

Instructional Leadership for Student Achievement

Accountability for Each and Every Student

Quality Leadership to Ensure
Quality Instruction and Learning



Learn ... Grow ... Thrive

David Douglas School District

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ADMINISTRATIVE EVALUATION SUMMARY

Fall

- Meet with Supervisor to discussion vision and goals
- Create Performance Goals and Action Plan
 - Performance Goals should be stated in **SMART** form (**S**pecific and **S**trategic; **M**easurable; **A**ction-oriented; **R**igorous, **R**ealistic and **R**esults-focused; **T**imed and **T**racked. (Complete a separate form for each goal)

Winter

- Begin compiling data on target areas
- Midyear performance review with supervisor

Spring

- Educational leader's self-evaluation, including analysis of available data and process on goals – review with supervisor
- Final conference with supervisor – During this conference the educational leader will bring artifacts to support goal progress
- Supervisor completes evaluation form

PERFORMANCE EVALUATION CYCLE

All educational leaders will be evaluated every other year, (probation every year) although student achievement goals will be set annually. Each performance evaluation cycle will include goal setting, self-evaluation, performance reviews, and a written evaluation. The expectation for performance, set by the District, is that an educational leader will strive to perform at the "Highly Effective" level. Any areas where the leader performs at the "Ineffective" level will be required areas for targeted goal setting and/or a Program of Assistance for Improvement or non-renewal.

Suggested Timelines for Assessing Leadership Performance

<u>Suggested Timeline</u>	<u>Action</u>
July	1. The District develops Achievement Compact targets and submits Compact to the state for approval. The administrator reads, reflects and prepares for the work session in August.
August	2. Administrators develop three goals from the Measures identified and Student Achievement categories. Administrators meet in a work session to review priorities and plans for the upcoming year and make any needed adjustments.
September - December	3. During monthly meetings, Cabinet members review leadership learning objectives progress with principals/educational leaders.
January - February	4. Administrative Leadership meeting is devoted to a mid-year reflection of Administrator goals and progress and mid-year adjustments to plans. Principals/educational leaders share their reflections with their District Administrator.
March – April	5. Principals/educational leaders are asked to reflect on the Leadership Standards and identify evidence for each of the standards and complete the Self-Evaluation Form.
May	6. The District Administrator meets with the Principal/Educational Leader to hear the Principal/Educational Leader's evidence and review their Self-Evaluation Form.
Early June	7. The Cabinet Team gives input on the performance of all Principals/Educational Leaders.
Late June	8. District Administrator meets with Principal/Educational Leader to share final Performance Evaluations. A copy of the final evaluation is placed in the administrator's personnel file. An Individual Professional Development Plan is drafted for the next year.

Monthly Conversation Guide for Working with Principals/Educational Leaders and Administrative Leaders:

- July** What professional reading have principals/educational leaders done during their recharging time? What actions do they plan to take as a result of their new learning?
- August** Review Principal/Educational Leader's Observation Schedule and Planning for Evaluation Feedback meetings with teachers. Review inservice and professional development plans for the year. Review plans for Family Engagement.
- September** Formalize Principal/Educational Leader's four goals. What process are you using to determine staff goals? Where are you at in that process? How often are you in classrooms and completing Learning Walks with colleagues?
- October** What early indicators are you tracking to identify students that are showing early signs of struggle? What interventions are you considering to address these issues? How are you following up on chronic absenteeism? Where are your high-flying students at after two months of school? How often are you in classrooms and completing Learning Walks with colleagues?
- November** What opportunities have parents had to interact with staff and administration this school year? How often have you conducted classroom observations and what does the data say about how staff are doing offering quality instruction to all students? How often are you in classrooms and completing Learning Walks with colleagues?
- December** What are your plans for refocusing staff and students after the winter break? What adjustments are you planning on your daily schedule to ensure success toward your school goals for the year? Conduct a careful review of your observation tracking system? How often are you in classrooms and completing Learning Walks with colleagues?
- January** Asking principals/educational leaders to share their mid-year teacher learning objectives check-ins. How do they know each teacher is where they need to be in the curriculum? What evidence do principals/educational leaders see that the work being assigned is rigorous and well aligned to the standards? How often are you in classrooms and completing Learning Walks with colleagues?
- February** How many testing opportunities have been used? How are principals/educational leaders supporting teacher examination of appropriate interventions and supports for each student? How often are you in classrooms and completing Learning Walks with colleagues?
- March** What grade/course changes will be necessary to accommodate student populations? What budgetary needs have been identified that may be different from the status quo? How often are you in classrooms and completing Learning Walks with colleagues?
- April** What process are principals/educational leaders using to track student progress on state tests? Have formal evaluations been completed and copies sent to the Human Resource Office? What concerns do principals/educational leaders have about teaching and learning? How often are you in classrooms and completing Learning Walks with colleagues?
- May** What plans have principals/educational leaders made for staffing for the following year? Have principals/educational leaders completed their annual reflection and collection of key evidence for each of the six administrator standards and four learning objectives? What conversations are principals/educational leaders leading for updating their school improvement plans? What does the preliminary data show about progress toward meeting school goals? How often are you in classrooms and completing Learning Walks with colleagues?
- June** What initiatives did you implement this year that you know improved student performance? How do those initiatives inform your work as you move into a new school year? What new initiatives are you considering and why?



Principal/Educational Leader Evaluation Process

Each Principal/Educational Leader is assigned to one or more District administrators as their main contact and source of support in a given school year – however, all District administrators work with all Principals/Educational Leaders in various capacities at different times throughout the year, and will have input on administrative evaluations. This includes reading and learning together and supporting one another on a variety of focused initiatives. In the spring of each year, the Cabinet will develop the plan and focus for our leadership team for the following year. District administrators will meet with their respective principals/educational leaders – multiple times per year to discuss a variety of topics. These meetings include, but are not limited to: Goal Setting and Classroom Learning Walks or Instructional Rounds.

In mid to late April, Principals/Educational Leaders will complete the Self-Evaluation Form, and asked to identify evidence for each of the six standard areas of the evaluation tool. Our evaluation tool is based on the ISSLC Standards, Student Achievement, and the initiatives that are the focus of our work. In May, the Principal/Educational Leader – will submit their self-reflection and evidence to their evaluating administrator. The evaluating administrator will review the self-reflection, all shared evidence, and gather input from the Superintendent and other district level administrators. The evaluating administrator will then complete the summative evaluation and share with the Principal/Educational Leader. The superintendent may join each District administrator and Principal/Educational Leader anytime during this process.

Principals/educational leaders will work with several documents and sets of goals in determining their achievements in a given year. For example, every school has a school improvement plan that is updated annually and includes goals and needs related to leading literacy in their school. Each school also has a school literacy and mathematics plan built into their school improvement plan. In the summer, administrators will spend strategic time developing and modifying direction and initiatives for the district.

Principal/Educational Leader Effectiveness

David Douglas School District principals/educational leaders are expected to integrate principles of cultural competency and equitable practice to promote the success of every student. They do this through visionary leadership, instructional improvement, effective management, inclusive practice, ethical leadership, and socio-political context of their building and district. By demonstrating proficiency in the adopted educational leadership/administrator standards, effective principals/educational leaders improve teacher effectiveness and student learning and growth.

David Douglas principals/educational leaders are expected to lead in the process of data-driven reflection and decisions about curriculum, assessment, instruction, and student progress, and continually strive to create structures that facilitate instructional improvement. David Douglas principals/educational leaders work to ensure their staff receives support, assistance, and professional growth opportunities necessary to strengthen teacher knowledge, skills, dispositions, and instructional practices in identified areas of need. By creating a common vision and articulating shared values, David Douglas principals/educational leaders lead and manage their schools in a manner that promotes collaboration and equity, creates a safe, efficient, and effective learning environment, and improves the school's positive impact on students, families, and community members.

All principals/educational leaders and administrators in David Douglas School District are evaluated not only on attainment of the core standards, but also on how well students achieve. Each administrator identifies three measurable goals tied to student achievement before the start of the school year, and a Professional Growth Goal aligned to each Student Growth Goal aligning Professional Practice and Student Growth. One goal must include OAKS data, two goals are selected from state, district, common, school or classroom based assessments, and the fourth goal will be a measurable goal on evaluation and feedback. Indicators on the District's Achievement Compact are included with these goals. The administrator's direct supervisor approves the goals for the year.

David Douglas School District

STUDENT GROWTH GOALS – Educational leaders will establish at least three SMART goals as evidence of the educational leader’s contribution to school-wide student learning and growth. At least one goal must come from Category 1 on the following table, one goal from Category 2 and/or 3, and one goal from Category 4. Administrators must also set one Professional Growth Goal.

Types of Measures for Student Learning and Growth for Educational leader Evaluations

Category	Types of Measures	Examples include, but are not limited to:
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments.
2	Common national, international, regional, district-developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, Easy CBM, K-5 Reading, Math, HM Theme Skills, Writing Assessments, K-12, 6-12 SRI, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms.
3	Other school-wide or district-wide measures	Graduation rate, attendance rate, drop-out rate, discipline data, college ready indicators (PSAT, AP/IB tests, dual enrollment, college remediation rates), college and career readiness measures, other measures of student learning and growth, and Family Engagement.
4	Evaluation	Consistent frequent feedback, walk through schedule that includes all classrooms. Complete Learning Walks and school visits with other District Administrators.

