



Professional Capital

Common Evaluation Guidelines for Teachers and Leaders

On August 6, 2013, the U.S. Department of Education granted an ESEA Waiver to eight California school districts marking an historic shift from state control and accountability to a collaborative model of local accountability. This collaboration, managed by the California Office to Reform Education (CORE) sets a new standard for cross-district communities of shared knowledge rather than silos of compliance or “lighthouse” exemplars. Together, these districts can serve as a model for the rest of the state in a more powerful way than any one of them can alone.

CORE’s waiver is rooted in shared learning and responsibility for student achievement and partnership with the families and communities they serve. It is designed to instill a new collective and individual moral imperative to prepare all students for successful futures—nested in the specific needs of California students, with an all-encompassing focus on eliminating disparities between subgroups. This plan is grounded in the concept of moral imperative highlighted in the work of Michael Fullan, Ph.D.¹ and described succinctly in his paper “Choosing the Wrong Drivers for Whole System Reform.”²

CORE’s goal in focusing on effective leadership and instruction is to fundamentally transform the way participating LEAs recruit, prepare, evaluate, and develop effective teachers and leaders to ensure that every student will have access to highly effective teachers and leaders. All participating LEAs want teachers and administrative leaders to feel valued as professionals who have constant opportunities to learn, grow, and be rewarded for their dedication and results.

To best support the development and implementation of robust evaluation systems employing the guidelines laid out within the waiver application, the participating LEAs believe that the design and delivery of support systems/processes based on each LEA’s local context is critical. To that end, CORE convenings of the eight districts sought not to limit successful practices or systems in place in CORE districts, but to broaden their scope, find commonalities across districts, and foster communities of shared knowledge.

The Role of Student Learning in CORE District Evaluations

The waiver lays out two options from which CORE districts will choose to incorporate student growth measures³ as part of the evaluation. Option 1 is referred to as the “trigger” system. In this model, evaluations consist of two counterbalancing parts. The first, *Professional Practice*, is measured and rated on four performance levels as designed locally and in alignment with a common set of effectiveness indicators described later in this document. The second is the *Impact of Student Learning* – or growth measure for a classroom or larger group of students for which the educator is responsible. If these two parts are equally strong or weak, the designated rating is clear. If, however, one part is significantly higher or lower than the other, this will trigger a conversation between the educator and his/her supervisor regarding appropriate

¹ [Professor Emeritus](#) at the Ontario Institute for Studies in Education at the [University of Toronto](#), and Special Adviser on Education to [Dalton McGuinty](#), the Premier of Ontario.

² Fullan, M. (2011). *Choosing the Wrong Drivers for Whole System Reform*. Centre for Strategic Education. Retrieved 2012, from <http://www.michaelfullan.ca/media/13396088160.pdf>.

³ A growth model incorporating SBAC assessment results will be determined with input from the CORE districts by 2014 and piloted in 2014-2015 along with new evaluation systems.

supports, interventions or further investigation as determined locally. Figure 1 (below) illustrates the two parts of an evaluation.

Student Learning as a Significant Component of Teacher and Principal Evaluation and Support Systems

The ‘trigger’ system includes an evaluation based on professional practice and impact on student learning.

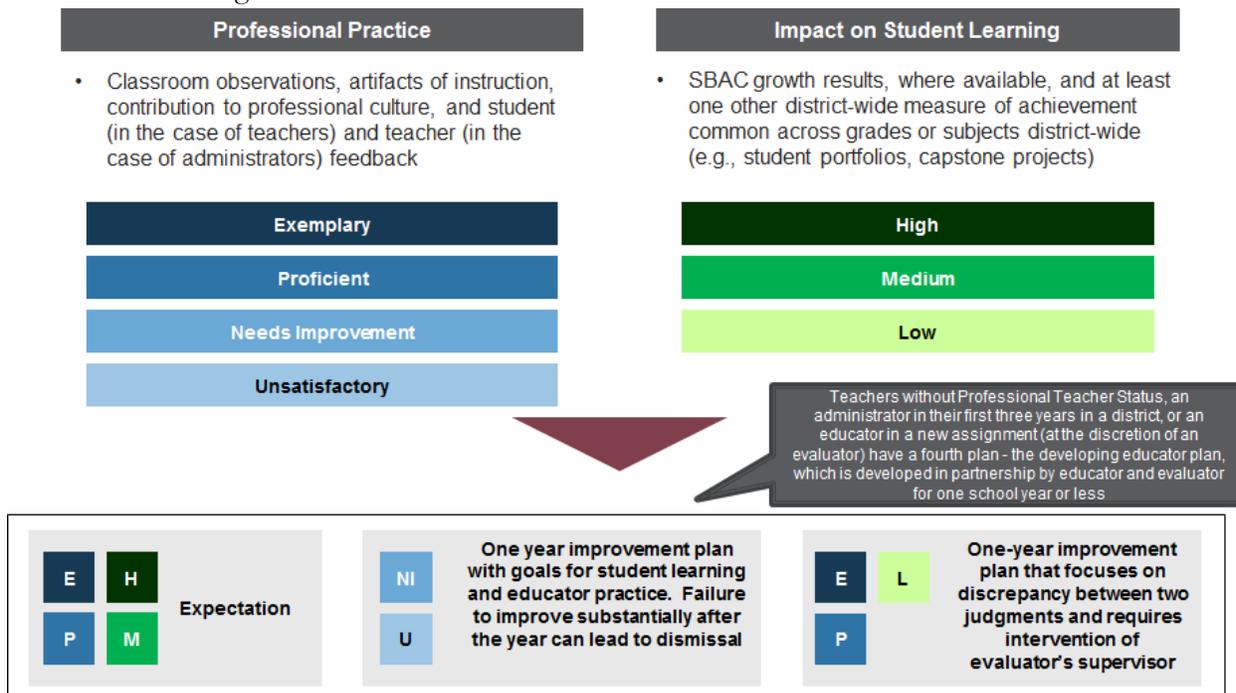


Figure 1.

In Option 2, districts may choose to set a predetermined weight to student growth of 20% or more for the *Impact on Student Learning* portion of the evaluation. Figure 2 (below) illustrates these two options.

