions-oriented at all times to move the work of the school forward
- Leadership and staff regularly access professional development opportunities in and out of the school
- Staff is aware of and can share missteps, mistakes, tactics that were unsuccessful, and how they were used as learning opportunities
- School improvement plan accurately identifies areas of growth and explicitly references learnings from past challenges
- School improvement plan is referenced and adapted as needed throughout the school year

- Structures exist for stakeholders to provide feedback infrequently
- Leadership takes part in a limited number and scope of professional development opportunities
- School improvement plan may not be referenced frequently, but does reflect most areas of improvement accurately

- Leader and/or school does not show growth or development from the previous year
- There are no systems in place for stakeholders to provide feedback or input
- Leader takes part in only mandatory professional development sessions
- Leader cannot accurately assess personal or school growth areas

Indicators remain the same across the exemplary and proficient levels as the principal implements each action with increasing quality, depth and consistency.

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VI. Personal Leadership and Growth

Leader proactively identifies solutions both anticipating and responding to opportunities and challenges

Actions

Exemplary

- Remains focused on student achievement at all times, maintains belief in self and the school, and turns challenges into opportunities for progress
- Has structures and processes in place to consistently partner with stakeholders (including staff, families, and students) to inform and adjust strategies over time

Proficient

- Maintains a constant commitment to his or her vision even in the face of resistance and challenge
- Anticipates that some strategies may not work, plans for contingency options
- Maintains staff focus on solutions to move forward from challenges
- Identifies and employs immediate solutions when setbacks arise
- Partners with leadership team and master teachers to adjust strategies over time

Developing

- Attempts to maintain focus, but may become discouraged in the face of challenges
- Maintains personal belief in the school, but may have trouble maintaining staff investment
- May lose confidence in self and ability to move the school forward

Does Not Meet Standard

- Is unable to adjust strategies over time
- Is unable to identify solutions when problems arise
- Allows adversity to halt progress
- Reacts with visible frustration to disappointments

Indicators

- School improvement plan outlines multiple tactics to reach identified goals and strategies
- School leadership team meets and reviews school improvement plan, student achievement data and other relevant data to adjust strategies
- Team meetings have a structure, protocol, or facilitation that maintains a focus on solutions

- School improvement plan outlines one strategy to reach identified goals
- School leadership team reviews challenges but may not always identify clear solutions or next steps
- Leader occasionally voices a lack of confidence in ability to lead

- There are few or no meetings where data is reviewed to assess progress
- Dissenting voices are allowed to halt progress or dissenting voices are excluded from meetings
- Input and feedback are discouraged

Indicators remain the same across the exemplary and proficient levels as the principal implements each action with increasing quality, depth and consistency.

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VI. Personal Leadership and Growth

Leader implements strategies to manage responses to change in order to improve student achievement

Actions

Exemplary	Proficient	Developing	Does Not Meet Standard
• Inspires and models flexibility and willingness to adapt practices to reach school goals	• Directly addresses emotions that change may cause (e.g. doubt, fear) and supports staff as they face challenges • Balances the need to make change within the school quickly with supporting the staff's ability to learn and develop new skills • Maintains focus on an ambitious timetable to meet school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision • Maintains focus on the school's vision when faced with challenges • Demonstrates personal resolve and maintains staff focus on student achievement goals; models persistence for the staff • Avoids taking criticism personally, and maintains belief in his or her ability to lead	• Understands that change will raise emotions and is able to manage some components of this process, but may not be able to effectively manage all needs and/or may be distracted from goals • Attempts to balance the need to make change within the school quickly with supporting the staff's ability to learn and develop new skills • Struggles to remain focused on an ambitious timetable to meet school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision	• May not be able to manage school change effectively • Fails to adequately recognize the role that the change process will have on the school community • Is unable to constructively respond to challenges and does not maintain focus on vision and school goals

Indicators

- School improvement plan and long-term school wide goals are not lowered or adjusted based on negative feedback or because of current or past challenges in making progress
- Principal does not show anger or frustration publicly during moments of challenge
- Principal's message about goals or possibility does not change in moments of challenge or adversity
- Processes are in place to identify and address challenges when they arise
- Principal reacts to difficult moments or feedback in calm and positive ways
- Principal continues to proactively work towards the school improvement plan

- Principal occasionally shows inappropriate frustration or concern
- Principal sometimes takes feedback and/or criticism from stakeholders as personal judgment

- School staff receive inconsistent messaging on the school goals
- Principal reacts defensively to feedback and/or criticism from principal manager or other stakeholders
- In public forums, leader's focus on student achievement wavers
- Principal is paralyzed in moments of challenge

Indicators remain the same across the exemplary and proficient levels as the principal implements each action with increasing quality, depth and consistency.