Student growth goals and measures should align with Achievement Compact indicators where applicable:

- Grade 3 proficiency in reading, Grade 5 proficiency in math, and Grade 8 math proficiency, as measured by meeting or exceeding benchmark on the Oregon Assessment of Knowledge and Skills (OAKS);
- Grade 6 on-track, as measured by rates of chronic absenteeism;
- Grade 9 on-track, as measured by rates of credit attainment and chronic absenteeism;
- Earning college credit in high school, through Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, or college enrollment;
- Four-year cohort graduation and completion rates; and
- Post-secondary enrollment, as collected through the National Student Clearinghouse.

A summative evaluation is given annually for probation administrators and every other year for contract administrators. This summative evaluation is based on the leadership standards and the measurable goals. Each administrator receives one of four ratings – “Ineffective”, “Emerging”, “Effective” or “Highly Effective”. Any administrator falling in the “Ineffective” category may be placed on a Plan of Improvement, and/or non-renewed.

The DDSD Matrix for Summative Evaluations for Teachers & Administrators
(Revised from the Oregon Matrix Model)

Beginning in the 2014-15 school year all districts will use the Oregon Matrix Model for their summative evaluations. In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersects with Student Learning and Growth (SLG) culminating in a Professional Growth Path and summative performance level. When there is a discrepancy between PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy in order to determine the Professional Growth Path and corresponding summative performance level.

Y-axis: Professional Practices and Responsibilities	Level 4 (Exemplary)	COLLABORATIVE PATH With focus on SLG Goals * SLG INQUIRY due to LOW level of fidelity between measures 3	FACILITATIVE or COLLABORATIVE PATH With focus on SLG Goals Determined post inquiry * SLG INQUIRY due to only SOME level of fidelity between measures 4 or 3	FACILITATIVE PATH Educator leads development of Professional Growth Path GOOD level of fidelity between measures 4	FACILITATIVE PATH Educator leads development of Professional Growth Path HIGHEST level of fidelity between measures 4
	Level 3 (Proficient)	COLLABORATIVE or CONSULTING PATH With focus on SLG Goals Determined post inquiry * SLG INQUIRY due to SOME level of fidelity between measures 3 or 2	COLLABORATIVE PATH With focus on SLG Goals GOOD level of fidelity between measures 3	COLLABORATIVE PATH Educator and evaluator collaboratively develop Professional Growth Path HIGHEST level of fidelity between measures 3	COLLABORATIVE PATH Educator and evaluator collaboratively develop Professional Growth Path GOOD level of fidelity between measures 3
	Level 2 (Basic)	CONSULTING PATH With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Path GOOD level of fidelity between measures 2	CONSULTING PATH With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Path HIGHEST level of fidelity between measures 2	CONSULTING PATH Evaluator consults with the educator and guides development of Professional Growth Path GOOD level of fidelity between measures 2	COLLABORATIVE or CONSULTING PATH Determined post inquiry * PP/PR INQUIRY due to only SOME level of fidelity between measures 3 or 2
	Level 1 (Unsatisfactory)	DIRECTED PATH With focus on SLG Goals Evaluator determines Professional Growth Path Highest level of fidelity between measures 1	DIRECTED PATH With focus on SLG Goals Evaluator determines Professional Growth Path GOOD level of fidelity between measures 1	CONSULTING or DIRECTED PATH Determined post inquiry * PP/PR INQUIRY due to only SOME level of fidelity between measures 2 or 1	CONSULTING PATH Evaluator consults with the educator and guides development of Professional Growth Path * PP/PR INQUIRY due to LOW level of fidelity between measures 3 or 2
		Level 1 (Unsatisfactory)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Exemplary)
	X-axis: Student Learning and Growth				

***SLG & PP/PR Inquiry Process:**

In order to determine an educator's Professional Growth Path and resulting summative performance level an inquiry may be initiated by the evaluator. See description of the process in the handbook.

Professional Growth Paths

Taking the performance levels for PP/PR and SLG, find where the X-axis intersects with the Y-axis on the matrix. The PP/PR will then be compared to the SLG to determine the educator's Professional Growth Path and overall summative performance level. The four types of Professional Growth Paths are defined as follows:

Facilitative Growth Path: The educator leads the collaborative conversation, and with the evaluator chooses the focus of the Professional Growth Path and professional goal(s).

*If the educator had a SLG performance level of 2, the path/professional goal(s) should also include a focus on increasing the educator's overall aptitude for this measure.

Collaborative Growth Path: The educator and evaluator collaboratively develop the educator's Professional Growth path.

* If the educator had a SLG performance level of 1 or 2, the path/professional goal(s) should also include a focus on increasing the educator's overall aptitude in this measure.

Consultative Growth Path: The evaluator consults with the educator and uses the information gathered to inform the educator's Professional Growth path/professional goal(s).

* If the educator had a SLG performance level of 1 or 2, the path/professional goal(s) should also include a focus on increasing the educator's overall aptitude in this measure.

Directed Growth Path: The evaluator directs the educator's Professional Growth path/professional goal(s). This plan should involve a focus on the most important area(s) to improve educator performance.

* If the educator had a SLG performance level of 1 or 2, the path/professional goal(s) should also include a focus on increasing the educator's overall aptitude in this measure.

Inquiry Processes

Evaluators may engage in an Inquiry Process when the educator scores a 3 or 4 on the Y-Axis, but a 1 or 2 on the X-Axis or vice versa. This indicates a low level of fidelity between an educator's professional practice and responsibilities and the student learning and growth goals. In order to determine an educator's Professional Growth Path and resulting performance level, the evaluator may initiate the following with the educator:

Student Learning and Growth Inquiry Process:

- Collaboratively examine student learning and growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on classroom, school, school district and state-based tools and practices; etc.
- Collaboratively examine circumstances, which may include one or more of the following: goal setting process including assessment literacy; content and expectations; extent to which standards, curriculum and assessment are aligned; etc.

The evaluator then decides the respective Professional Growth Path and if the summative performance level is a 1 or 2; or a 2 or 3.

Professional Practice and Professional Responsibility Inquiry Process:

- Re-examine evidence and artifacts and an outside evaluator (Supervisor, VP, other district administrator) may be called in
- Educator has the opportunity to provide additional evidence and/or schedule additional observations with focus on area of need
- Evaluator’s supervisor is notified and inter-rater reliability protocols are revisited

The evaluator then decides the respective Professional Growth Path and if the summative performance level is a 2 or 3; or a 3 or 4.

**Determining Levels for the Y-Axis and X-Axis, and Finding the Summative Rating
on the Oregon Matrix for Summative Evaluations for Teachers & Administrators**

Y-Axis: Professional Practice and Professional Responsibilities (PP/PR)

Using the ratings for each component/standard on the summative evaluation form, you will find the average score.

- Add up all component/standard scores to get the total points scored.
- Divide by 22 (total number of components/standards)
- Use the following thresholds to determine PP/PR level:
 - 3.6 – 4.0 = 4
 - 2.81 – 3.59 = 3
 - 1.99 – 2.8 = 2*
 - <1.99 = 1

*** PP/PR Scoring Rule:**

If the educator scores two 1s in any PP/PR component/standard and his/her average score falls between 1.99-2.499, the educator’s performance level cannot be rated above a 1.

X-Axis: Student Learning and Growth (SLG)

- Using the Oregon SLG Goal scoring rubric, determine the performance level of each SLG.
- Use the following thresholds to determine SLG level:

Unsatisfactory (Level 1)	Basic (Level 2)	Proficient (Level 3)	Exemplary (Level 4)
1 on both goals	2 on both goals	3 on both goals	4 on both goals
1 on one goal & 2 on one goal	2 on one goal & 3 on one goal	3 on one goal & 4 on one goal	
	3 on one goal & 1 on one goal	4 on one goal & 2 on one goal	
	4 on one goal & 1 on one goal		

Final Summative Performance Level and Professional Growth Path:

- Taking the performance levels for PP/PR and SLG, find where the X-Axis intersects with the Y-Axis on the matrix.
 - The PP/PR will then be compared to the SLG to determine the educator’s Professional Growth Path and overall summative performance level.
- ⇒ The Matrix summative rating is to be used for state reporting purposes as required by the ESEA Flexibility Waiver.

Scoring Student Learning and Growth (SLG) Goals

SLG Quality Review Checklist

Before SLG goals are finalized for teacher and administrator evaluations, this checklist should be used in order to approve them. For an SLG goal to be approved, all criteria must be met.

Baseline Data	Yes	No
Is baseline data used to make data-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?		
Student Learning and Growth Goals		
Is the SLG goal written as a “growth” goal vs. “achievement” goal (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time)?		
Does the SLG goal describe a “target” or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Scoring Rubric:

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the educator and the supervisor/evaluator.

Exemplary (Level 4)	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Proficient (Level 3)	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Basic (Level 2)	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Unsatisfactory (Level 1)	This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

Administrative Leadership – Professional Development Plan

The District's focus includes implementation of our Student Achievement Initiatives. As a District Administrator principals/educational leaders are expected to serve on one or more of the Leadership Initiative Committees. This work will include time reading, reflecting, role playing, and sharing strategies at scheduled meetings.