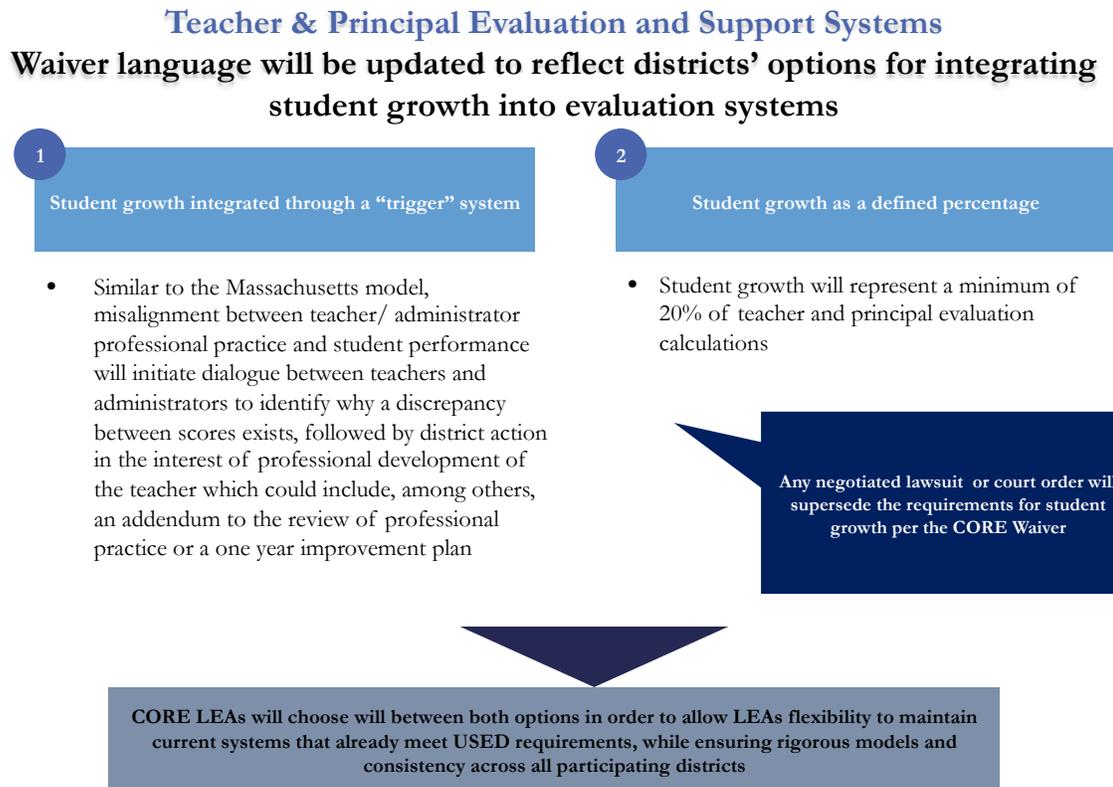


Figure 2.

As districts design both aspects of their evaluation systems for teachers and administrators in partnership with local stakeholders, they will be required to ensure that the new systems align with waiver requirements and the common effectiveness indicators described in the next section. A cycle of review will take place to support this process as illustrated in Figure 3, below.

Evaluation System Cycle of Review

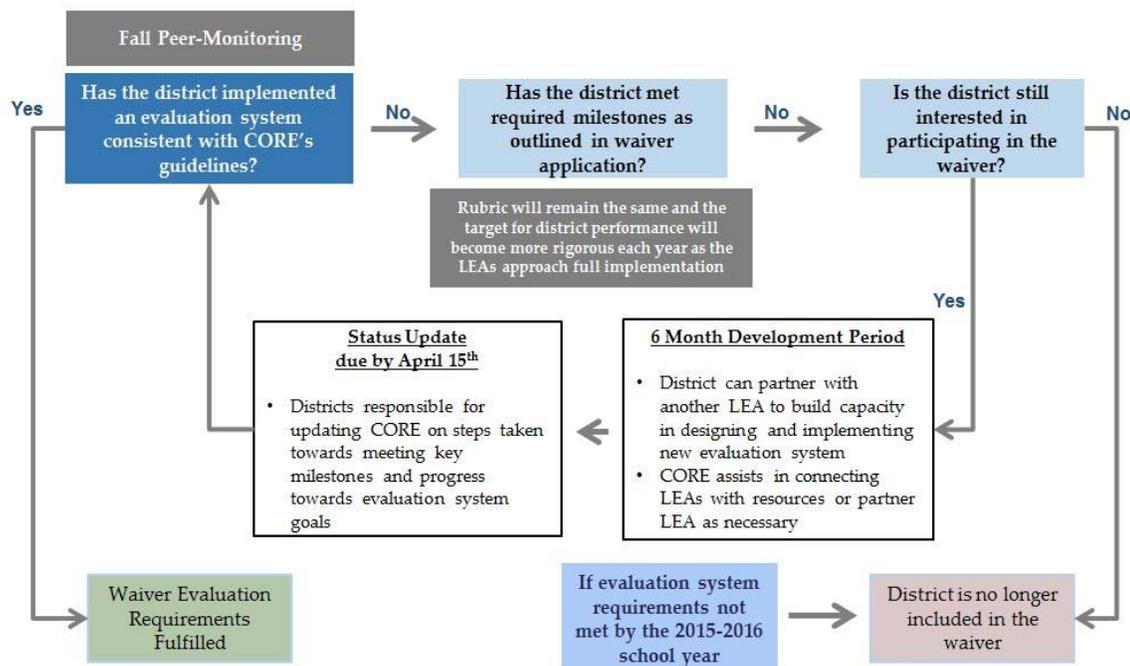


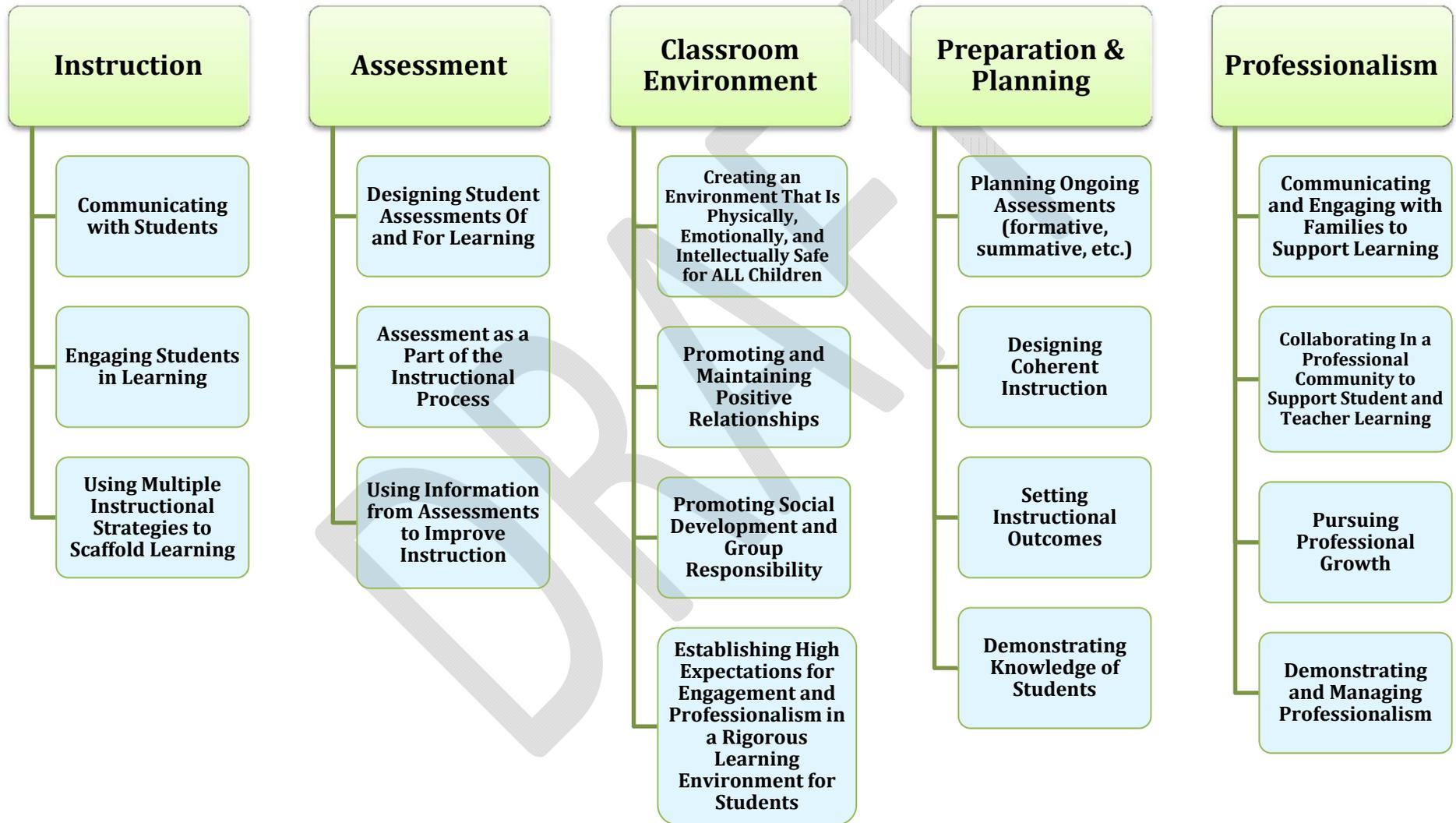
Figure 3.