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VI. Personal Leadership and Growth

Leader communicates effectively based on the situation, audience, and needs

Actions

Exemplary	Proficient	Developing	Does Not Meet Standard
• Establishes clear message to district/ system manager around strategic plans • Maintains constant contact with district office to share successes and challenges • Communicates effectively with all stakeholders, including listening actively and connecting conversations and meetings to school goals and values • Supports others in differentiating and tailoring their communication to the audience and message • Learns from and encourages dissenting voices to gain new perspectives and improve school-wide practices • Builds the capacity of the leadership team to lead conversations and to use active listening	• Shares school vision and strategic plan with community/political leaders to engage their support • Balances appropriate communication strategies for diverse constituents and contexts • Selects appropriate facilitation and leadership strategies in all settings • Motivates and inspires individuals and groups by communicating their value in supporting the work/goals of the school • Demonstrates active listening skills and incorporates different perspectives into decisions • Creates a communication plan with key messages for all audiences, which includes multiple communication mediums and timelines for rollout	• Articulates school goals with key decision makers and understands processes for decision making at the district level • Communicates clearly for most audiences, but may have trouble differentiating message for all stakeholders • Develops an initial plan to communicate with key community leaders and school system managers • Understands the importance of listening to others, but does not always demonstrate active listening skills and may rely on personal interpretation of events • Constructively handles dissent from subordinates	• Infrequently or inaccurately describes school's goals to stakeholders • Does not communicate effectively with all or most stakeholders • Is unable or unwilling to tailor message to the audience • Creates a climate of fear where dissenting opinions are silenced

Indicators

• Structures are in place to ensure that all stakeholders have multiple opportunities to engage in a dialogue with members of school leadership • Stakeholders have multiple ways to communicate with the staff • Communications from stakeholders are responded to in a timely manner, with appropriate tone and with a tailored message • Leadership team participates in professional development to learn and practice active listening skills • School vision is public and widely known within the school community • Principal differentiates communication style and has demonstrated a positive and appropriate rapport with students, staff, families, community members		• Some opportunities for communication with leadership team are in place, but may not take into account the needs of all stakeholders (i.e. times of day and location) • Leader demonstrates appropriate tone for some stakeholders	• Leader may appear inattentive when having conversations with some stakeholders • Communications from stakeholders are not responded to in a timely manner • Principal does not differentiate communication style and is unable to treat all stakeholders with respect

Indicators remain the same across the exemplary and proficient levels as the principal implements each action with increasing quality, depth and consistency.

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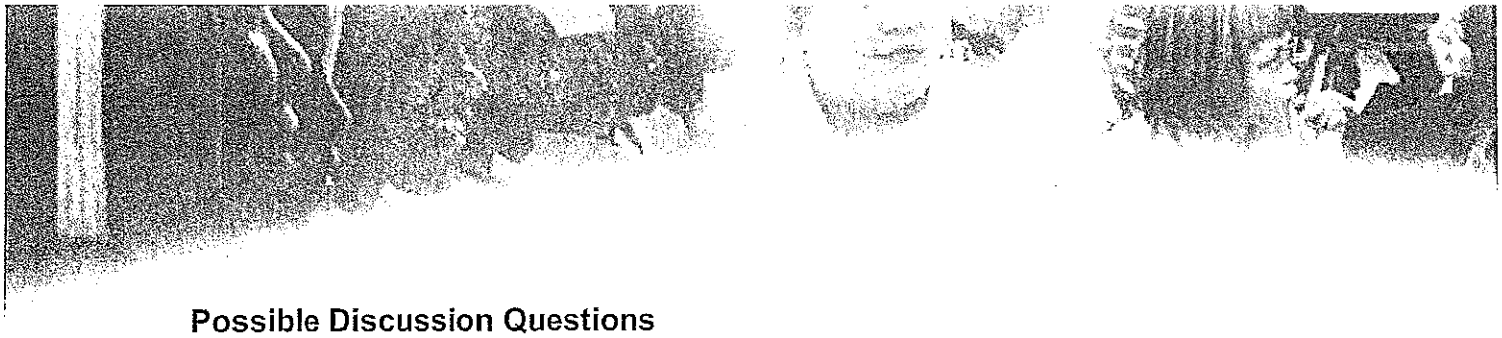


Possible Discussion Questions

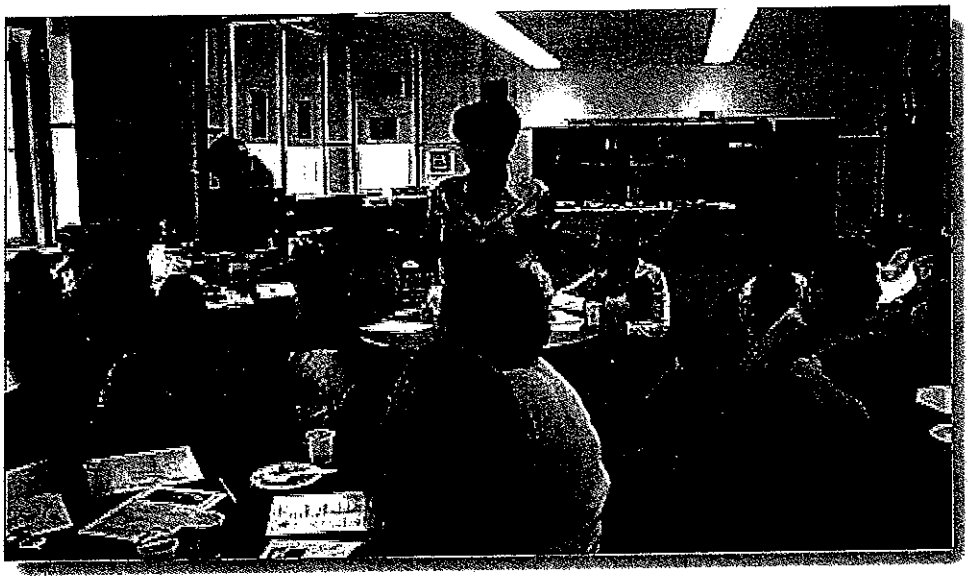
(Facilitators are encouraged to consider using questions from throughout this guide as appropriate for different audiences.)