We will also strive to be in schools conducting classroom observations and working together on how to provide effective feedback, example: required Learning Walks. Our attempt is to push our administrative learning into classrooms by engaging in instructional rounds. Administrators will work in small teams and between schools during this time. In addition, Principals/Education Leaders will join their District Administrator on classroom observation during the year. We have set a district goal that every teacher will be observed multiple times during the school year and be given feedback after each of those observations, when appropriate.

DESCRIPTION OF STUDENT ACHIEVEMENT INITIATIVES

PLT

What: Professional Learning Teams (PLTs) are structured collaboration with learning as the central goal. Inherent to a PLT is a persistent disquiet with the status quo and a constant search for a better way to achieve goals.

Why:

- PLTs/Data Teams are the strongest form of professional development and are structured to get results in teaching, learning, and leadership.
- PLTs help us to identify specific teaching and leadership actions that have been taken to cause gains in student achievement, helps us to replicate success and helps us eliminate actions that do not produce intended outcomes.
- Schools and districts, acting in alignment as a system, make improvement through data-driven inquiry and continuous learning.
- PLTs help us inquire, learn more deeply, and provide opportunities for developing leadership, ownership, and accountability across the district.

PBIS

What: School-wide PBIS is: A systems approach for establishing the **social culture** and individualized behavioral supports needed for schools to be effective learning environments for all students.

Why:

- Evidence based
- One of Oregon Department of Education's Initiative for Scaling Up
- Provides a systems approach for behavior across all schools and grade levels
- Supporting social behavior is central to achieving academic gains

RTI

What: RTI is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals and applying student response data to important educational decisions.

Why:

- Evidenced based
- One of Oregon Department of Education's Initiative for Scaling Up
- Supports the essential skill of reading (required for an Oregon Diploma)
- Oregon Literacy Framework (a roadmap for improving literacy outcomes K-12) is fully aligned to RTI practices.
- Provides a system of educational equity across schools and grade levels

Language

What: Language prepares students for real like experience at college and in 21st century careers. Language standards in the Common Core recognize that students must be able to use formal English in their writing and speaking. In addition, they must also be able to make informed, skillful choices among the many ways to express themselves through language.

Why:

- Systematic and explicit language instruction is needed to close the achievement gap.
- To increase academic learning and classroom participation of our language learners across all content areas
- We are in Year 7 of being in district improvement for not meeting our AMAOs (Annual Measurement of Achievement Objectives).
- Language is a key strand of the English Language Arts Common Core State Standards.

Evaluation and Feedback

What: Development and implementation of new evaluation system for all licensed employees.

Why: Have a more consistent evaluation system based on student achievement

Proficiency

What: Proficiency refers to a defined level of knowledge and skills that is required to demonstrate the learning reflected in the standard.

Why:

Essential Skills Graduation Requirement (Proficiency in Reading, Writing, Math)

HB 2220 (Effective July 1, 2013): Each year the resident district shall be accountable for determining the student's progress towards achieving the academic content standards.

Progress towards academic content standards shall:

- Clearly show the student parents whether the student is making progress or exceeding the academic content at the student's grade level and be based on the student's progress in becoming proficient in a continuum of knowledge and skills.
- (b) ...the district shall adopt a grading system based on the local school district board adopted policy. The grading system shall:
 - Clearly show the student and parents whether the student is achieving course requirements at the student's current grade level; and be based on the student's progress in becoming proficient in a continuum of knowledge and skills.

Multiple Measures Aligned to Educational Leadership/Educational Leader Standards (ISLLC) for Educational leader Evaluations

MULTIPLE MEASURES	EDUCATIONAL LEADERSHIP/EDUCATIONAL LEADER STANDARDS					
Evaluation of an educational leader’s performance includes measures from all three categories of evidence:	#1 Visionary Leadership	#2 Instructional Improvement	#3 Effective Management	#4 Inclusive Practice	#5 Ethical Leadership	#6 Socio-Political Context
(A) Professional Practice <i>Evidence of school leadership practices, teacher effectiveness, and organizational conditions.</i>	a. Observation of Leadership Practice: <i>Evaluator’s observation, documentation and feedback on an educational leader’s leadership practices; both formal and informal</i>					
	b. Examination of Artifacts <i>Examples: staff meetings, feedback to teachers, surveys about instructional leadership, teacher/student climate surveys, staff communication, teacher development, student/staff handbooks, records of mentoring/coaching, teacher use of data, teacher observations, summative and formative teacher evaluations, 360° feedback</i>					
(B) Professional Responsibilities <i>Evidence of educational leader’s progress toward their own professional goals and contribution to school wide and district goals.</i>				Examples: self-reflection, self-report, professional goal setting, school improvement plan, district improvement plan, committee meetings, portfolios, parent and community involvement, data decision-making, staff retention rate, distributive leadership, collaborative relationships, contributions to community, 360° feedback		
(C) Student Learning and Growth <i>Evidence of educational leaders’ impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to overall school success.</i>	Educational leaders will establish at least four student learning and growth goals and select measures from the categories below. Category 1: State or national standardized tests Category 2: Common national, international, regional, district-developed measures Category 3: Other school-wide or district-wide measures Category 4: Evaluation One goal must include evidence from state assessments (i.e., building-level data in reading and math, including all subgroups) from Category 1.					

STANDARD 1 – Visionary Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>A. Collaboratively develop and implement a shared vision and mission</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Written mission, vision and goals for the school ▪ Achievement compact ▪ Meeting around vision, mission and goals: notes, agendas and evaluations ▪ Stakeholder surveys: staff, families, students ▪ Newsletters/other communications ▪ Observations of meetings and professional development ▪ Evaluation process notes: goals of teachers, observations ▪ PLT goals and meeting notes ▪ Site visits 	<p>Produces a generic or vague vision and mission, minimally aligned to the district vision. The educational leader involves few or no stakeholders. Collaboration, if present, is procedural or superficial.</p> <p>Develops a minimal or generic plan for communicating and implementing the vision and trivial, generic, or inappropriate strategies for sharing and encouraging support of the vision by the school community.</p>	<p>Produces a partial or incomplete vision and mission partially aligned to the district vision, acquire limited knowledge of the school community by involving some stakeholders, and collaborate during parts of the process.</p> <p>Develops a limited plan for communicating and implementing the vision, and limited strategies for sharing and encouraging support of the vision by the school community. Ensure the school’s identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school is incomplete or nonexistent.</p>	<p>Develops a vision and mission that is aligned to the district vision, acquire adequate knowledge of the school community by involving stakeholders, and collaborate throughout most of the process.</p> <p>Develops an appropriate plan for communicating and implementing the vision and for sharing and encouraging support of the vision by the school community. Ensure the school’s identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.</p>	<p>Clearly defines vision and mission, closely aligns to the district vision, acquires extensive knowledge of the school community by involving key stakeholders, and collaborated throughout the process.</p> <p>Develops a comprehensive plan for communicating and implementing the vision and for sharing and encouraging support of the vision by the school community. Well-defined and consistent processes to ensure the school’s identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school were apparent.</p>

STANDARD 1 – Visionary Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Vision, mission, goal documents ▪ Achievement compact ▪ Student achievement results ▪ Academic conferences ▪ Master schedule 	<p>Rarely uses information/data from multiple sources to identify goals and assess organizational effectiveness.</p> <p>Rarely disseminates or updates data for stakeholder groups (students, staff, parents, District administrators, board of education, etc.) or disseminated inaccurate or incomplete data to stakeholders.</p>	<p>Occasionally uses information/data from multiple sources to identify goals and assesses organizational effectiveness.</p> <p>Occasionally disseminates and updates appropriate data to some stakeholder groups (students, staff, parents, District administrators, board of education, etc.) to promote organizational learning.</p>	<p>Routinely uses information/data from multiple, yet similar, sources to identify goals and assess organizational effectiveness.</p> <p>Regularly analyzes, interprets, disseminates, and updates appropriate data for a variety of stakeholder groups (students, staff, parents, District administrators, board of education, etc.) to promote organizational learning.</p>	<p>Consistently uses information/data from multiple and varied sources to identify goals and assess organizational effectiveness.</p> <p>Systematically analyzes, interprets, and utilizes multiple modalities to disseminate and update appropriate data for a variety of stakeholder groups (students, staff, parents, District administrators, board of education, etc.) to promote organizational learning.</p>

STANDARD 1 – Visionary Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>C. Create and implement plans to achieve goals</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Achievement compact ▪ PLT plans and protocols ▪ School improvement plan ▪ Observations ▪ Student achievement results ▪ Attendance at PLT meetings 	<p>Rarely sets interim and long-term goals for improvement of students’ academic achievement, social acuity, and/or equity. Develop the alone or with a small group of people with no plan for reviewing data and making adjustments as needed to achieve goals.</p>	<p>Occasionally sets long-term goals for improvement, create an improvement plan collaboratively with a few people, and occasionally monitor the implementation through data collection and analysis.</p>	<p>Sets interim and long-term goals for improvement; creates an improvement plan collaboratively with a diverse team of stakeholders, and practice regular monitoring of the implementation through data collection and analysis.</p>	<p>Systematically sets interim and long-term goals for improvement, creates an improvement plan that includes plans to address barriers to positive change collaboratively with a diverse team of stakeholders, and practiced frequent monitoring of the implementation through data collection and analysis.</p>
<p>D. Promote continuous and sustainable improvement</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Meeting around vision, mission and goals: notes, agendas and evaluations ▪ Site visits ▪ Student achievement results ▪ Conversations ▪ Observations 	<p>Rarely communicates to stakeholders in ways that will promote continuous improvement. The initiatives put in place have little chance to continue due to lack of buy-in, changes in leadership, lack of resources, or other missing components.</p>	<p>Promotes continuous improvement through occasional communication with some stakeholders. The major initiatives put in place do not yet have a path to sustainability; however, some components of sustainability (e.g., resources, leadership buy-in) may be in place.</p>	<p>Promotes continuous improvement through communication to a variety of stakeholders. Some initiatives put in place are well on the way to being fully institutionalized; however, there are still some components that need to be put into place to ensure sustainability</p>	<p>Promotes continuous improvement through communication in a variety of formats and to a wide variety of stakeholders. The major initiatives put in place are fully institutionalized within the system, and the focus is on ongoing sustainability and innovation in implementation.</p>