Common Effectiveness Priorities, Actions and Indicators for Teachers and Leaders

The evaluation guidelines described next are the result of multiple cross-district collaborations based on current research and existing evaluation systems within the CORE collaborative. The guidelines reflect broad agreements across the CORE LEAs about the aspects of teaching and leadership practice that are most essential and can be measured in multiple ways within each local context. For teachers, the guidelines draw heavily on the work of Charlotte Danielson and existing standards for the teaching profession such as the California Standards for the Teaching Profession (CSTPs). For leadership, the work draws upon Superintendent Torlekson's education excellence taskforce's *Greatness by Design*, the California Professional Standards for Educational Leaders (CPSEL) developed by WestEd, and the National Center for Education Achievement (NCEA) Frameworks. The guidelines encompass broad priorities, each with distinct components, actions and indicators to which the LEAs will align their local evaluation systems.

Common Educator Effectiveness Guidelines for Teachers

September 2013 Draft



Teacher Priority: Instruction

Instruction.1: Communicating with Students

Component	Actions	Sample Indicators
Instruction.1.1	Teacher clearly communicates the purpose of each lesson	Observations and artifacts indicate the classroom teacher clearly communicates learning expectations for all students.
Instruction.1.2	Teacher clearly directs students in their activities	Students can articulate what they are supposed to be doing and why.
Instruction.1.3	Teacher uses both oral and written instructions and communications	Teacher instructions, assignments, course outlines and lesson plans demonstrate effective use of written and oral communication.
Instruction.1.4	Teacher uses language or images in ways that supports student learning	<ul style="list-style-type: none"> • Correct and imaginative use of language is observed. • Use of academic language.

Instruction.2: Engaging Students in Learning

Component	Actions	Sample Indicators
Instruction.2.1	Teacher models the value of shared learning in the classroom	Students are given multiple and diverse opportunities to work, share and learn together. For example: <ul style="list-style-type: none"> • Project-based learning • Field Trips • Peer-review • Small group discussions
Instruction.2.2	Teacher utilizes activities and assignments that are engaging and relevant for students.	<ul style="list-style-type: none"> • Students show enthusiasm and interest. • Students are active, not passive.
Instruction.2.3	Teacher groups or organizes students for learning in a variety of ways to promote engagement.	Students appear motivated to work.
Instruction.2.4	Teacher uses engaging materials and resources.	Students appear to be using materials and resources effectively.
Instruction.2.5	Teacher utilizes appropriate structure and pacing to keep all children engaged and to maximize learning time.	Students do not appear bored or rushed.

Teacher Priority: Instruction, cont.

Instruction.3: Using Multiple Instructional Strategies to Scaffold Learning

Component	Actions	Sample Indicators
Instruction.3.1	Teacher uses a variety of questioning and discussion techniques	<ul style="list-style-type: none"> • Teacher is observed asking open-ended questions. • Students ask questions and encouraged to formulate questions in a variety of ways. • Teacher observed questioning in order to push students toward high-level thinking.
Instruction.3.2	Teacher designs activities that scaffold learning.	<ul style="list-style-type: none"> • Students are grouped to encourage peer learning • Students are observed challenging each other to high-order thinking. • Teacher uses strategies and resources that break big concepts into manageable components.
Instruction.3.3	Teacher designs homework, projects and writing assignments to reinforce learning	Student work and writing samples reflect understanding of the content

Instruction.4: Using Formative Assessment in Instruction

Component	Actions	Sample Indicators
Instruction.4.1	Teacher articulates assessment criteria	<ul style="list-style-type: none"> • Assessment criteria is documented in the classroom • Students demonstrate a clear understanding of the criteria (e.g. clear oral presentations, correct spelling, etc.) • Teacher-created rubrics
Instruction.4.2	Teacher uses formative assessment data to monitor student learning	<ul style="list-style-type: none"> • Teacher observed posing questions created to elicit evidence of student understanding • Teacher records reflect careful tracking of student progress
Instruction.4.3	Teacher uses formative assessment data to give feedback to students	<ul style="list-style-type: none"> • Teacher observed circulating and giving students direct feedback • Quality feedback on written assignments
Instruction.4.4	Teacher helps students to monitor their own progress using formative assessments and data	<ul style="list-style-type: none"> • Students are observed assessing their own work against criteria or rubric • Students participating in peer review

Teacher Priority: Assessment

Assessment.1: Designing Student Assessments Of and For Learning		
Component	Actions	Sample Indicators
Assessment.1.1	Teacher aligns assessments with learning targets	Assessment tasks selected are relevant to the objective for the lesson
Assessment.1.2	Teacher articulates criteria for proficiency clearly prior to assessment	Lesson plan review shows learning targets articulated
Assessment.1.3	Teacher creates formative assessment opportunities within instruction	Lesson plan review shows formative assessment opportunities articulated
Assessment.1.4	Teacher designs assessment results to determine next steps in instruction	Lesson plan review indicates how student responses will be reviewed and how instruction modifications would occur.

