

# 2016 School Advance Principal Formative Rubric

## 1. Results Number of Indicators: 4

Dimension Description:

|  |  |   |
|--|--|---|
| <p>1.A. Indicator<br/>Student Achievement: Based on student growth on academic measures</p>  | <p>Highly Effective</p> <p>Effective</p> <p>Minimally Effective</p> <p>Ineffective</p> | <p>Exceeds the established goal(s) for the percentage of building students who meet student achievement targets* on specified measures**; and/or</p> <p>Meets established goal(s) for the percentage of building students who meet student achievement targets* on specified measures**; and/or</p> <p>Shows improvement in the percentage of building students who meet established student achievement targets* on specified measures**; and/or</p> <p>-</p>                                  |
| <p>A. Indicator Notes:</p> <p>*This approach allows the district to establish student achievements targets for each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.</p> <p>**This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level based on that school's student achievement profile, the school curriculum, and the status of teacher performance.</p> |  |   |
| <p>1.B. Indicator<br/>Teacher Performance: Based on student growth targets</p>   | <p>Highly Effective</p> <p>Effective</p> <p>Minimally Effective</p> <p>Ineffective</p> | <p>Exceeds the established goal(s) for the percentage of bulding teachers whose students meet student achievement targets* on specified measures**; and/or</p> <p>Meets established goal(s) for the percentage of building teachers whose students meet student achievement targets* on specified measures**; and/or</p> <p>Shows improvement in the percentag1e of building teachers whose students meet established student achievement targets* on specified measures**; and/or</p> <p>-</p> |

# 1. Results

Number of Indicators: 4

Dimension Description:

## B. Indicator Notes:

\*This approach allows the district to establish student achievements targets for each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

\*\*This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

1.C. Indicator  
Achievement Gap  
Reduction/Elimination:  
Based on meeting targets for  
achievement gap reduction

|                     |  |
|---------------------|--|
| Highly Effective    | Exceeds established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified measures**;<br>and/or |
| Effective           | Meets established goal(s) for the reduction of identified student achievement gaps for sub-groups of students on specified measures**;<br>and/or   |
| Minimally Effective | Shows improvement in reducing the size of identified student achievement gaps for sub-groups of students on specified measures**;<br>and/or        |
| Ineffective         | -  |

## C. Indicator Notes:

\*\*This approach allows the district to establish and specify what national, state, and local assessments will be used for each school or program level based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

1.D. Indicator  
Overall Progress on District  
School Improvement Plan:  
Based on school  
improvement targets

|                     |  |
|---------------------|--|
| Highly Effective    | Exceeds established annual school process and program improvement targets based on the school's improvement plan***      |
| Effective           | Meets established annual school process and program improvement targets based on the school's improvement plan***        |
| Minimally Effective | Shows improvement on identified school process and program improvement targets based on the school's improvement plan*** |
| Ineffective         | -  |

## 1. Results

Number of Indicators: 4

Dimension Description:

D. Indicator Notes:

\*\*\*This approach allows the district to establish both student and school process/program improvement targets based on the principal's school improvement plan based on a combination of student achievement, school process data, student engagement, attendance, behavior, perception, and other data as appropriate and available to monitor progress on the school's improvement plan.

## 2. Leadership

Number of Indicators: 6

Dimension Description:

2.A1. Indicator

Factor A: Vision for

Learning and

Achievement:

Characteristic 1:

Personal

Highly Effective

Effective

Minimally  
Effective

Ineffective

- And inspires staff, parents and students to formulate their own personal vision for learning, service to students, and the school
- And inspires others in the school community to behave in ways that honor and celebrate diversity and the worth of every individual
- And establishes a culture of continuous learning among the staff, parents, and students of the school
- And monitors the school culture and environment to insure that each person is treated with civility, respect, and dignity
- And demonstrates how his or her vision is informed by research and evidence based models or examples
- And carries out his/her role as principal in ways that honor and celebrate diversity and the worth of every individual
- And engages staff in seeking out opportunities to learn and grow personally and professionally
- And sets expectations for staff, parents, and students to treat each other with civility, respect, and dignity
- Has established and regularly shares his or her personal vision for students and the school
- Holds a personal vision that honors and celebrates diversity and the worth of every individual
- Seeks out opportunities to learn and grow personally and professionally
- Demonstrates civility, respect, and dignity in personal and professional interactions