STANDARD 1 – Visionary Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>E. Monitor and evaluate progress and revise plans</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Perceptive survey data ▪ Committee structure/reports ▪ Staff feedback ▪ Site visits ▪ Observations ▪ Attendance at PLT meetings ▪ Academic conferences 	<p>Practices little or no monitoring of interim and long term improvements plans through data collection and analysis. No adjustments will be made when needed; or uninformed, inappropriate adjustments will not be made.</p>	<p>Practices limited or periodic monitoring of interim and long term improvement plans through data collection and analysis, making limited or trivial adjustments.</p>	<p>Practices regular monitoring of interim and long term improvement plans through data collection and analysis, making adjustments as needed. The monitoring may not be as frequent as needed.</p>	<p>Practices comprehensive, ongoing monitoring of interim and long term improvement plans through data collection and analysis, making adjustments as needed.</p>

STANDARD 2 – Instructional Improvement

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>A. Nurture and sustain a culture of collaboration, trust, learning and high expectations</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ PLT plans and protocols ▪ Observation of PLTs ▪ Observations ▪ Peer observations ▪ Staff professional growth goals ▪ Student achievement data 	<p>Rarely analyzes, interprets, and utilizes data to make decisions that positively impact the school culture and high expectations for learning.</p> <p>Rarely plans and implements processes and procedures that create a culture in which stakeholders take responsibility for planning or implementing an effective instructional program.</p>	<p>Occasionally analyzes, interprets, and utilizes data to make decisions that positively impact the school culture and high expectations for learning.</p> <p>Occasionally plans and implements processes and procedures that create a culture in which some stakeholders take responsibility for and share in planning, shaping, and implementing an effective instructional program.</p>	<p>Regularly analyzes, interprets, and uses multiple sources of data to make decisions that will positively impact the school culture and high expectations for learning.</p> <p>Regularly plans and implements processes and procedures that creates a culture in which many stakeholders take responsibility for and share in planning, shaping, implementing, and sustaining an effective instructional program.</p>	<p>Comprehensively analyzes, interprets, and uses multiple and varied sources of data to inform decisions that will positively impact the school culture and high expectations for learning.</p> <p>Systematically plans and implements processes and procedures that created a culture in which multiple stakeholders take responsibility for and share in planning, shaping, implementing, and sustaining an effective instructional program.</p>

STANDARD 2 – Instructional Improvement

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>B. Creates a comprehensive, rigorous and coherent curricular program</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Teacher observation notes and feedback ▪ Schedules of classroom visits ▪ Teacher leadership teams and actions they have taken to improve student learning ▪ RTI ▪ Observation of PLTs ▪ Agenda and minutes from teacher staff meeting and team meetings ▪ Emails/staff correspondence 	<p>Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.), that were available to teachers.</p>	<p>Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were usually comprehensive, rigorous and coherent. These were available to teachers and students.</p>	<p>Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were comprehensive, rigorous and coherent. These are available and clearly communicated to teachers and students.</p>	<p>Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were comprehensive, rigorous and coherent. These were available and specifically communicated to teachers, students, and other stakeholders.</p>

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Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>C. Creates a personalized and motivating learning environment for students</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Student performance ▪ Displays of student work ▪ Celebrations of faculty and student successes and accomplishments ▪ State assessment ▪ RTI ▪ PBIS ▪ Graduation rates ▪ Dropout rates ▪ College readiness ▪ Lesson plans and unit planning ▪ List of best practice strategies to meet the needs of diverse learners and evidence of their use. ▪ Disaggregated achievement data and samples of how it used to impact student learning. 	<p>Utilizes little or no student data to inform instructional decisions, differentiates instruction, or determines instructional interventions for students.</p> <p>Offers little or no variety of intracurricular and extracurricular activities or the activities/clubs provided met the needs of few students</p>	<p>Occasionally reviews student data and uses it in a limited or superficial manner to inform instructional decisions, differentiate instruction, or provide instructional interventions based on student learning results.</p> <p>Offers a limited variety of intracurricular and extracurricular activities to meet the needs and interests of some of the student population based on a limited analysis of student data.</p>	<p>Informs instructional decisions, differentiates instruction, and/or provides appropriate instructional interventions based on student learning results and/or other student needs.</p> <p>Offers an adequate variety of intracurricular and extracurricular activities to meet the needs and interests of many of the student population based on an adequate analysis of student data.</p>	<p>Systematically reviews student data and consistently and effectively used it to inform instructional decisions, differentiate instruction, and provide appropriate instructional interventions based on student learning results and other student needs.</p> <p>Offers a wide variety of intracurricular and extracurricular activities to meet the diverse needs and interests of most of the student population based on analysis of student achievement and performance data, student interest surveys, counseling records, etc.</p>

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Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>D. Supervise and support instruction</p> <p><u>Suggested Evidence:</u></p> <ul style="list-style-type: none"> ▪ RTI ▪ Standards posted in classrooms ▪ Posted student friendly learning targets ▪ Pacing guides/curriculum map ▪ Honor and recognition of faculty and students ▪ Site visits ▪ Observations 	<p>Provides little or no monitoring of the use of school and district instructional guidelines to inform the instructional program, or there was evidence that the instructional program was only minimally aligned with the established guidelines.</p>	<p>Establishes a process for monitoring the use of school and district instructional guidelines. Uses only occasionally, on a limited basis, or only across some classrooms.</p>	<p>Establishes an appropriate process for monitoring the implementation of school and district instructional guidelines. Articulates and used by the educational leader across all classrooms to support effective instruction.</p>	<p>Establishes a systematic process for monitoring the implementation of school and district instructional guidelines. Feedback is clearly articulated and used consistently by the educational leader across all classrooms to support effective instruction.</p>

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<p>E. Develop assessment and accountability systems to monitor student progress</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Data plan ▪ PLT notes and protocol ▪ School wide professional development plan ▪ Balanced assessment plan ▪ Site visits ▪ Observations ▪ Academic conferences ▪ Student achievement results 	<p>Utilizes little or no student data to monitor student progress and provides teachers and other stakeholders little or no access to data (as the law allows), access to a minimal amount of data, or receipt of data upon request only.</p> <p>Provides minimal time or support/guidance for teachers to collaboratively review and analyze data and to identify and address the instructional implications for individuals and groups of students.</p>	<p>Occasionally reviews data, used it in a limited or superficial manner to monitor student progress, and provides teachers and other stakeholders periodic and limited access to data from multiple and varied sources, as the law allows.</p> <p>Provides periodic time and/or a limited amount of support/guidance for teachers to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.</p>	<p>Reviews data, uses it to monitor student progress, and provides teachers and other stakeholders regular and appropriate access to data from multiple and varied sources, as the law allows.</p> <p>Provides regular time and adequate support/ guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.</p>	<p>Systematically reviews data, consistently and effectively used it to monitor student progress, and provides teachers and other stakeholders comprehensive access to data from multiple and varied sources (as the law allows). Each group was encouraged to contribute additional relevant data.</p> <p>Provides dedicated, scheduled time and comprehensive support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students.</p>

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Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>F. Develop the instructional and leadership capacity of staff</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Site visits ▪ Parent nights ▪ Newsletters ▪ Professional development plans ▪ Teacher reflection on professional learning ▪ Teacher leadership at site and district level 	<p>Attempts to establish a culture of distributed leadership within the school, district, and community. The educational leader has minimal expectations for staff to take a role in decision making and serve in leadership roles. There is little or no evidence of capacity building related to distributed leadership.</p>	<p>Begins to establish a culture of distributed leadership within the school, district, and community or sustain the established culture with mixed results. The educational leader has limited expectations for staff to take a role in decision making and serve in leadership roles according to their areas of expertise. Capacity building related to distributed leadership was limited to only a few staff and/or stakeholders.</p>	<p>Establishes a culture of distributed leadership within the school, district, and community. The educational leader has expectations for staff to take a role in decision making and serve in leadership roles according to their areas of expertise but may have had uneven results. Appropriate capacity building related to distributed leadership was established, and opportunities for shared leadership with staff and other stakeholders were routinely provided.</p>	<p>Establishes and sustains a culture of distributed leadership within the school, district, and community. The educational leader had expectations for all staff to take an active role in decision making and serve in leadership roles according to their areas of expertise. Extensive capacity building related to distributed leadership was established, and there were consistent, multiple and substantial opportunities for shared leadership with staff and other stakeholders.</p>