Assessment.2: Assessment as a Part of the Instructional Process		
Component	Actions	Sample Indicators
Assessment.2.1	Teacher articulates the assessment criteria for the lesson/units	<ul style="list-style-type: none"> • Lesson/unit/curriculum map objectives are posted or stated by the teacher • Students can explicitly articulate the assessment criteria of the lesson/units
Assessment.2.2	Teacher actively monitors student learning during instruction	<ul style="list-style-type: none"> • Teacher gives feedback to students • Students self-assess and monitor their own learning

Assessment.3: Using Information from Assessments to Improve Instruction		
Component	Actions	Sample Indicators
Assessment.3.1	Teacher applies knowledge of the purposes, characteristics and uses of different types of assessment	<ul style="list-style-type: none"> • Assessment <u>for</u> learning processes result in descriptive feedback and instructional adjustments • Assessment <u>of</u> learning processes used for evaluative feedback (part of a coherent grading system) • Assessment prompts match the Webb's Depth of Knowledge, processes and item type formats described in the CCSS and SBAC
Assessment.3.2	Teacher reviews data individually and with colleagues to monitor student learning	Teacher brings and discusses assessment data to collaborative meetings, and applies findings (recorded in summaries, meeting notes, agendas)
Assessment.3.3	Teacher communicates with students, families and other stakeholders about student achievement	Written/online artifacts; parent survey responses; observation of conversations

Teacher Priority: Classroom Environment

Classroom Environment.1: Creating an Environment That is Physically, Emotionally, and Intellectually Safe for ALL Children

Component	Actions	Sample Indicators
Classroom Environment.1.1	Teacher establishes rules, expectations, and accountability systems	Teacher implementation of an accountability system. For example: <ul style="list-style-type: none"> • Discipline Referrals • Classroom vision statements • Posted norms & expectations

Classroom Environment.2: Promoting and Maintaining Positive Relationships

Component	Actions	Sample Indicators
Classroom Environment.2.1	Teacher monitors and responds to student behavior in a timely and effective manner	Observations and data indicate classroom interactions are positive and respectful. For example: <ul style="list-style-type: none"> • Classroom vision statements • Parent and student surveys • Student referrals • Parent/teacher surveys • Student behavior contracts
Classroom Environment.2.2	Teacher manages procedures, transitions and routines effectively	<ul style="list-style-type: none"> • Student observed moving and transitioning through the day without incident. • Student referral rates • Incident reports
Classroom Environment.2.3	Teacher promotes a sense of community and safety within the classroom	<ul style="list-style-type: none"> • Students observed taking risks to share ideas • Students observed helping each other • Students observed acting with empathy to one another • Student/parent survey

Classroom Environment.3: Promoting Social Development and Group Responsibility

Component	Actions	Sample Indicators
Classroom Environment.3.1	Teacher provides opportunities for students to meaningfully interact in a collaborative setting.	Classroom artifacts demonstrate collaborative learning. For example: <ul style="list-style-type: none"> • Cooperative learning structures • Project-based learning • Academic discourse • Student work samples • Furniture placement • Student survey

Teacher Priority: Classroom Environment, cont.

Classroom Environment.4: Establishing High Expectations for Engagement and Professionalism in a Rigorous Learning Environment for Students

Component	Actions	Sample Indicators
Classroom Environment.4.1	Teacher communicates the importance of learning and the expectation that all students can be successful.	Observations and data indicate students complete rigorous work. For example: <ul style="list-style-type: none">• Depth and complexity of student work• Text complexity• Depth of knowledge on all 4 levels• Common core calibrated work at grade level
Classroom Environment.4.2	Teacher cultivates a culture of high expectations.	

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Teacher Priority: Preparation and Planning

Preparation and Planning.1: Planning Ongoing Assessments (formative, summative, etc.)		
Component	Actions	Sample Indicators
Preparation and Planning.1.1	Teacher completes lesson plans that include formative assessments	Teacher's lesson plans reflect embedded assessment.
Preparation and Planning.1.2	Teacher uses diagnostic assessments	<ul style="list-style-type: none"> • Teacher's assessments are properly balanced between formative and summative outcomes. • Results of student formative assessments are reflected in instructional plans.
Preparation and Planning.1.3	Teacher aligns assessments with curriculum map	Informal walkthroughs in a teacher's classroom document use of checking for understanding strategies.
Preparation and Planning.1.4	Assessment results are designed to determine next steps in instruction	Teacher's re-teach calendar consistently reflects instructional planning informed by assessment results.

Preparation and Planning.2: Designing Coherent Instruction		
Component	Actions	Sample Indicators
Preparation and Planning.2.1	Teacher designs instruction in alignment with long and short-term learning goals in mind.	Structured lesson plans
Preparation and Planning.2.2	Teacher designs instruction to advance students to learning goals	Lesson plans reflect stated goals and desired outcomes
Preparation and Planning.2.3	Teacher designs instruction to provide opportunities to engage students in group learning.	Learning groups reflect thoughtful attention to desired learning outcomes and diversity of students

Preparation and Planning 3: Setting Instructional Outcomes		
Component	Actions	Sample Indicators
Preparation and Planning.3.1	Teacher sets clear outcomes for students based on Common Core Standards where applicable.	Scope and sequence reflects learning goals aligned to CCSS.
Preparation and Planning.3.2	Teacher clearly articulates learning goals to students	Teacher makes statements of student learning-not activity
Preparation and Planning.3.3	Teacher develops appropriate outcomes for diverse learners	Student work demonstrates an appropriately challenging cognitive level

Teacher Priority: Preparation and Planning, cont.

Preparation and Planning .4: Demonstrating Knowledge of Students		
Component	Actions	Sample Indicators
Preparation and Planning.4.1	Teacher plans instruction based on knowledge of students learning levels, needs and skills	Formal and informal information about students gathered by teacher for instructional planning
Preparation and Planning.4.2	Teacher plans and uses instructional accommodations to meet individual student needs	Teacher maintains records of student needs: <ul style="list-style-type: none"> • Response to Intervention Levels • Individual Education Plans • English Language Development Levels
Preparation and Planning.4.3	Teacher demonstrates knowledge of students' cultural and linguistic backgrounds	<ul style="list-style-type: none"> • Teacher connects and communicates with families in a culturally and linguistically appropriate manner. • Teacher's lessons reflect accommodations for English Learners and linguistic minorities.
Preparation and Planning.4.4	Teacher utilizes different instructional modalities	<ul style="list-style-type: none"> • Classroom-based student records and profile inform instructional planning • Use of technology and internet

Preparation and Planning.5: Demonstrating Knowledge of Resources		
Component	Actions	Sample Indicators
Preparation and Planning.5.1	Teacher models the value of shared learning in his/her professional life	Teacher is observed participating in multiple and diverse collaborations and communities focus on student learning and improving practice. For example: <ul style="list-style-type: none"> • Participating in: <ul style="list-style-type: none"> ○ PLCs ○ Virtual communities ○ Data Analysis ○ Mentoring ○ Team teaching ○ Lesson sharing ○ Group planning ○ Conferences and seminars
Preparation and Planning.5.2	Teacher aligns materials to desired learning outcomes	<ul style="list-style-type: none"> • Use of materials/resources provided by the district • Makes use of additional resources, such as those provided by professional organizations
Preparation and Planning.5.3	Teacher uses a diversity of teaching materials	<ul style="list-style-type: none"> • Use of a range of materials and tools from a variety of respected sources • Use of technology and internet

Teacher Priority: Professionalism

Professionalism.1: Communicating and Engaging with Families to Support Learning

Component	Actions	Sample Indicators
Professionalism.1.1	Teacher utilizes community and neighborhood resources.	<ul style="list-style-type: none"> System of information to track student progress (progress reports, Power School...)
Professionalism.1.2	Teacher frequently provides information to families regarding instructional programs and individual study progress.	<ul style="list-style-type: none"> Frequent & culturally appropriate information is sent home regarding instructional program and student progress. Uses class webpage, district website and email.
Professionalism.1.3	Teacher frequently offers opportunities for family engagement.	<ul style="list-style-type: none"> Calendar of classroom events and parent involvement indicates multiple opportunities throughout the year for parents to engage.