Discussion Prompts for Pre-Viewing

- We know that well-prepared school leaders are key to helping students and schools meet higher expectations. What is your definition of "qualified principals" and what qualities and skills do they possess? How are they better able to make positive change in a school's culture and climate?
- Today's principals face numerous new challenges and responsibilities, such as greater accountability for meeting the learning needs of all students. How is the job of principal different from when you attended school? How is the job more demanding? What different skills do principals need to succeed today?
- Think about what principals you know. What are they responsible for, and what do they do on a daily basis? How does this differ from the public perception of what principals do? For example, should communities expect to see principals at school sporting events and other extracurricular activities on a regular basis?

Discussion Prompts for Post-Viewing

- Tresa talks about being an instructional leader. What does it mean for a principal to be an instructional leader? Since principals do not directly teach students, what can they do to lead improvements in student achievement at their schools? How did Tresa and Kerry demonstrate instructional leadership in the film? Did you see instances where instructional leadership could be improved?
- Kerry says, "One of my greatest passions is to build leadership within those people that I work with, both teacher leaders and future principal leaders." How can principals make the most of the skills of their teachers? What kind of preparation and support do principals need in order to build leadership in their staffs?
- In the film, district personnel conduct a walk-through of Tresa's school. Tresa says that while this review helps identify ways to improve instruction, it falls short of providing the support needed to address critical challenges students face outside of school. What are some of these challenges, and how far should schools and districts go to address them?
- Kerry says, "Every decision we make in this building is around data." How should principals effectively use data with their teachers and students? How can they use data to tell a story and engage their communities? How can districts and states support principals to do this?



- In the film, Kerry explains how every month, her school tests its students on how many words they can read per minute. This is one example of how she and her staff create their own data to help make instructional decisions. What are other ways that principals and teachers can develop and use data to improve instruction and achievement?
- Both principals stress the importance of connecting with students' families. How can principals build a strong relationship with families and communities? What are the leadership skills necessary to positively change the culture of a school? What do teachers, students and parents need in a leader to achieve a sense of community?
- Tresa is shown working with a struggling teacher to improve her classroom skills, but later must replace her when she does not make progress. Do most principals work this closely with underperforming teachers? If not, what prevents them from doing so? Do principals have the necessary resources to provide this type of intervention?
- What new insights about the work of principals did you gain after watching this film? What messages about school leadership will you take away?

Principal Standard 1: Continuous Improvement

Elements:

1.1 Facilitate the articulation and realization of a shared vision of continuous school improvement

Sources of Evidence

1.

2.

3.

4.

5.

1.2 Lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations

Sources of Evidence

1.

2.

3.

4.

5.

1.3 Lead the change process for continuous improvement

Sources of Evidence

1.

2.

3.

4.

5.

1.4 Anticipate, monitor and respond to educational developments that affect school issues and environment

Sources of Evidence

1.

2.

3.

4.

5.

Principal Standard 1: Continuous Improvement

Elements	Sources of Evidence
Facilitate the articulation and realization of a shared vision of continuous improvement	•
Lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations	•
Lead the change process for continuous improvement	•
Anticipate, monitor and respond to educational developments that affect school issues and environment	•

Principal Standard 2: Instruction

Elements:

2.1 Ensure that the instructional content that is taught is aligned with the Ohio Academic Content Standards and curriculum priorities in the school and district

Sources of Evidence

1.

2.

3.

4.

5.

2.2 Ensure instructional practices are effective and meet the needs of all students

Sources of Evidence

1.

2.

3.

4.

5.

2.3 Advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students

Sources of Evidence

1.

2.

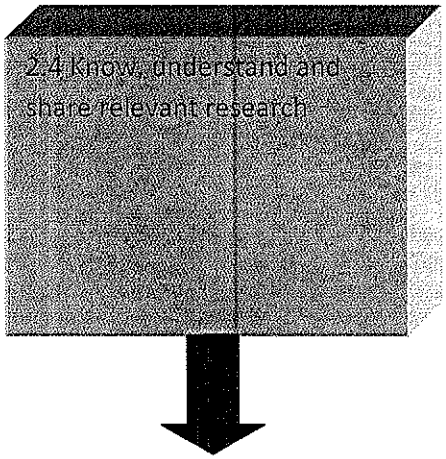
3.