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Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>G. Maximize time spent on quality instruction</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Master schedule ▪ Site visits ▪ Observations ▪ PLT plans and protocols ▪ Staff professional growth goals 	<p>Focuses teacher and organization time to support quality instruction and student learning, allowing interruptions during the school day to disrupt instructional time.</p>	<p>Makes efforts to eliminate interruptions during the school day and adjusts the master schedule to encourage collaboration time for teachers.</p>	<p>Minimizes interruptions during the school day, adjusts the master schedule to provide some collaboration time for all teachers, and monitors students' time on task in classrooms.</p>	<p>Manages time in ways that assure teaching and learning are the school's top priority. This included implementing procedures that prohibit unnecessary interruptions during the school day, providing sufficient time in the master schedule for collaboration time for all teachers, and monitoring students' time on task in classrooms as well as teacher use of collaborative time.</p>

STANDARD 2 – Instructional Improvement

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>H. Promote the use of the most effective and appropriate technologies to support teaching and learning</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Site visits ▪ Observations ▪ Budget worksheet that shows how funds are allocated to support instruction ▪ Teacher team and PLT notes ▪ Individual student achievement data 	<p>Is aware of few or none of the effective and appropriate technologies that support teaching and learning and did not support funding for these tools.</p>	<p>Is aware of many of the most effective and appropriate technologies that support teaching and learning and responds to requests for their purchase/use in some classrooms.</p>	<p>Is aware of many of the most effective and appropriate technologies that support teaching and learning, funded purchase of these tools when possible, and promotes their use in many classrooms.</p>	<p>Is aware of many of the most effective and appropriate technologies that support teaching and learning, sought after and acquired funding for the purchase of these tools, provided professional development to give teachers the skills needed to implement the tools effectively, and promotes their use in all classrooms.</p>

STANDARD 2 – Instructional Improvement

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Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>I. Monitor and evaluate the impact of instruction</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Student achievement results ▪ Academic conferences ▪ Data plan ▪ PLT notes and protocols ▪ Collecting and sharing classroom observational data ▪ Site visits 	<p>Reviews individual student, classroom, and/or school data in order to monitor and evaluate the impact of instruction. Minimal time or support/ guidance is provided for teachers to collaboratively review and analyze data and to identify and address the instructional implications for individuals and groups of students.</p>	<p>Reviews school data and does not use classroom and individual student data to monitor and evaluate the impact of instruction. Periodic time and/or a limited amount of support/guidance provided for teachers to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.</p>	<p>Regularly reviews individual student, classroom, and school data to monitor and evaluate the impact of instruction. Regularly schedules time and adequate support/ guidance provides for teachers and other support staff to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.</p>	<p>Consistently and systematically reviews individual student, classroom, and school data to monitors and evaluates the impact of instruction. Dedicates, scheduled time and comprehensive support/ guidance was provided for teachers and other support staff to collaboratively reviews and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students.</p>

STANDARD 3 – Effective Management

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>A. Monitor and evaluate the management and operational systems</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Master scheduling ▪ Building calendar ▪ Staff, parent, student feedback surveys ▪ Certified and classified evaluations ▪ Site visits 	<p>Rarely monitors routines, processes, and procedures and rarely collects and analyzes data in order to gauge their effectiveness and to identify and plan for areas of improvement.</p>	<p>Occasionally monitors routines, processes, and procedures and periodically collects and analyzes a variety of data in order to gauge their effectiveness and to identify and plan for areas of improvement.</p>	<p>Regularly monitors routines, processes, and procedures and regularly collects and analyzes a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.</p>	<p>Systematically monitors routines, processes, and procedures and regularly collects and analyzes a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.</p>
<p>B. Obtain, allocate, align, and efficiently use human, fiscal, and technological resources</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ School website ▪ Building budget ▪ Building records ▪ Financial reports ▪ Technology plan ▪ Audit reports ▪ Grants ▪ Inventory 	<p>Limits awareness of school, district, and external resources (human, fiscal, and technological) and rarely obtains, allocates, or aligns those resources to district and school goals.</p> <p>Develops, implements, or modified school budgets.</p>	<p>Is aware of a variety of school, district, and external resources (human, fiscal, and technological) and occasionally obtains, allocates, and aligns those resources to district and school goals.</p> <p>Occasionally develops, implements, and modifies school budgets that were somewhat aligns with school and district priorities.</p>	<p>Is aware of a variety of school, district, and external resources (human, fiscal, and technological) and regularly obtains, allocates, and aligns school and district resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.</p> <p>Regularly develops, implements, and modifies school budgets that were usually aligns with school and district priorities.</p>	<p>Is aware of a variety of school, district, and external resources (human, fiscal, and technological) and systematically obtains, allocated, and aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.</p> <p>Systematically develops, implemented, and modifies school budgets that were consistently aligned with school and district priorities.</p>

STANDARD 3 – Effective Management

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>C. Promote and protect the welfare and safety of students and staff</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Safety plans and procedures ▪ Emergency response plans ▪ Crisis management plan ▪ Monthly fire and safety reports ▪ Incident reports ▪ Site visits ▪ Staff feedback ▪ Parent feedback 	<p>Considers the physical safety of students and staff maintains and/or implements a current school safety plan, or the plan in place ensures physical safety of students and staff.</p>	<p>Maintains and implements a school safety plan that was monitors on a regular basis. Problems are confronted and resolved in a timely manner. An emergency operations plan is reviewed by appropriate external officials and posted in classrooms, meeting areas, and office settings.</p> <p>Strives to provide appropriate emotional support to staff and students. Policies clearly define acceptable behavior and demonstrate acceptance for diversity of ideas and opinions.</p>	<p>Implements a school safety plan that is based upon open communication systems and is effective and responsive to new threats and changing circumstances. The leader proactively monitors and adjusts the plan in consultation with staff, students, and outside experts.</p> <p>Assumes responsibility for the social, emotional, and intellectual safety of all staff and students; supports the development, implementation, and monitoring of plans, systems, curricula, and programs that provide resources to support social, emotional, and intellectual safety; and reinforces protective factors that reduce risk for all students and staff.</p>	<p>Is proficient AND serves as a resource for others in leadership roles beyond the school that were developing and implementing comprehensive physical safety systems to include prevention, intervention, crisis response, and recovery.</p> <p>Proficient AND makes social, emotional, and intellectual safety a top priority for staff and students. The leader ensures that students and staff are trained and empowered to improve and sustain a culture of social, emotional, and intellectual safety.</p>

STANDARD 3 – Effective Management

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>D. Develop the capacity for adaptive leadership</p> <p><u>Suggested Evidence:</u></p> <ul style="list-style-type: none"> ▪ Site visits ▪ Staff feedback ▪ Observations ▪ School improvement plan ▪ Certified and classified evaluations 	<p>Practices little or no monitoring of the implementation of the school improvement plan through data collection and analysis.</p>	<p>Practices limited or periodic monitoring of the implementation of the school improvement plan through data collection and analysis, making Limited or trivial adjustments as needed.</p>	<p>Practices regular reflection on and monitoring of the implementation of the school improvement plan through data collection and analysis, making Adjustments as needed.</p>	<p>Practices regular reflection on and comprehensive, ongoing monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments as needed.</p>
<p>E. Ensure teacher and organizational time is focused to support quality instruction and student learning</p> <p><u>Suggested Evidence:</u></p> <ul style="list-style-type: none"> ▪ Staff development ▪ Schedule ▪ Site visits ▪ Observations ▪ Staff meeting notes ▪ PLT notes and protocols 	<p>Involves little or no staff in the decisions about professional learning, including leading it. Limited time provided for staff collaboration and professional learning.</p>	<p>Involved staff in limited engagement when selecting and/or designing professional learning opportunities, and staff are sometimes involved with delivering professional learning. Professional learning focuses to support quality instruction and student learning but only limited time is provided and protected for staff collaboration and professional learning.</p>	<p>Appropriately engages staff in selecting and/or designing professional learning opportunities, and staff is regularly involved with delivering professional learning. Professional learning focuses to support quality instruction and student learning, and adequate time is provided and protected for staff collaboration.</p>	<p>Actively engages staff in selecting and designing professional learning opportunities, and staff were frequently involved with delivering professional learning. Professional learning was focused to support quality instruction and student learning, and extensive time was provides and protected for staff collaboration and professional learning</p>

STANDARD 4 – Inclusive Practice

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence and to promote communication among diverse groups.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>A. Collect and analyze data pertinent to equitable outcomes</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Attends Board of ED meetings ▪ Participates with state and local agencies ▪ Parent and community surveys ▪ Attendance at PTA/PTO/Booster Club meeting ▪ Demographic trend data ▪ Parent involvement – flyers/brochures for parent nights, family dinners, etc. ▪ Observational data 	<p>Develops a school improvement plan in isolation or with minimal collaboration using little data. The plan is not focused on equitable outcomes and minimally meets or does not meet district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p> <p>Practices little or no collection and analysis of data to measure progress toward the goals in the school improvement plan.</p>	<p>Develops a school improvement plan with limited collaboration with others, using limited or partially appropriate data from multiple sources. The plan mentions equitable outcomes and partially or tangentially meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p> <p>Practices limited or periodic collection and analysis of data to measure progress toward the goals in the school improvement plan.</p>	<p>Develops a school improvement plan collaboratively with others using data from multiple, yet similar, sources. The plan is focused on equitable outcomes and meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p> <p>Regularly collects and analyzes data to measure progress toward the goals in the school improvement plan.</p>	<p>Develops a school improvement plan collaboratively with others using data from multiple and varied sources. The plan is focused on equitable outcomes and meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p> <p>Practices frequent, ongoing collection and analysis of data to measure progress toward the goals in the school improvement plan.</p>