Professionalism.2: Collaborating In a Professional Community to Support Student and Teacher Learning

Component	Actions	Sample Indicators
Professionalism.2.1	Teacher actively participates in collaborative learning with peers both within school and across the district and other professional organizations.	<ul style="list-style-type: none"> Regular attendance at group planning meetings Regular attendance at professional development events Membership in professional organizations Participation in cross-district collaborations Participation in virtual communities of practice
Professionalism.2.2	Teacher maintains professional relationships that promote planning and working together.	<ul style="list-style-type: none"> Shared lesson plans Observes other teachers and invites others to observe in their classroom
Professionalism.2.3	Teacher's efforts move beyond professional duties to contribute to the larger educational community.	<ul style="list-style-type: none"> Serves as mentor or participates in mentoring program Participation in site and district networks for support and feedback.

Professionalism.3: Pursuing Professional Growth

Component	Actions	Sample Indicators
Professionalism.3.1	Teacher sets professional growth goals	<p>Locally defined evidence of professional growth. Planning inclusive of student achievement/growth. Examples:</p> <ul style="list-style-type: none"> Self-assessment Use multiple sources of data Set goals that are aligned with standards Develop a growth (professional development) plan.
Professionalism.3.2	Teacher pursues growth goals and documents activities	<ul style="list-style-type: none"> Teacher shows evidence of continual refinement of plan based on reflection Teacher shows evidence of continual refinement of plan based on the achievement of his/her students.

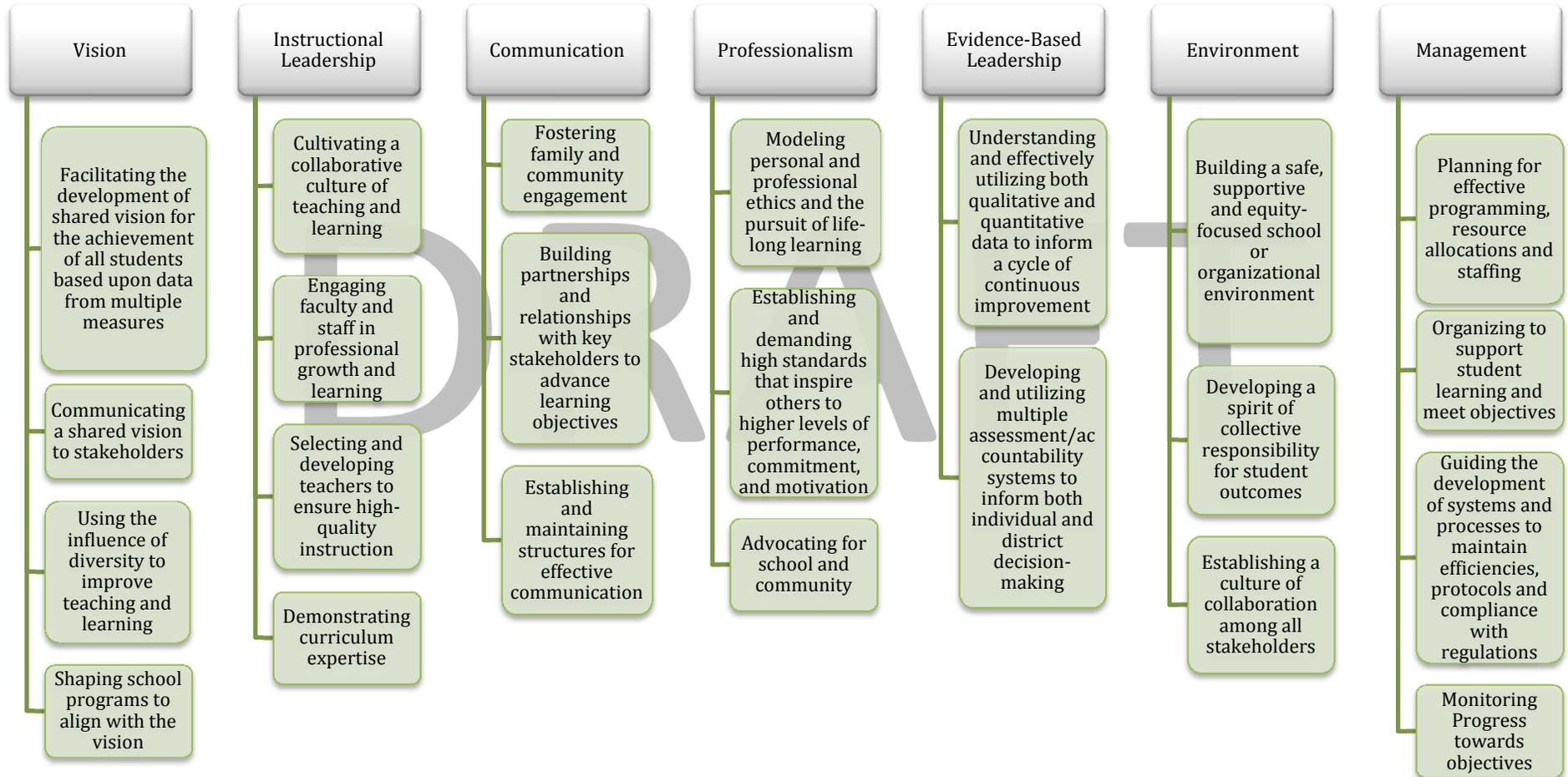
Teacher Priority: Professionalism, cont.