4.

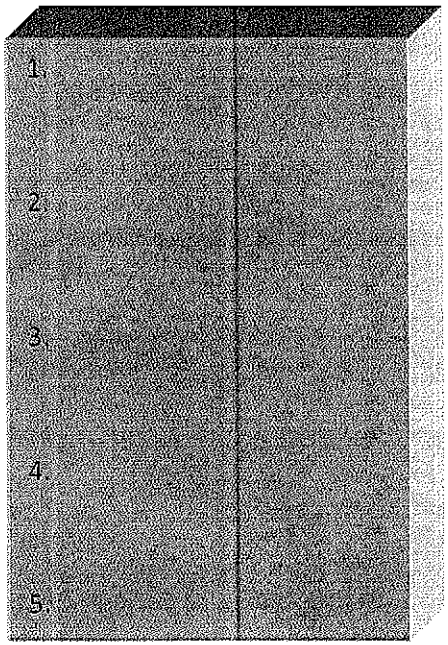
5.

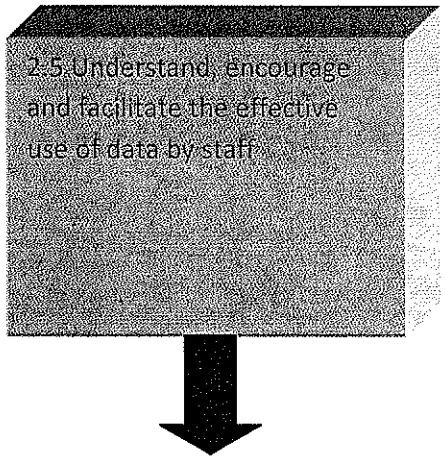
Principal Standard 2: Instruction

Elements:



Sources of Evidence





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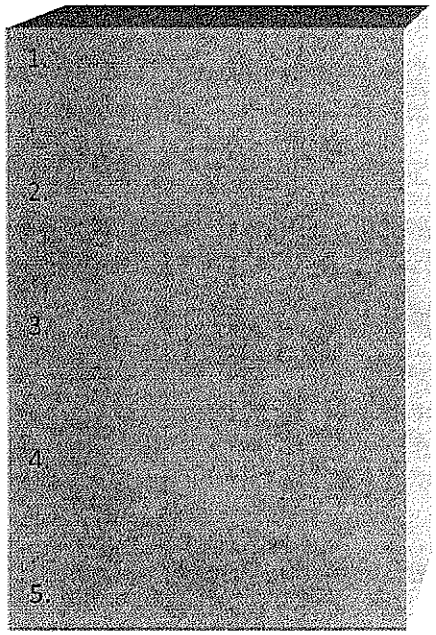

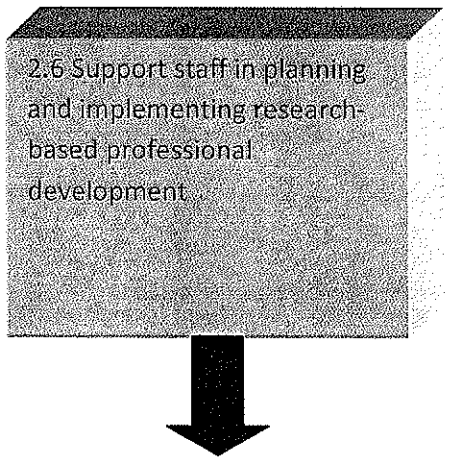

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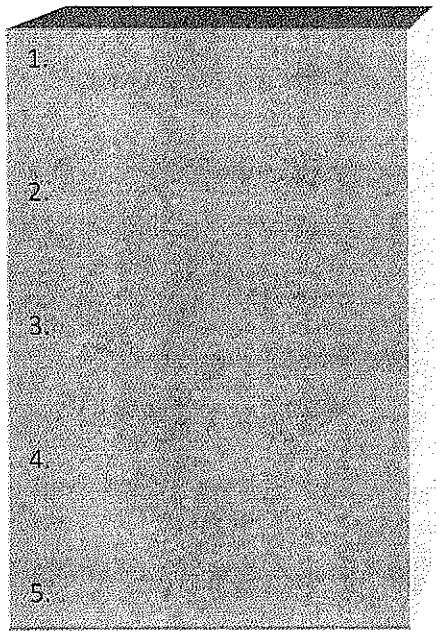
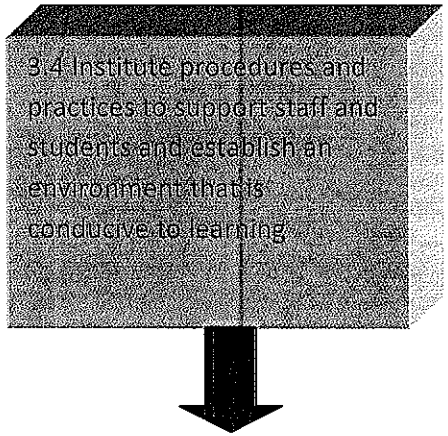