STANDARD 4 – Inclusive Practice

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence and to promote communication among diverse groups.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>B. Understand and integrate the community’s diverse cultural, social, and intellectual resources</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Attends Board of ED meetings ▪ Correspondence w/local business/banks ▪ Correspondence w/city/county/ community leaders ▪ District leadership ▪ Documentation of visits, letters/emails, copies of agendas ▪ Volunteer reports ▪ Parent involvement plan 	<p>Implements minimal plans for building and sustaining relationships with members of the school community (staff, students, families, and community partners) in order to understand and integrate the community’s diverse cultural, social, and intellectual resources and to communicate and implement the school’s vision.</p> <p>Systems and procedures were put in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>Implements limited or basic plans for building and sustaining relationships with members of the school community (staff, students, families, and community partners) in order to understand and integrate the community’s diverse cultural, social, and intellectual resources and to communicate and implement the school’s vision.</p> <p>Systems and procedures were put in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>Develops and implements adequate plans for building and sustaining relationships with all members of the school community (staff, students, families, and community partners) in order to understand and integrate the community’s diverse cultural, social, and intellectual resources and to more regularly communicate and implement the school’s vision.</p> <p>Systems and procedures were put in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>Develops and implements comprehensive plans for building and sustaining relationships with all members of the school community (staff, students, families, and community partners) in order to understand and integrate the community’s diverse cultural, social, and intellectual resources and to more extensively communicate and implements the school’s vision.</p> <p>Comprehensive systems and procedures were put in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>

STANDARD 4 – Inclusive Practice

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence and to promote communication among diverse groups.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>C. Build and sustain positive relationships with families and caregivers</p> <p><u>Suggested Evidence:</u></p> <ul style="list-style-type: none"> ▪ Parent involvement – flyers/ brochures for parent nights, family dinners, etc. ▪ Parent and community surveys ▪ Demographic trend data ▪ Attendance at PTA/PTO/Booster Club meeting ▪ Newsletters ▪ News-postings regarding community/school events ▪ List of programs and events ▪ Evidence of sharing the good news-public relations 	<p>Initiates or responds to few opportunities for school-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers.</p> <p>Systems and procedures were put in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.</p>	<p>Initiates and responds to some opportunities for school-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers.</p> <p>Systems and procedures were put in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.</p>	<p>The evidence indicates that the school leader initiated and responded to many opportunities for school-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers.</p> <p>Systems and procedures were put in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.</p>	<p>Initiates and responds to multiple and varied opportunities for school-family/caregiver collaborations and partnerships and built positive relationships with families and caregivers.</p> <p>Comprehensive systems and procedures were put in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.</p>

STANDARD 4 – Inclusive Practice

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence and to promote communication among diverse groups.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>D. Build and sustain productive relationships with community partners</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Business partners ▪ Building calendars (when other agencies used your site) ▪ News-postings regarding community/school events ▪ Participates with state and local agencies ▪ Correspondence with local business/city/county/community leaders ▪ Documentation of visits, letters/emails, copies of agendas 	<p>Initiates and responds to few opportunities for school-community collaborations and partnerships. Systems and procedures put in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>Initiates and responds to some opportunities for school-community collaborations and partnerships. Systems and procedures put in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>Initiates and responds to many opportunities for school-community collaborations and partnerships. Systems and procedures put in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>Initiates and responds to multiple and varied opportunities for school-community collaborations and partnerships. Comprehensive systems and procedures were put in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>

STANDARD 5 – Ethical Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>A. Ensure a system of accountability for every student’s academic and social success</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Site visits ▪ Observations ▪ Staff climate survey ▪ PBIS ▪ Diverse populations achievement data (OAKS and graduation rates) ▪ Site visits/observation ▪ Student discipline data (re. subgroup referrals or bullying in the school) ▪ Professional development workshops in this area and action plan 	<p>Utilizes little or no student data to inform instructional decisions, differentiate instruction, determine instructional interventions for students, or to inform decisions about improving staff effectiveness and leadership for student growth.</p>	<p>Occasionally reviews data and uses it in a limited or superficial manner to inform instructional decisions, differentiate instruction, or provides instructional interventions based on student learning results and to inform decisions about improving staff effectiveness and leadership for each student’s academic and social success.</p>	<p>Develops and communicates a system of accountability for the academic and social success of every student. The system includes a regular review of data that is used to inform instructional decisions, differentiate instruction, and/or provide appropriate instructional interventions based on student learning results. It is also used to inform decisions about improving staff effectiveness and leadership for student growth, both academically and socially.</p>	<p>Develops and communicates a system of accountability for the academic and social success of every student. The system includes a systematic review of data that is consistently and effectively used to inform instructional decisions, differentiate instruction, provide appropriate instructional interventions based on student learning results, and other student needs. It is also used to inform decisions about improving staff effectiveness and leadership for student growth, both academically and socially.</p>

STANDARD 5 – Ethical Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Professional growth goal(s) ▪ Attendance at staff training ▪ School-wide professional development plan ▪ Site visits ▪ PLT notes reviewed ▪ Participation in teacher PLTs 	<p>Models ethical behavior and/or transparency and rarely engages educators in reflective dialogue.</p>	<p>Models ethical behavior and transparency, models reflective practice and self-awareness, and engages educators in reflective dialogue.</p>	<p>Models ethical behavior and transparency, practices reflective practice and self-awareness, and engages some educators in the school in ongoing reflective dialogue.</p>	<p>Consistently models ethical behavior and transparency, wove reflective practice and self-awareness into the culture and codes of the school, and modeled and provided a supportive environment for engaging all educators in the school in ongoing reflective dialogue.</p>

STANDARD 5 – Ethical Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>C. Safeguard the values of democracy, equity and diversity</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Survey ▪ Staff feedback ▪ Site visits ▪ Observations ▪ Staff climate survey 	<p>Collects and analyzes data in order to gain knowledge of the diverse school community, its needs, and resources.</p>	<p>Collects and analyzes data that is varied and from multiple sources in order to gain basic knowledge of the diverse school community and its needs and resources and uses the analysis to encourage the values of democracy, equity, and/or diversity.</p>	<p>Collects and analyzes data that is varied and from multiple sources in order to gain adequate knowledge of the diverse school community and its needs and resources and used this analysis to safeguard the values of democracy, equity, and diversity.</p>	<p>Systematically collects and analyzes data that was varied and from multiple sources in order to gain extensive knowledge of the diverse school community and its needs and resources and used this analysis to continually safeguard the values of democracy, equity, and diversity.</p>
<p>D. Evaluate the potential ethical and legal consequences of decision-making</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Written reflection ▪ Site visits/observation ▪ Staff climate survey ▪ Conversations 	<p>Makes use of potential ethical and legal consequences as part of the decision making process in the school.</p>	<p>Evaluates the potential ethical and legal consequences of decisions made at administrative and classroom levels in the school.</p>	<p>Evaluates the potential ethical and legal consequences of decisions made at administrative and classroom levels in the school.</p>	<p>Consistently evaluates the potential ethical and legal consequences of decisions made at administrative classroom levels in the school.</p>

STANDARD 5 – Ethical Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>E. Promote social justice and ensure that individual student needs inform all aspects of schooling</p> <p>Suggested Evidence: Observation and reports of:</p> <ul style="list-style-type: none"> ▪ Acquisition of advocacy skills in order to support the needs of staff and students, and the ability to communicate those needs in ways that are heard and respected. ▪ Employment of multiple communication strategies to engage and collaborate effectively with all stakeholders. ▪ Acting with justice and fairness in applying federal, state laws and district policies as related to educational issues. ▪ Modeling the principles of self-awareness, reflective practice, transparency, and ethical behavior. 	<p>Is aware of few of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services and made minimal use of these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population.</p> <p>Maintains a system, or an incomplete or ineffective system put in place, to evaluate the effectiveness of school, district, and external resources and services in promoting social justice and meeting the needs of the students.</p>	<p>Is aware of some of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services and made limited use of these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population.</p> <p>Maintains a limited or ambiguous system to evaluate the effectiveness of school, district, and external resources and services in promoting social justice and meeting the needs of the students.</p>	<p>Is aware of many of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services and used these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population.</p> <p>Maintains an appropriate evaluation system, but it is not consistently used to evaluate the effectiveness of school, district, and external resources and services in promoting social justice and meeting the needs of the students.</p>	<p>Is aware of a variety of the school and/or district-provides student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services, maximizing the use of these resources consistently to promote social justice and to meet the mental, physical, and emotional needs of the student population.</p> <p>Maintains a comprehensive system, and it is consistently used to evaluate and provide feedback on the effectiveness of school, district, and external resources and services in promoting social justice and meeting the needs of the students.</p>