Professionalism.4: Demonstrating and Managing Professionalism

Component	Actions	Sample Indicators
Professionalism.4.1	Teacher acts with integrity and honesty	<ul style="list-style-type: none">• Student/parent surveys• Disciplinary record
Professionalism.4.2	Teacher puts student learning first in all professional considerations.	<ul style="list-style-type: none">• Student/parent surveys
Professionalism.4.3	Teacher supports colleagues and self to maintain motivation, resiliency and energy to ensure student learning.	<ul style="list-style-type: none">• Positive participation in school community events and collaborative activities
Professionalism.4.4	Teacher adheres to policies and established procedures.	<ul style="list-style-type: none">• Teacher consistently fulfills district mandates

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Common Educator Effectiveness Guidelines for Administrators



Leadership Priority: Instructional Leadership

Instructional Leadership.1: Engaging Faculty And Staff In Professional Growth And Learning

Component	Actions	Sample Indicators
Instructional Leadership.1.1	Leader facilitates meaningful differentiated professional development opportunities.	<ul style="list-style-type: none"> • Professional development calendars • Examples of professional development goals as promulgated by leader • Assessments, evaluations or surveys administered to teachers to determine needs
Instructional Leadership.1.2	Leader assesses professional growth and learning needs.	<ul style="list-style-type: none"> • Examples of individual teacher professional growth plans • Sample feedback provided by leader to teacher regarding professional growth goals
Instructional Leadership.1.3	Leader continuously improves knowledge and skills in educational technology use for self and staff.	<ul style="list-style-type: none"> • ET software is current and multi-faceted, meeting the needs of diverse learners • ET hardware is made available as appropriate, including assistive technology for students with learning disabilities or impairments

Instructional Leadership.2: Cultivating A Collaborative Culture Of Teaching And Learning

Component	Actions	Sample Indicators
Instructional Leadership.2.1	Leader creates systems and protocols to facilitate regular teacher collaboration between and across all grades and subject areas.	<ul style="list-style-type: none"> • Peer walk-throughs or instructional rounds programs • Grade level and subject-level meeting agendas and minutes • Published meeting protocols and norms
Instructional Leadership.2.2	Leader promotes and engages distributive leadership practices throughout the school or district.	<ul style="list-style-type: none"> • Posted teacher leadership opportunities • Number of teacher leadership positions available • Number of teachers involved in leadership outside of their classrooms

Leadership Priority: Instructional Leadership, cont.

Instructional Leadership.3: Selecting and Developing Teachers To Ensure High-Quality Instruction		
Component	Actions	Sample Indicators
Instructional Leadership.3.1	Leader conducts rigorous evaluations of staff based on evidence from multiple measures.	<ul style="list-style-type: none"> • Each instructional staff position has clearly articulated performance standards and expectations. • Staff evaluations are based on multiple ways of measuring progress towards and attainment of those expectations. • Evaluation results show teachers distributed across a range of categories based on their performance.
Instructional Leadership.3.2	Leader develops systems to monitor teaching and learning that provide actionable feedback.	<ul style="list-style-type: none"> • Instructional staff in need of improvement are provided with a documented process of feedback and support.
Instructional Leadership.3.3	Leader coaches individuals and teams to build capacity towards continuous improvement.	<ul style="list-style-type: none"> • Leader and/or an expanded group of school leaders engage in observations and provide feedback on multiple occasions throughout the school year. • Instructors receive detailed recommendations for PD and coaching when needed.
Instructional Leadership.3.4	Leader collects quality observational data	<ul style="list-style-type: none"> • Personnel files illustrate observations and notes based on clearly defined and understood rubrics.

Instructional Leadership.4: Demonstrating Curriculum Expertise		
Component	Actions	Sample Indicators
Instructional Leadership.4.1	Leader ensures adequate and focused curriculum materials.	<ul style="list-style-type: none"> • Curriculum materials are up-to-date and in alignment with district requirements.
Instructional Leadership.4.2	Leader maintains and promotes expertise in current research-based instructional practices.	<ul style="list-style-type: none"> • Membership in professional organizations • Attendance at lectures, symposia, webinars, workshops • Subscriptions to web-feeds and periodicals related to the most current research (e.g. What Works Clearinghouse, etc.)

Leadership Priority: Instructional Leadership, cont.

Component	Actions	Sample Indicators
Instructional Leadership.4.3	Leader develops systems for targeted student intervention and support.	<ul style="list-style-type: none">• Sample student intervention plans• Sample meeting agendas and minutes• IEP referral statistics• RTI progress reports• Discipline referral statistics
Instructional Leadership.4.4	Leader develops and promotes strategies to foster academic rigor in the curriculum for all students.	<ul style="list-style-type: none">• Teachers regularly share assignments and student work samples to assess appropriate levels of rigor.• Teachers are held accountable for demonstrating that lessons are differentiated and rigorous for all students.

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Leadership Priority: Evidence-Based Leadership

Evidence-Based Leadership.1: Understanding And Effectively Utilizing Both Qualitative And Quantitative Data To Inform A Cycle Of Continuous Improvement

Component	Actions	Sample Indicators
Evidence-Based Leadership.1.1	Leader collects, analyzes and disaggregates multiple forms of data for racial, linguistic, disability and/or gender inequities in student outcomes, disciplinary actions and learning opportunities.	<ul style="list-style-type: none"> Use of sophisticated and customizable database Sample reports and school report cards Use of Growth model that sufficiently disaggregates by classroom, subject, grade and subgroup.
Evidence-Based Leadership.1.2	Leader engages all staff in utilizing disaggregated student data to determine appropriate student supports and interventions.	<ul style="list-style-type: none"> RTI progress reports IEP referral rates Graduation and advancement statistics Retention rates
Evidence-Based Leadership.1.3	Leader creates structures for teachers to collaboratively analyze student data and work to inform practice.	<ul style="list-style-type: none"> Data are used and reviewed in every team meeting. Leader establishes protocols for reviewing and analyzing student data and work. Key data are reviewed at every meeting and teachers are aware of school and grade targets. Teachers are expected to align classroom performance targets with school and grade targets.

Evidence-Based Leadership.2: Developing And Utilizing Multiple Assessment/Accountability Systems To Inform Both Individual And District Decision-Making

Component	Actions	Sample Indicators
Evidence-Based Leadership.2.1	Leader guides and supports instructional and operational decisions, interventions and adjustments and professional development for staff based upon student achievement data and proven practices.	<ul style="list-style-type: none"> Sample program evaluation reports or surveys Minutes of intervention team or staff meetings Sample IEP meeting minutes Clear milestones and benchmarks for student outcomes-including specific targets for student sub-groups are in place. Comprehensive PD plan and calendar are aligned to public goals, performance management and individual goals. Short- and medium-term action plans are in place for every goal.

Leadership Priority: Evidence-Based Leadership, cont.