Principal Standard 2: Instruction

Elements	Sources of Evidence
Ensure that the instructional content that is taught is aligned with the Ohio Academic Content Standards and curriculum priorities in the school district	•
Ensure instructional practices are effective and meet the needs of all students	•
Advocate for high levels of learning for all students	•
Know, understand and share relevant research	•
Understand, encourage and facilitate the effective use of data by staff	•
Support staff in planning and implementing research based professional development	•

Principal Standard 3: School Operations, Resources, Learning Environment

Elements:



Sources of Evidence

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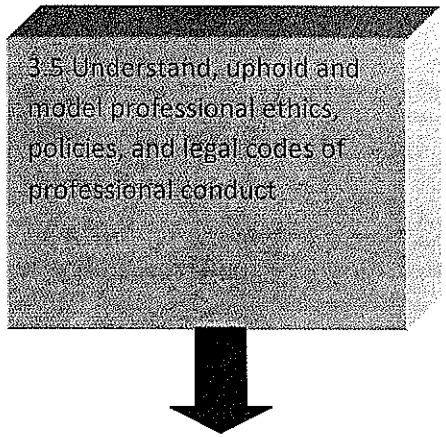

Sources of Evidence

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Principal Standard 3: School Operations, Resources, Learning Environment

Elements:

3.1 Establish and maintain a safe school environment

3.2 Create a nurturing learning environment that addresses the physical and mental health needs of all

3.3 Allocate resources, including technology, to support student and staff learning

Sources of Evidence

1.

2.

3.

4.