STANDARD 6 – Socio-Political Context

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>A. Advocates for children, families, and caregivers</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Meeting attendance at community organizing events ▪ Local community grants for student support ▪ Community members participation at the school ▪ Site visits ▪ Conversations 	<p>Seeks appropriate provisions to ensure equitable opportunities for success for every student.</p>	<p>Plans for components and changes that could lead to equity or appropriate provisions to ensure opportunities for success for every student.</p>	<p>Advocates for equity and adequacy in providing for students’ and families’/ caregivers’ educational, physical, emotional, social, cultural, legal, and economic needs to enable every student to meet educational expectations and policy goals.</p>	<p>Advocates for equity and adequacy in providing for students’ and families’/ caregivers’ educational, physical, emotional, social, cultural, legal, and economic needs while also training others to advocate for equity and appropriate provisions to ensure opportunities for success for every student.</p>
<p>B. Act to influence local, district, state, and national decisions affecting student learning</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ Participation in local, state, and/or national education advocacy groups ▪ Parent outreach and education events ▪ Presentations at service clubs and community groups ▪ Staff, parent, and community survey data 	<p>Seeks relationships with stakeholders and policy makers regarding education.</p>	<p>Identifies key leaders among stakeholders and policymakers who can influence local, district, state, and national decisions affecting student learning</p>	<p>Develops relationships with a range of stakeholders and policymakers to identify and influence local, district, state, and national decisions affecting student learning.</p>	<p>Actively develops relationships with and taught others the techniques for developing relationships across a range of individuals to identify and influence local, district, state, and national decisions affecting student learning.</p>

STANDARD 6 – Socio-Political Context

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Indicator	Level 1 / Ineffective	Level 2 / Emerging	Level 3 / Effective	Level 4 / Highly Effective
<p>C. Assess, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies</p> <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ▪ School improvement action plans and results ▪ Parent and community feedback ▪ Participation in district level committees and action groups ▪ Staff feedback ▪ Conversations 	<p>Keeps up with emerging trends and initiatives.</p>	<p>Is aware of emerging trends and initiatives and how these might impact education.</p>	<p>Routinely assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.</p>	<p>Consistently assesses analyzes, and collaborates with other educational leaders to anticipate emerging trends and initiatives in order to adapt leadership strategies.</p>

STUDENT GROWTH AND PROFESSIONAL GOAL SETTING FORM

ADMINISTRATOR TEMPLATE

Administrator: _____

School: _____ School Year: _____

Supervisor: _____ Date: _____

Goal-Setting Conference	<p>Content - Goal 1 (from Category 1)</p> <ul style="list-style-type: none"> • The goal is being written around which grade/subject/level? 	
	<p>Context</p> <ul style="list-style-type: none"> • What are the characteristics or special learning circumstances of my school? 	
	<p>Baseline Data</p> <ul style="list-style-type: none"> • What are the learning needs of my students? • Attach supporting data. 	
	<p>Student Growth Goal Statement</p> <ul style="list-style-type: none"> • Does my goal meet the SMART criteria? 	
	<p>Resources and Support:</p> <ul style="list-style-type: none"> • What resources and support do I need to meet my Growth Goal? 	
	<p>Content - Goal 2 (from Category 1, 2 or 3)</p> <ul style="list-style-type: none"> • The goal is being written around which grade/subject/level? 	
	<p>Context</p> <ul style="list-style-type: none"> • What are the characteristics or special learning circumstances of my school? 	
	<p>Baseline Data</p> <ul style="list-style-type: none"> • What are the learning needs of my students? • Attach supporting data. 	
	<p>Student Growth Goal Statement</p> <ul style="list-style-type: none"> • Does my goal meet the SMART criteria? 	
	<p>Resources and Support:</p> <ul style="list-style-type: none"> • What resources and support do I need to meet my Growth Goal? 	
	<p>Content - Goal 3 (from Category 4 - Evaluation)</p> <ul style="list-style-type: none"> • Focus Area of Evaluation Implementation 	
	<p>Context</p> <ul style="list-style-type: none"> • What are the characteristics or special learning circumstances of my school? 	
	<p>Baseline Data</p> <ul style="list-style-type: none"> • Areas for improvement 	
	<p>Student Growth Goal Statement</p> <ul style="list-style-type: none"> • Does my goal meet the SMART criteria? 	
	<p>Resources and Support:</p> <ul style="list-style-type: none"> • What resources and support do I need to meet my Growth Goal? 	

Sign-Off at Initial collaborative Meeting: Date: _____ Teacher: _____ Administrator: _____

	Professional Growth Goal <ul style="list-style-type: none"> • What do I want to change about my leadership that will effectively impact student learning? • What is my personal learning necessary to make that change? • What are my measures of success? 			
	Strategies for Improvement <ul style="list-style-type: none"> • How will achieving my goal improve student learning? • How might I team with my colleagues to achieve my goal? 			

Mid-Year Review	Collaborative Mid-Year Goal Review <ul style="list-style-type: none"> • What progress has been made? • Include a reflection on goals. • Attach supporting data. 			
	Strategy Modification <ul style="list-style-type: none"> • What adjustments need to be made to my strategies? 			
	Administrator Signature:	Date:	Evaluator Signature:	Date:

Summative Conference	End-of-Year Data <ul style="list-style-type: none"> • What does the end of the year data show? • Attach data 			
	Reflection on Results <ul style="list-style-type: none"> • Overall, what worked, or what should be refined? 			
	Professional Growth Plan Implications <ul style="list-style-type: none"> • How can I use these results to support my professional growth? 			
	Administrator Signature:	Date:	Evaluator Signature:	Date:

Principal/Educational Leader Evaluation Form

To be completed by direct Evaluating Administrator and/or Superintendent, with input from Cabinet Members.

1 = Ineffective 2 = Emerging 3 = Effective 4 = Highly Effective

Visionary Leadership: Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

The educational leader collaboratively develops and implements a shared vision and mission.	1	2	3	4	NA
The educational leader collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning.	1	2	3	4	NA
The educational leader creates and implements plans to achieve goals.	1	2	3	4	NA
The educational leader promotes continuous and sustainable improvement.	1	2	3	4	NA
The educational leader monitors and evaluates progress and revises plans accordingly.	1	2	3	4	NA

Instructional Improvement: Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

The educational leader nurtures and sustains a culture of collaboration, trust, learning and high expectations.	1	2	3	4	NA
The educational leader ensures the development of assessment and accountability systems to monitor student progress.	1	2	3	4	NA
The educational leader develops the instructional and leadership capacity of staff.	1	2	3	4	NA
The educational leader promotes the use of the most effective and appropriate technologies to support teaching and learning.	1	2	3	4	NA
The educational leader monitors and evaluates the impact of instruction.	1	2	3	4	NA

Effective Management: Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

The educational leader obtains, allocates, aligns and efficiently uses human, fiscal and technological resources.	1	2	3	4	NA
The educational leader promotes and protects the welfare and safety of students and staff.	1	2	3	4	NA
The educational leader ensures teacher and organizational time is focused to support quality instruction and student learning.	1	2	3	4	NA

Inclusive Practice: Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

The educational leader collects and analyzes data pertinent to student equity and achievement gaps.	1	2	3	4	NA
The educational leader understands and integrates the community's diverse cultural, social and intellectual resources.	1	2	3	4	NA
The educational leader builds and sustains positive and productive relationships with all stakeholders and involves them in school decision-making processes.	1	2	3	4	NA

Ethical Leadership: Acting with integrity, fairness, and in an ethical manner.

The educational leader demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions to promote such respect	1	2	3	4	NA
The educational leader demonstrates behaviors that are honest, transparent and consistent.	1	2	3	4	NA
The educational leader ensures a system of accountability for every student's academic and social success.	1	2	3	4	NA

Socio-Political Context: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The educational leader advocates for children and families.	1	2	3	4	NA
The educational leader acts to influence local, district, state and national decisions affecting student learning.	1	2	3	4	NA
The educational leader accesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies.	1	2	3	4	NA

Principal/Educational Leader Self-Evaluation Form

Principal/Educational leader: _____

This self-reflection is designed for you to rate yourself in each of the DDS D leadership performance standards. The results of this evaluation will be discussed with your supervisor at your final evaluation and will be used as one piece of evidence in guiding your professional development.

Reflect on each statement and rate yourself (1 = Ineffective 2 = Emerging 3 = Effective 4 = Highly Effective) **based on the DDS D Leadership Performance Standard Rubric.**

Any area in which you identify yourself as highly effective, you must submit related artifacts and evidence.

Visionary Leadership: Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Guiding Statement	Rating
Do I collaboratively develop and implement a shared vision and mission?	
Do I collect and use data to identify goals, assess organizational effectiveness and promote organizational learning?	
Do I create and implement plans to achieve goals?	
Do I promote continuous sustainable improvement?	
Do I monitor and evaluate progress and revise plans accordingly?	

Instructional Improvement: Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Guiding Statement	Rating
Do I nurture and sustain a culture of collaboration, trust, learning and high expectations?	
Do I ensure the development of assessment and accountability systems to monitor student progress?	
Do I develop the instructional and leadership capacity of staff?	
Do I promote the use of the most effective and appropriate technologies to support teaching and learning?	
Do I monitor and evaluate the impact of instruction?	

Effective Management: Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Guiding Statement	Rating
Do I obtain, allocate, align and efficiently use human, fiscal and technological resources?	
Do I promote and protect the welfare and safety of students and staff?	
Do I ensure teacher and organizational time is focused to support quality instruction and student learning?	