Component	Actions	Sample Indicators
Evidence-Based Leadership.2.2	Leader uses multiple sources of data to identify trends within instructional programs and assess progress.	<ul style="list-style-type: none"> • Student performance reports indicate that data is examined using multiple lenses and levels of performance including: <ul style="list-style-type: none"> ○ Overall grade ○ Subject area ○ Classroom level ○ Individual student ○ Item analysis
Evidence-Based Leadership. 2.3	Leader creates systems for consistent monitoring of programs using multiple sources of data to inform continuous improvement.	<ul style="list-style-type: none"> • Data collection software and database development • Program evaluation forms and systems
Evidence-Based Leadership.2.4	Leader holds staff accountable for displaying and discussing student data and work	<ul style="list-style-type: none"> • Samples of walk-through protocols or rubrics

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Leadership Priority: Environment

Environment.1: Building A Safe, Supportive And Equity- Focused School Or Organizational Environment		
Component	Actions	Sample Indicators
Environment. 1.1	Leader establishes clearly articulated systems and procedures to maintain safe school or district environments for all students.	<ul style="list-style-type: none"> • Sample codes of conduct for students and families • Sample school norms • Security policies and procedures • Crisis management plans
Environment. 1.2	Leader supports the development of nurturing and effective behavior management systems that include RTI.	<ul style="list-style-type: none"> • Sample RTI Plans • Sample protocols for teacher-parent meetings • Explicit policy statements regarding the handling of student discipline • Explicit instructions for identification of students in need of academic or behavioral intervention
Environment. 1.3	Leader promotes equity and fairness and respect among all members of the school or district community.	<ul style="list-style-type: none"> • Parent survey • Student survey
Environment. 1.4	Leader provides formal and informal professional development for staff to improve understanding and sensitivity towards diverse racial, ethnic, socio-economic, linguistic and cultural backgrounds of students and their families.	<ul style="list-style-type: none"> • Appropriate socio-emotional support programs are in effect for all students • Diverse representation is evidenced at school events. • Language translations and childcare accommodations are provided to families when attending school events.
Environment. 1.5	Leader creates time, structures and processes for adults to build strong relationships with students.	<ul style="list-style-type: none"> • School and district calendars and special events • Number of clubs or extra-curricular activities made available to students • Teachers encouraged to supervise clubs, activities or sports outside of their classroom duties. • Student survey

Leadership Priority: Environment, cont.

Environment.2: Developing A Sense Of Collective Responsibility For Student Outcomes

Component	Actions	Sample Indicators
Environment. 2.1	Leader articulates roles for all stakeholders in student achievement and support.	<ul style="list-style-type: none"> • School codes/norms • Parent and community handbooks • School or district website • Back-to-school night agendas • Peer support programs
Environment. 2.2	Leader shapes the environment to make explicit links between student aspirations and achievement.	<ul style="list-style-type: none"> • Availability of rigorous courses for all students • Emphasis on socio-emotional learning made explicit in multiple ways • Student surveys • Parent surveys

Environment.3: Establishing A Culture Of Collaboration Among All Stakeholders

Component	Actions	Sample Indicators
Environment. 3.1	Leader creates or provides professional structures that enable and encourage collaboration and instructional alignment.	<ul style="list-style-type: none"> • Instructional rounds • Open houses • Common planning schedule and protocols
Environment. 3.2	Leader provides structures for and encourages collaboration between external and internal communities (i.e. parents and community with staff and students) to achieve a variety of goals.	<ul style="list-style-type: none"> • Student internships offered by local businesses • Parent spirit days • Fundraising events • Community service projects

Leadership Priority: Communication and Stakeholder Engagement

Communication and Stakeholder Engagement.1: Fostering Family And Community Engagement		
Component	Actions	Sample Indicators
Communication and Stakeholder Engagement.1.1	Leader creates multiple opportunities to provide input from diverse perspectives in order to incorporate information about family and community expectations into school decision-making and activities.	<ul style="list-style-type: none"> • Sample correspondence between school and home • Committee membership represents diverse group of stakeholders • Sample correspondence
Communication and Stakeholder Engagement.1.2	Leader continuously creates two-way links between family and community in the school or district environment and instructional program.	<ul style="list-style-type: none"> • School to home events • School to home projects • PTA, school board and business community events and newsletters • School or district website • Sample correspondence

Communication And Stakeholder Engagement.2: Building Partnerships And Relationships With Key Stakeholders To Advance Learning Objectives		
Component	Actions	Sample Indicators
Communication and Stakeholder Engagement.2.1	Leader strengthens the school through the establishment of community, business, and institutional and civic partnerships.	<ul style="list-style-type: none"> • Student internships offered by local businesses • Parent spirit days • Fundraising events • Community service projects
Communication and Stakeholder Engagement.2.2	Leader supports the equitable success of all students and sub-groups of students by mobilizing and leveraging community support services.	<ul style="list-style-type: none"> • Partnerships with local daycare and healthcare providers • Partnerships with after-school and extended day programs
Communication and Stakeholder Engagement.2.3	Leader develops school-wide capacity to establish trusting and positive relationships.	<ul style="list-style-type: none"> • Joint committee development • Joint planning and reporting structures • Self evaluation • Staff evaluation

Leadership Priority: Communication and Stakeholder Engagement, cont.

Communication And Stakeholder Engagement.3: Establishing And Maintaining Structures For Effective Communication

Component	Actions	Sample Indicators
Communication and Stakeholder Engagement.3.1	Leader provides multiple forms of outreach and communication on a regular basis.	<ul style="list-style-type: none"> • School or district website • School or district publications and newsletters • School or district email and letter correspondence • Communications plan • Event schedules and plans
Communication and Stakeholder Engagement.3.2	Leader communicates information about the school or district on a regular and predictable basis through a variety of media.	<ul style="list-style-type: none"> • School or district website • School or district publications and newsletters • School or district email and letter correspondence • Communications plan

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Leadership Priority: Professionalism

Professionalism.1: Modeling Personal And Professional Ethics And The Pursuit Of Life-Long Learning

Component	Actions	Sample Indicators
Professionalism.1.1	Leader demonstrates personal and professional ethics, integrity, justice and fairness and reinforces the same in others	<ul style="list-style-type: none"> • Parent survey • Student survey • Staff survey • Self-evaluation
Professionalism.1.2	Leader reflects on personal leadership practice and recognizes its impact and influence on others.	<ul style="list-style-type: none"> • Self-evaluation • Peer evaluation • Staff Survey
Professionalism.1.3	Leader engages in professional and personal development.	<ul style="list-style-type: none"> • Attendance at seminars, workshops and academic courses • New projects and/or responsibilities are reflected in accomplishments • Self-evaluation

Professionalism.2: Establishing And Expecting High Standards That Inspire Others To Higher Levels Of Performance, Commitment, And Motivation

Component	Actions	Sample Indicators
Professionalism.2.1	Leader addresses difficult issues for the betterment of students, staff and the district.	<ul style="list-style-type: none"> • Self-evaluation • Peer evaluation • Staff evaluation
Professionalism.2.2	Leader submits professional, high-quality reports in a timely fashion.	<ul style="list-style-type: none"> • Sample reports or assignments
Professionalism.2.3	Leader is innovative and open to new ideas.	<ul style="list-style-type: none"> • Staff survey • Peer survey • Self-evaluation
Professionalism.2.4.	Leader listens to others and respects diverse perspectives and input when solving problems.	<ul style="list-style-type: none"> • Staff survey • Peer survey • Self-evaluation

Leadership Priority: Professionalism, cont.