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Sources of Evidence

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Sources of Evidence

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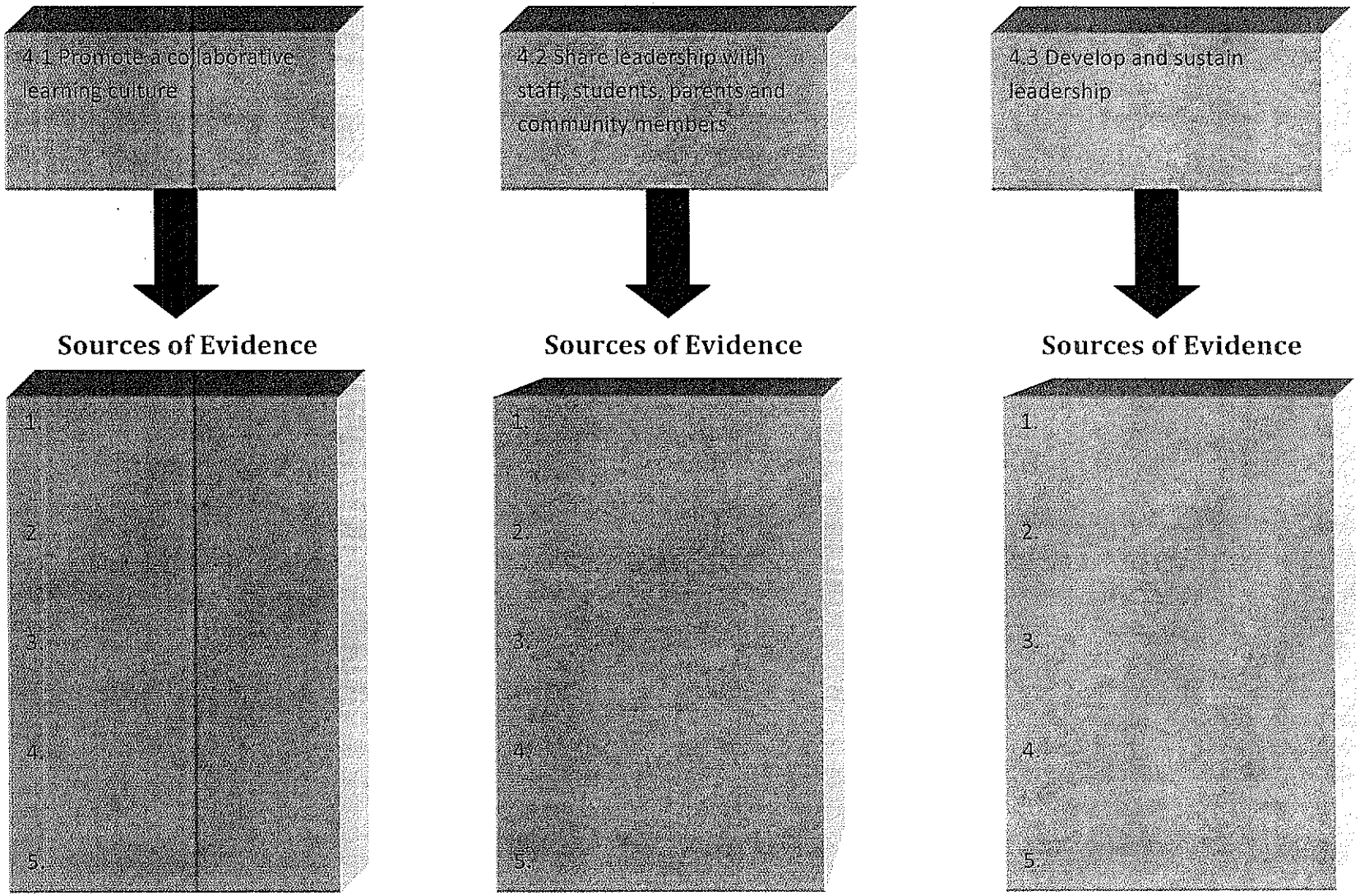
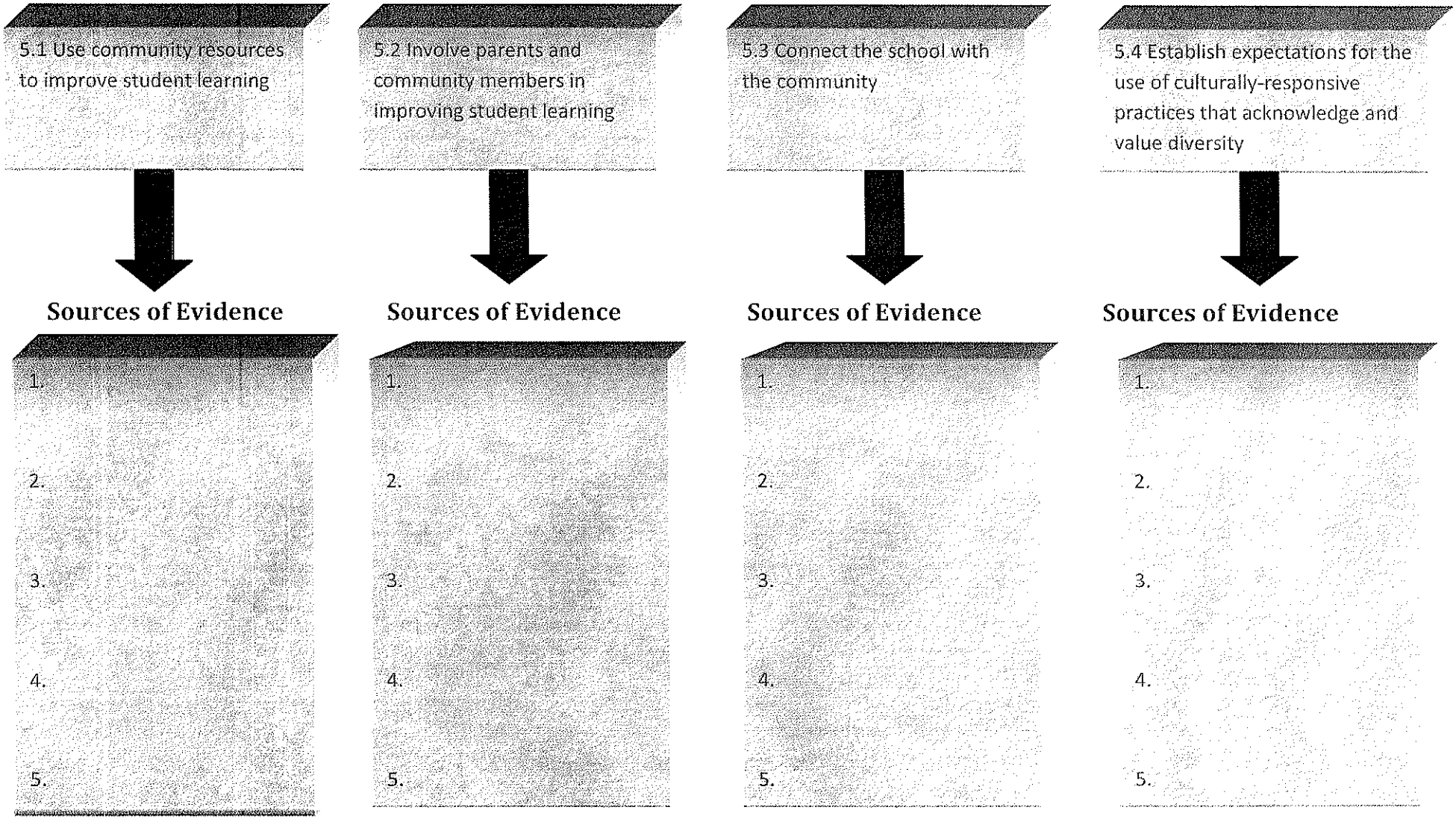
Principal Standard 4: Collaboration

Elements:



Principal Standard 5: Parents and Community Engagement

Elements:



CASE STUDY - MULTICULTURAL SENSITIVITY IN THE PRINCIPAL'S OFFICE

Jack Burkhart had enjoyed nine years as principal of Wilson High School in a bedroom community of a major city in a southeastern state. His community was typical of many fast–growing areas that once consisted of farming and rural surroundings. Suburbanization was rapidly turning the community into strip shopping malls and new housing areas. The school population was changing from locals born in the county to "move-ins" from the East, West, Deep South, Europe, India, and Asia. Old Wilson High was changing.