Inclusive Practice: Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

Guiding Statement	Rating
Do I collect and analyze data pertinent to student equity and achievement gaps?	
Do I understand and integrate the community's diverse cultural, social and intellectual resources?	
Do I build and sustain positive and productive relationships with all stakeholders and involve them in school decision-making processes?	

Ethical Leadership: Acting with integrity, fairness, and in an ethical manner.

Guiding Statement	Rating
Do I demonstrate respect for the rights of others with regard to confidentiality and dignity and engage in honest interaction to promote such respect?	
Do I demonstrate behaviors that are honest, transparent and consistent?	
Do I ensure a system of accountability for every student's academic and social success?	

Socio-Political Context: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Guiding Statement	Rating
Do I advocate for children and families?	
Do I act to influence local, district, state and national decisions affecting student learning?	
Do I access, analyze and anticipate emerging trends and initiatives in order to adapt my leadership strategies?	

Areas for professional growth:

DDSD Leadership Performance Summary

Principal/Educational Leader Name: _____

The following definitions are used as a guide to evaluate a Principal's/Educational Leader's performance.

INEFFECTIVE: The performance does not meet the goal = 1 point

EMERGING: The performance is progressing towards the goal = 2 points

EFFECTIVE: The performance displays significant progress towards the goal or meets the goal = 3 points

HIGHLY EFFECTIVE: The performance exceeds the goal = 4 points

NOT APPLICABLE (N/A): This area is not pertinent to the goal

Professional Practice and Responsibilities

Visionary Leadership: Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Please rate each Standard with its numerical value

Standard 1	Ineffective - 1	Emerging - 2	Effective - 3	Highly Effective - 4	N/A
The educational leader collaboratively develops and implements a shared vision and mission.					
The educational leader collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning.					
The educational leader creates and implements plans to achieve goals.					
The educational leader promotes continuous and sustainable improvement.					
The educational leader monitors and evaluates progress and revises plans accordingly.					

INSTRUCTIONAL IMPROVEMENT: Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Please rate each Standard with its numerical value

Standard 2	Ineffective - 1	Emerging - 2	Effective - 3	Highly Effective - 4	N/A
The educational leader nurtures and sustains a culture of collaboration, trust, learning and high expectations.					
The educational leader ensures the development of assessment and accountability systems to monitor student progress.					
The educational leader develops the instructional and leadership capacity of staff.					
The educational leader promotes the use of the most effective and appropriate technologies to support teaching and learning.					
The educational leader monitors and evaluates the impact of instruction.					

EFFECTIVE MANAGEMENT: Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Please rate each Standard with its numerical value

Standard 3	Ineffective - 1	Emerging - 2	Effective - 3	Highly Effective - 4	N/A
The educational leader obtains, allocates, aligns and efficiently uses human, fiscal and technological resources.					
The educational leader promotes and protects the welfare and safety of students and staff.					
The educational leader ensures teacher and organizational time is focused to support quality instruction and student learning.					

INCLUSIVE PRACTICE: Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

Please rate each Standard with its numerical value

Standard 4	Ineffective - 1	Emerging - 2	Effective - 3	Highly Effective - 4	N/A
The educational leader collects and analyzes data pertinent to student equity and achievement gaps.					
The educational leader understands and integrates the community's diverse cultural, social and intellectual resources.					
The educational leader builds and sustains positive and productive relationships with all stakeholders and involves them in school decision-making processes.					

ETHICAL LEADERSHIP: Acting with integrity, fairness, and in an ethical manner.

Please rate each Standard with its numerical value

Standard 5	Ineffective - 1	Emerging - 2	Effective - 3	Highly Effective - 4	N/A
The educational leader demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions to promote such respect.					
The educational leader demonstrates behaviors that are honest, transparent and consistent.					
The educational leader ensures a system of accountability for every student's academic and social success.					

SOCIO-POLITICAL CONTEXT: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Please rate each Standard with its numerical value

Standard 6	Ineffective - 1	Emerging - 2	Effective - 3	Highly Effective - 4	N/A
The educational leader advocates for children and families.					
The educational leader acts to influence local, district, state and national decisions affecting student learning.					
The educational leader accesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies.					

Additional Comments:

Principal/Educational Leader Evaluation Results

The following thresholds are used for this evaluation

3.6 - 4.0 = 4

2.81 - 3.59 = 3

1.99 - 2.8 = 2

<1.99 = 1

Scoring Rule

If the Principal/Educational Leader scores two 1's in any component and their score falls between 1.99 - 2.499, the Principal/Educational Leader performance level cannot be rated above a 1.

Please calculate the Professional Practice and Responsibilities score. Add each of the twenty-two scores. _____

Divide this number by 22 for final average score.

Final PPR score: _____

Student Learning and Growth Goals: Educational leaders will establish at least three SMART goals as evidence of the educational leader’s contribution to school-wide student learning and growth. At least one goal must come from Category 1 on the following table, one goal from Category 2 and/or 3, and one goal from Category 4. Administrators must also set one Professional Growth Goal.

Please rate each Goal with its numerical value

Goal 1	Ineffective	Emerging	Effective	Highly Effective	N/A
Evidence of educational leaders’ impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to overall school success.					

Goal 2	Ineffective	Emerging	Effective	Highly Effective	N/A
Evidence of educational leaders’ impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to overall school success.					

Additional Comments:

Scoring Student Learning and Growth (SLG) Goals

SLG Quality Review Checklist

Before SLG goals are finalized for teacher and administrator evaluations, this checklist should be used in order to approve them. For an SLG goal to be approved, all criteria must be met.

Baseline Data	Yes	No
Is baseline data used to make data-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?		
Student Learning and Growth Goals		
Is the SLG goal written as a “growth” goal vs. “achievement” goal (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time)?		
Does the SLG goal describe a “target” or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Scoring Rubric:

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the educator and the supervisor/evaluator.

Exemplary (Level 4)	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Proficient (Level 3)	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Basic (Level 2)	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Unsatisfactory (Level 1)	This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

Student Learning and Growth (SLG)

- Using the Oregon SLG Goal scoring rubric, determine the performance level of each SLG.
- Use the following thresholds to determine SLG level:

Unsatisfactory (Level 1)	Basic (Level 2)	Proficient (Level 3)	Exemplary (Level 4)
1 on both goals	2 on both goals	3 on both goals	4 on both goals
1 on one goal & 2 on one goal	2 on one goal & 3 on one goal	3 on one goal & 4 on one goal	
	3 on one goal & 1 on one goal	4 on one goal & 2 on one goal	
	4 on one goal & 1 on one goal		

Please rate each Goal with its numerical value

Goal 1	Ineffective	Emerging	Effective	Highly Effective	N/A
Evidence of educational leaders' impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to overall school success.					

Goal 2	Ineffective	Emerging	Effective	Highly Effective	N/A
Evidence of educational leaders' impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to overall school success.					

Additional Comments:

Final SLG score: _____

Overall Rating:

Please calculate the overall rating. Use the following matrix to determine final overall rating.

Y-axis: Professional Practices and Responsibilities	Level 4 (Exemplary)	COLLABORATIVE PATH With focus on SLG Goals *SLG INQUIRY due to LOW level of fidelity between measures 3	FACILITATIVE or COLLABORATIVE PATH With focus on SLG Goals Determined post inquiry *SLG INQUIRY due to only SOME level of fidelity between measures 4 or 3	FACILITATIVE PATH Educator leads development of Professional Growth Path GOOD level of fidelity between measures 4	FACILITATIVE PATH Educator leads development of Professional Growth Path HIGHEST level of fidelity between measures 4
	Level 3 (Proficient)	COLLABORATIVE or CONSULTING PATH With focus on SLG Goals Determined post inquiry *SLG INQUIRY due to SOME level of fidelity between measures 3 or 2	COLLABORATIVE PATH With focus on SLG Goals GOOD level of fidelity between measures 3	COLLABORATIVE PATH Educator and evaluator collaboratively develop Professional Growth Path HIGHEST level of fidelity between measures 3	COLLABORATIVE PATH Educator and evaluator collaboratively develop Professional Growth Path GOOD level of fidelity between measures 3
	Level 2 (Basic)	CONSULTING PATH With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Path GOOD level of fidelity between measures 2	CONSULTING PATH With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Path HIGHEST level of fidelity between measures 2	CONSULTING PATH Evaluator consults with the educator and guides development of Professional Growth Path GOOD level of fidelity between measures 2	COLLABORATIVE or CONSULTING PATH Determined post inquiry *PP/PR INQUIRY due to only SOME level of fidelity between measures 3 or 2
	Level 1 (Unsatisfactory)	DIRECTED PATH With focus on SLG Goals Evaluator determines Professional Growth Path Highest level of fidelity between measures 1	DIRECTED PATH With focus on SLG Goals Evaluator determines Professional Growth Path GOOD level of fidelity between measures 1	CONSULTING or DIRECTED PATH Determined post inquiry *PP/PR INQUIRY due to only SOME level of fidelity between measures 2 or 1	CONSULTING PATH Evaluator consults with the educator and guides development of Professional Growth Path *PP/PR INQUIRY due to LOW level of fidelity between measures 3 or 2
		Level 1 (Unsatisfactory)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Exemplary)
	X-axis: Student Learning and Growth				

Final Overall Rating: _____