Professionalism.3: Advocating For School And Community		
Component	Actions	Sample Indicators
Professionalism.3.1	Leader seeks out opportunities to speak in the community to promote school or district programs or interests.	<ul style="list-style-type: none">• Community calendar of events• Sample presentations• Self-evaluation• Peer evaluation
Professionalism.3.2	Leader promotes school and district interests through regular external and internal communications.	<ul style="list-style-type: none">• Community calendar of events• Sample presentations• Self-evaluation• Peer evaluation
Professionalism.3.3	3.3 Leader pursues private funding when necessary to meet program goals.	<ul style="list-style-type: none">• Sample grant applications

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Leadership Priority: Management

Management.1: Planning For Effective Programming, Resource Allocations And Staffing		
Component	Actions	Sample Indicators
Management.1.1	Leader creates strategic plans using available resources.	<ul style="list-style-type: none"> • Sample strategic plans or comparable work plans • Budget reconciliations
Management.1.2	Leader ensures that the school or district operates consistently within the parameters of federal, state and local laws, policies, regulations and statutory requirements.	<ul style="list-style-type: none"> • School or district is in compliance with all applicable organizations and authorities
Management.1.3	Leader aligns fiscal, human and material resources to support learning of all sub-groups of students.	<ul style="list-style-type: none"> • Budget review reflects funds targeted towards and/or aligned with stated goals for closing the achievement gap • # of teacher vacancies • Teacher attrition statistics

Management.2: Organizing To Support Student Learning And Meet Objectives		
Component	Actions	Sample Indicators
Management.2.1	Leader organizes building or district staff and other resources to meet stated objectives.	<ul style="list-style-type: none"> • Budget review reflects funds targeted towards and/or aligned with stated goals • Classrooms, labs and libraries are well-supplied • Classroom technology is up-to-date
Management.2.2	Leader establishes school processes and structures that support student learning.	<ul style="list-style-type: none"> • Staff are hired and assigned to maximize learning goals for building or district • School year and calendar are set to maximize learning time • Clear and consistent processes are in place to identifying students at risk and developing supports
Management.2.3	Leader utilizes staff time efficiently.	<ul style="list-style-type: none"> • Meeting agendas are focused on student learning • Technology is used appropriately to reduce and focus meeting time on instructional issues • Staff survey • Peer survey

Leadership Priority: Management, cont.

Management.3: Guiding The Development Of Systems And Processes To Maintain Efficiencies, Protocols And Compliance With Regulations

Component	Actions	Indicators
Management.3.1	Leader utilizes effective systems of management, organizational development, and problem-solving and decision-making techniques.	<ul style="list-style-type: none"> • Staff survey • Sample work plans • Sample management software
Management.3.2	Leader manages legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.	<ul style="list-style-type: none"> • Privacy policies and protocols • Inspection of records and storerooms • Data base security audit
Management.3.3	Leader sustains a safe, efficient, clean, well-maintained and productive school or district environment that nurtures student learning and supports the professional growth of teachers and staff.	<ul style="list-style-type: none"> • Inspection of school building, classrooms and grounds indicates a clean, safe and orderly environment. • Staff work rooms are well maintained and supplied with necessary resources, including high-speed internet connectivity and working computers, printers, copiers, etc.

Management.4: Monitoring Progress Towards Objectives

Component	Actions	Sample Indicators
Management.4.1	Leader utilizes data for formative assessments of strategic plan.	<ul style="list-style-type: none"> • Review of benchmarks noted in strategic plans or work plans • Review of assessments used • Self-assessment
Management.4.2	Leader modifies plan based on results and continuous evaluations.	<ul style="list-style-type: none"> • Self-evaluation • Inspection of plan and results • Inspection of plan revisions and the rationale behind them
Management.4.3	Leader regularly communicates progress to stakeholders.	<ul style="list-style-type: none"> • Sample presentations • Sample correspondence • Staff survey • Parent Survey • Self-evaluation
Management.4.4	Leader re-directs resources as necessary to achieve goals of strategic plan.	<ul style="list-style-type: none"> • Budget review • Self-evaluation • Peer review

Leadership Priority: Vision

Vision.1: Facilitating The Development Of Shared Vision For The Achievement Of All Students Based Upon Data From Multiple Measures

Component	Actions	Sample Indicators
Vision.1.1	Leader identifies and addresses any barriers to achieving vision.	<ul style="list-style-type: none"> • Written values statements reflect a commitment to pursuing the vision despite stated obstacles.
Vision.1.2	Leader collaborates with staff to inspire school and community to adopt and enact a shared vision of high expectations.	<ul style="list-style-type: none"> • Written values and beliefs reflect high expectations for all students.
Vision.1.3	Leader manages and responds to the emotions and complications involved in institutional change.	<ul style="list-style-type: none"> • Staff evaluation • Peer evaluation • Self-evaluation
Vision.1.4	Leader uses data and evidence from multiple sources to state the challenge and construct a plan for attaining the vision.	<ul style="list-style-type: none"> • Written values statements • Strategic plan

Vision.2: Communicating A Shared Vision To Stakeholders

Component	Actions	Sample Indicators
Communication.2.1	Leader aligns all written statements and communications to reflect the shared vision.	<ul style="list-style-type: none"> • Publications • Correspondence • Presentations/events • School website
Communication.2.2	Leader creates or facilitates the creation of illustrations, symbols, logos or models to represent the vision and capture attention of stakeholders.	<ul style="list-style-type: none"> • School logos and graphic images • Stationery • T-shirts, posters, banners • Website
Communication.2.3	Leader repeatedly references the vision in public settings with stakeholders.	<ul style="list-style-type: none"> • Sample presentations and communications

Leadership Priority: Vision, cont.

Vision.3: Recognizing And Embracing Diversity As Part Of The Vision		
Component	Actions	Sample Indicators
Vision.3.1	Leader sets policies that support a culture of inclusion.	<ul style="list-style-type: none"> • Diverse committee membership • Diverse stakeholder voices and perspectives are represented in meetings and within decision-making structures.
Vision.3.2	Leader creates opportunities for students and staff to celebrate and learn from the various cultural, linguistic, racial, religious or ethnic origins represented in the school or district.	<ul style="list-style-type: none"> • Walls and displays throughout the school are reflective of the diversity of the schools families and community. • School projects and events • School-community partnerships
Vision.3.3	Leader provides training for staff to enhance cultural awareness and understanding in the classroom.	<ul style="list-style-type: none"> • School professional development plan • Individual professional development plans

Vision.4: Shaping School Programs To Align With The Vision		
Component	Actions	Sample Indicators
Vision.4.1	Leader marshals and leverages all necessary resources, including technology to implement the vision	<ul style="list-style-type: none"> • Grant applications • Fundraising events • Budget reviews
Vision.4.2	Leader makes adjustments to strategic plan as needed to support the vision.	<ul style="list-style-type: none"> • Strategic plan or work plan review • Program evaluation structures, systems and data
Vision.4.3	Leader creates and terminates programs based on their impact and support of the vision.	<ul style="list-style-type: none"> • Program evaluation structures, systems and data

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