The new parents were creating intense pressure for more college prep math and science and more stress on higher ACT and SAT scores. While the school board patiently listened to the requests from theses "Yankees and foreigners," they were slow to act. Since the board members were, with one exception, locals, they felt that the high school was doing a fine job in educating the students. One board member told a parent group: "We welcome your comments and suggestions about how to improve the schools, but remember we send over 70 percent of our kids to college now. We are proud of our high school faculty and Jack Burkhart."

A group of parents, led by four upwardly mobile professionals new to the community, made an appointment to visit Burkhart in his office. The group began telling him how weak his curriculum was and demanded that their kids be taken out of classes that were integrated with African-Americans and "unmotivated farm kids." The spokesperson for the group told Burkhart: "We believe that under the guise of cooperative learning and other education fads, you and the teaching staff have dumbed down the curriculum to the point that our kids will not be competitive to enter the best universities on the east and west coasts. We want to know what you are going to do about our concerns."

1. What steps should Jack take to address this situation?

2. Who should he involve in the plan?

CASE STUDY - TEACHER FILES A GRIEVANCE

Eileen Turner was looking forward to taking some guidance courses during the coming summer. She felt that the courses would help her in her teaching and would prepare her for the day when she might decide to get out of teaching and became a school counselor.

She had decided that she was going to make a determined effort that morning to see the principal. The school's master contract stipulated that a teacher must submit a form, which the principal was to use to indicate to the teacher his approval of courses which could be applied toward meeting the district's professional development requirement and the salary schedule. Eileen had submitted the appropriate form a month earlier, but she had as yet received no response from the principal. She had already tried several times last week to see him, but his secretary always said that he was busy. Today Eileen was going to see him . . . one way or another.

Later in the morning, as Eileen was on her way to the principal's office, she encountered him in the hallway. She asked him if she could see him for just a few minutes in his office. The principal responded that he wouldn't be able to return to his office, since he was on his way to see the assistant principal. Unfortunately, he wouldn't have time to see her in the afternoon, either, because he had to leave the building to attend some meetings. However, he would take a moment to talk with her in the hallway if it was something that could be taken care of easily.

Feeling that she had better capitalize on whatever opportunity was available, the teacher proceeded to explain that she wanted to take some guidance courses during the summer, and had requested earlier that he approve them for professional development and salary schedule purposes. When the principal seemed puzzled and hesitant, the teacher reviewed for him her reasons for wanting to take the courses, namely, that they would help her to improve as a teacher and would also prepare her for a counseling job, should a vacancy ever develop at the school.

As the principal listened to the teacher explain the reasons for her request, he suddenly remembered having come across the form that she had submitted and recalled his ambivalence about the matter. He didn't really like the idea of discussing the situation in the hallway, and he was already late for his conference with the assistant principal. In fact, he would be busy all afternoon. He supposed that he could tell Mrs. Turner that he would see her tomorrow to discuss the matter, but he wasn't sure he wanted to see her then, either. He had reservations about whether the guidance courses would really help the teacher that much and, even if they would, he wasn't certain that he wanted her as a counselor on the staff. Still, he didn't know whether he felt strongly enough to reject her request, and at this moment he hadn't figured out what to tell the teacher. Also, he remembered that he had approved related courses for other teachers in the past. He needed more time to think.

The principal told Mrs. Turner that he needed more time to consider her request before he could approve it; however, she pressed the principal further for some kind of an indication of his feelings about the request. "Can you tell me whether you have any particular or strong objections to my taking these courses?"

"Well, I...I guess that...I don'...have any ah ah...ah..."

"Is it all right to take these courses, then, this summer?"

"Well, I suppose that...that it might not hurt...but...but I would really like to talk to you again about this matter. I just don't have the time right now. I'm late for my meeting with the assistant principal." Already edging away from Mrs. Turner as he was speaking, the principal turned and hurried down the corridor.

As the teacher watched the principal walk away, she felt rather pleased with what she had accomplished. True, the principal had not been enthusiastic about her request, but he seemed to have given it his tentative approval.

By the end of the week, however, Eileen Turner still had not heard from the principal. Since she needed to send in her summer school registration by the Tuesday of the following week, she decided to write the principal a brief reminder.

> Dear Mr. Peters:
>
> As I am sure you remember, we discussed my request to take some guidance courses this summer in order to meet the district's professional development and salary schedule requirements. Tuesday of next week is the last day that I can send in my registration for summer school. Unless I hear from you by then to the contrary, I will assume that on the basis of our earlier conversation it is all right to send in my registration materials for the guidance courses.
>
> Sincerely,
> Eileen Turner

The following Tuesday passed without any response from the principal, so the teacher sent in her summer school registration materials to the university, Nothing was mentioned by either the principal or the teacher about the matter during the rest of the school year. In the summer the teacher attended classes at the university and took nine credit hours of guidance courses.

In September Eileen Turner attempted to apply the summer school credits toward meeting the district's professional development requirement and the salary schedule. Her application was rejected by the district office because she had not obtained prior approval of her summer school plans by the principal of the school. When she went to her principal to secure help in appealing the rejection, he refused to help her and took the position that he had never really given her his approval.

Later in the day, the teacher filed a grievance against the principal. Her position was that, although the principal had not formally approved her request, he had never formally rejected it either, despite the fact that he had had an opportunity to do so for over a month. In addition, the teacher felt that since the principal had given her request verbal approval in the hallway and had never responded to her follow-up letter, she was more than justified in believing that she had his approval, particularly since he had approved such courses for other teachers in the past.

The following day a grievance conference was scheduled for the principal, the teacher, and the union representative, and was to take place on Friday at 3:30 P.M.

1. Communication with staff obviously needs to be an area of improvement for Mr. Peters. What could be some measurable activities that could be included in his improvement process?

CASE STUDY - PUBLIC RELATIONS: WHAT'S REALLY IMPORTANT?

As the principal had anticipated, the first month of school had been hectic. But now that October had arrived, he decided that it would be a good time to send a letter home to parents, offering his impressions of the beginning weeks of the school year.

He believed that school communication to the home was an essential public relations technique, and it was important for community support that parents be kept informed of all the good things that were happening. He further felt that the news media tended to be too critical of education and that he had a responsibility to see that the parents received the true story about what was happening at school.

For the next 20 minutes he thought about and wrote the letter that he wanted to send home to the parents. The message read:

> Dear Parents:
>
> As you know, we are now in the second month of the school year and we are off to a tremendously fine beginning. Although there were a few minor problems the first day—which, of course, could be expected—everything has been proceeding smoothly, and we expect a truly excellent year. We have an outstanding staff and, we believe, a truly exciting curriculum representing a wide diversity of enriching experiences for students with varying interests and *aspirations.* This year we have initiated several new educational thrusts which should offer a more multifaceted, individualized program for your children. I hope to have more to report to you later on these new educational ventures.
>
> I know that this coming year will be filled with countless new challenges for your children and we are gratified to offer them so many learning opportunities. We have had your continuing support and trust in the ***past,*** and we hope that we can continue to receive it in the future. In closing, I would like to emphasize that my door is always open to you if you have a question or concern. I believe that this is a school about which you can truly be proud, and I would welcome the opportunity to talk with you at any time.
>
> Sincerely,
> Dr. William Kendall

The letter to the parents looked fine to the principal. He instructed his secretary to proof read and make sufficient copies for distribution to the students at the end of the school day so that they could take it home to their parents.

During the time the principal had been working on his letter to the parents, a visitor had come to the school. The visitor, who supervised student teachers from the university, had not been to the school previously, and therefore mistakenly entered through the back of the building. Since he was early for his appointment with the student teacher, he decided to wait in the principal's office. However, because it was not immediately clear how to get to the principal's office, he asked a couple of students who merely giggled and shrugged their shoulders. Fortunately, the very next person he asked was a teacher who directed him to the principal's office on the other side of the building.

As he proceeded toward the office, the supervisor couldn't help noticing how littered and messy the corridors appeared. He also noticed that the people in the halls – both students and teachers – didn't pay much attention to him. They weren't exactly unfriendly, but they just seemed to ignore him.

When the supervisor reached the principal's office, he took a seat in what appeared to be a general administrative office and reception area. He was going to tell anyone who asked that he was just waiting for his appointment with the student teacher, but no one asked.

As the supervisor sat in the reception area, he observed the school secretaries at work. One of them answered the phone: "Lakeview School. What is it you want? No, he isn't here now. I don't know where she is. He probably will be back before very long." The supervisor watched the same secretary take another telephone call: "Lakeview School. What is it you want? No, he is in conference right now. I am not sure when he will be done; can I have him call you? You will call some other time? All right."

During the last telephone conversation the supervisor noticed that a student had approached the counter and was waiting for someone to acknowledge him. At the end of the telephone conversation, the vice-principal walked into the reception area and stood beside the student at the counter. When the secretary greeted the vice-principal and asked if she could help him, the vice-principal responded that the student had been there first. But before the student could say anything, the secretary said sharply, "Administrators always come first – students can be taken care of later; and she proceeded to wait on the vice-principal, who apparently agreed. The supervisor looked at the student for some reaction but the student seemed resigned to the matter.

For the next ten minutes the supervisor continued to observe the secretaries at work and was struck by their casual, almost indifferent attitude toward the people who came into the waiting area, particularly students. The supervisor wondered whether or not he should say anything to the principal, but decided not to pursue the matter. He remembered from talking previously to the student teacher at the university that she had felt that the principal was very ego-involved with his school and seemed to have the attitude that everything was perfect at Lakeview. It didn't appear that it would do any good to talk to the principal. Still it seemed that *something* should be done.

1. Good community relations seem to be lacking at this school building. What are some measurable goals that could be given to Dr. Kendall?

TIME SPENT FOLLOW-UP WORKSHEET

Topic	Time SHOULD Be Spent	Time ACTUALLY Spent	How can I/we turn "what we KNOW to be true" into "what we DO?"
School Management: Personnel: Student Activities: Student Behavior: Program Development: District Office Activities: Planning: Community: Staff Development:			