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## 2. Leadership

Number of Indicators: 6

Dimension Description:

2.A2. Indicator  
Factor A: Vision for  
Learning and  
Achievement:  
Characteristic 2:  
Shared

Highly Effective

- And uses the shared school vision to set goals, shape dialogue and decisions, focus effort, and allocate resources
- And maintains consistent monitoring of progress in achieving the vision of learning for all students
- And ensures that students receive regular feedback through valid measures of student learning based on established performance standards
- And engages, staff, parents, and students with innovative ideas to inform the school's vision
- And develops and maintains collaborative processes to achieve commitment from all stakeholders to a shared vision for the school

Effective

- And is persistent in helping the school achieve its vision of learning for all students
- And ensures that the school uses valid measures of student learning based on established performance standards
- And engages staff, parents, and students with current information to inform the school's vision

Minimally  
Effective

- Solicits and includes staff, parents, students, and community input in creating a shared vision for the school
- Ensures that the school vision is clear in setting learning expectations for all students
- Keeps the focus on the evidence of student learning for staff, parents, and students
- Maintains a current perspective to inform the school's vision

Ineffective

-

## 2. Leadership

Number of Indicators: 6

Dimension Description:

2.B1. Indicator

Factor B: Leadership

Behavior:

Characteristic 1:

Informed

|                     |  |
|---------------------|--|
| Highly Effective    | <ul style="list-style-type: none"><li>• And works with staff to examine and interpret multiple sources of evidence from school and student data for determining priorities among school goals</li><li>• And works with staff to set priorities among research supported practices and strategies based on school and student data before adopting and committing school resources to implementation</li><li>• And develops evaluation plans for selected strategies that include the collection of school and student data to monitor and adjust implementation as needed to achieve the school goals</li><li>• And contributes to a district culture of informed leadership through accessing and sharing reliable sources of evidence- based practice and strategy</li><li>• And works with staff to examine and interpret multiple sources of evidence from school and student data in setting school goals</li></ul> |
| Effective           | <ul style="list-style-type: none"><li>• And works with staff to evaluate research supported practices and strategies based on school and student data</li><li>• And works with staff to develop high fidelity school improvement implementation plans</li><li>• And, sets expectations for staff to use and share reliable sources of evidence- based practice and strategy</li><li>• Ensures that school goals are based on evidence of need from school and student data</li></ul>   |
| Minimally Effective | <ul style="list-style-type: none"><li>• Ensures that the school adopts research supported practices and strategies to support school goal</li><li>• Uses reliable sources to stay informed on evidence-based practices and strategies</li></ul>  |
| Ineffective         | -  |

## 2. Leadership

Number of Indicators: 6

Dimension Description:

2.B2. Indicator

Factor B: Leadership

Behavior:

Characteristic 2:

Strategic and

Systemic

Highly Effective

- And ensures that the school maintains focus on a set of short- and long-term priorities based on school and district goals

- And increases compatibility and sustainability of school priorities and strategies by linking them together into a systemic plan to meet school goals

- And works with district leaders to link school-based priorities and strategies into a district-wide systemic plan to achieve school and district goals

- And guides staff, students, and parents to remain focused on and persistent in achieving school goals and priorities

- And ensures that individual staff establish both short- and long-term priorities for their work based on school and district goals

Effective

- And ensures that the priorities and strategies that drive the work of the school are sustainable, both individually and collectively

- And is persistent in achieving school goals and priorities while resolving issues and problems as they arise

- Establishes both short- and long-term leadership priorities for his or her work based on school and district goals

Minimally Effective

- Ensures that the priorities and strategies that drive the work of the school are compatible with one another

- Maintains focus on school goals and priorities

Ineffective

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## 2. Leadership

Number of Indicators: 6

Dimension Description:

2.B3. Indicator

Factor B: Leadership

Behavior:

Characteristic 3: Fair,

Legal, Honest, and

Ethical and

Professional

Highly Effective

Effective

Minimally  
Effective

Ineffective

- And contributes to district development of school policies and procedures that are consistent, fair, legal, ethical, and in the best interests of students
- And establishes a school culture where truthfulness, honesty, and integrity are valued, honored, and recognized
- And recognizes and rewards fairness and fair play among staff, students, and parents
- And establishes a school culture in which staff and students engage regularly around issues of ethics, integrity, and fairness
- And contributes to the establishment of a school and district track record of fair and ethical decision making
- And ensures that staff are informed and follow relevant school laws, policies, and procedures
- And holds staff and students to high standards of truthfulness and honesty
- And sets school-wide expectations for the fair treatment of all persons
- And maintains transparency in personal and school decision making processes
- Stays informed on and adheres to relevant school laws, policies, and procedures
- Establishes a personal track record of truthfulness and honesty
- Treats all persons fairly
- Establishes a personal track record of ethical decision making

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## 2. Leadership

Number of Indicators: 6

Dimension Description:

2.B4. Indicator

Factor B: Leadership

Behavior:

Characteristic 4:

Resilient

|                     |   |
|---------------------|---|
| Highly Effective    | <ul style="list-style-type: none"><li>• And seeks out and utilizes multiple sources of feedback to assist in assessing personal effectiveness and establishing personal improvement goals</li><li>• And establishes a school culture that assists staff and students with personal renewal, including processes of reflection and introspection</li><li>• And establishes processes to provide staff, students, and parents assistance in improving attendance and fulfillment of responsibilities</li><li>• And provides recognition for consistent staff, student, and parent attendance and fulfillment of responsibilities</li><li>• And provides opportunities for staff, students, and parents to share their sources of personal inspiration and commitment to education and service to family, community, and country</li><li>• And uses habits of reflection and introspection to assess personal effectiveness and establish personal improvement goals</li></ul> |
| Effective           | <ul style="list-style-type: none"><li>• And establishes expectations of staff, students, and parents for attendance and fulfillment of responsibilities</li><li>• And openly shares and models the ideas that are the sources of personal inspiration and commitment to the work of educating and serving students</li><li>• Establishes effective personal work habits</li><li>• Is reliable and consistent about personal attendance and fulfillment of responsibilities</li></ul>  |
| Minimally Effective | <ul style="list-style-type: none"><li>• Attends to the renewal of personal inspiration and commitment to the work of educating and serving students</li></ul>   |
| Ineffective         | -   |

### 3. Programs Number of Indicators: 6

Dimension Description:

3.A1. Indicator  
Factor A: High  
Quality/Fidelity/Reliability  
Instructional Program:  
Characteristic 1: Curriculum

|                     |  |
|---------------------|--|
| Highly Effective    | <ul style="list-style-type: none"><li>• And works with staff to unpack and interpret state and district curriculum standards at the building and/or district level</li><li>• And works with staff to identify and secure curriculum resources at the district and building level that align with and support the established curriculum standards and student performance expectations</li><li>• And works with staff and other district leaders to ensure that the curriculum is appropriate for the full range of student characteristics for the population the school serves</li><li>• And works with staff to ensure differentiation in the curriculum and extracurricular programs to respond to the full range of student characteristics (including cultural) for the student populations the school serves</li><li>• And ensures that the school provides students and parents assistance in understanding and working with the core curriculum standards</li><li>• And works with staff to understand and adhere to both the horizontal and vertical alignment of the curriculum across grade levels, curriculum areas, and programs</li><li>• And works with staff to develop and/or understand and give priority to the essential core curriculum (or power) standards for their grade level, content, and program areas</li></ul> |
| Effective           | <ul style="list-style-type: none"><li>• And monitors the teaching of the core curriculum (or power) standards through regular classroom visits, engagements with teachers, and examination of student work</li><li>• And works with staff to ensure differentiation in the curriculum for students based on identified learning needs</li><li>• And provides information on the core curriculum standards to students, parents, and the community</li></ul>  |
| Minimally Effective | <ul style="list-style-type: none"><li>• Has knowledge of and understands the school/district core curriculum standards</li><li>• Ensures that all staff have and are using curriculum documents including essential performance (or power) standards, learning objectives and other curriculum references for their grade level, content, and program areas</li></ul>  |
| Ineffective         | -  |

### 3. Programs Number of Indicators: 6

Dimension Description:

3.A2. Indicator

Factor A: High

Quality/Fidelity/Reliability

Instructional Program:

Characteristics 2: Instruction

Highly  
Effective

- And models and promotes evidenced based instructional strategies and practices with staff
- And works with staff to monitor implementation and evaluate the effectiveness of instructional strategies based on evidence of student learning
- And works with other district administrators to improve their collective ability to know and recognize effective and differentiated instructional practices
- And works with staff to evaluate how the differentiated instruction strategies in use are impacting student learning
- And works with staff to evaluate and improve the school's system of interventions based on evidence of student learning
- And works with the staff to balance student-directed and teacher directed learning activities so as to increase student learning empowerment and autonomy
- And has clear goals and expectations for classroom instruction based on student needs
- And collaborates with staff to identify and prioritize evidenced based instructional strategies and practices that improve student learning
- And establishes regular times and places for teachers to collaboratively plan and review instruction based on observations and evidence of student learning
- And works with staff to identify student needs for differentiated learning and respond with differentiated instructional strategies to meet those needs
- And works with staff to develop a system of interventions for students who do not make adequate progress in achieving curriculum performance standards
- And looks for/gathers evidence of active student engagement and student learning behaviors when making classroom observations
- Has a working knowledge about evidence based instruction
- Makes classroom observations to monitor and encourage quality instructional practices
- Engages staff in discussing ways to differentiate instruction based on student needs

Effective

Minimally  
Effective

Ineffective

-

### 3. Programs Number of Indicators: 6

Dimension Description:

3.A3. Indicator

Factor A: High

Quality/Fidelity/Reliability

Instructional Program:

Characteristics 3: Assessment

Highly  
Effective

- And works with staff to increase their knowledge and improve their assessment practices
- And works with staff to increase their knowledge and improve their ability to interpret and use assessment data to achieve better student results
- And develops staff leaders in assessment literacy and practices
- And develops team processes for teachers to work together to analyze and interpret assessment results and plan instruction based on those results
- And works with staff to use assessment results to help students track their own learning progress and set their own learning goals
- And assists in developing district ethical and legal standards and technical guidelines for assessment practices and the handling of student assessment data
- And works with staff to develop and refine building and district policies and practices for student assessment and the handling of student assessment data

Effective

- And has a working knowledge of the construction of different types of assessments and the appropriate uses of the data from those assessments
- And works with staff to choose, develop, administer, analyze, and interpret the results of both externally produced and teacher-produced assessments
- And provides training for staff in assessment literacy and practices
- And works with staff to ensure that common assessments are administered and analyzed with sufficient frequency and consistency to inform instruction
- And works with staff to use assessment results when making decisions about individual students and conferencing with students and parents
- And ensures staff understands and follows ethical, legal, and technical guidelines for assessment practices and the handling of student assessment data
- Has a working knowledge of different kinds of assessments, their purposes, and the types of information they yield to inform teaching and learning  
- Formative/Summative, Achievement, Aptitude/Ability, Attitude/Perception

Minimally  
Effective

- Works with staff to develop and consistently utilize assessments to monitor and report on student learning
- Works with teachers to clearly communicate assessment results to students and parents
- Understands and follows ethical, legal, and technical guidelines for assessment practices and the handling of student assessment data

Ineffective

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**3. Programs**      Number of Indicators: 6

Dimension Description:

3.B1. Indicator

Factor B: Safe, Effective,  
Efficient School Operations:

Characteristic 1: Policies, Laws,  
and Procedures

Highly  
Effective

- And ensures that the school uses data to regularly monitor, evaluate, and improve school routines and processes to carry out policies and laws pertaining to safety, student and parental rights, school compliance, and school governance
- And works with staff to evaluate, adopt, and fully implement evidence based strategies to improve school safety and student well being based on identified needs
- And contributes to contract maintenance and development through district negotiations and employee processes

Effective

- And establishes school routines and processes to carry out policies and laws pertaining to safety, student and parental rights, school compliance, and school governance
- And works with staff to make data informed decisions regarding the improvement of school safety and student wellbeing factors
- And works with staff to help them know and follow provisions of employee contracts and other contractual agreements that pertain to them

Minimally  
Effective

- Ensures that the school follows all district, state, and federal policies, laws, and procedures pertaining to safety, student and parental rights, school compliance, and school governance
- Monitors and tracks school safety and student wellbeing factors
- Is familiar with and follows the provisions of employee contracts and other contractual agreements that pertain to the operations of the school

Ineffective

-

**3. Programs**      Number of Indicators: 6

Dimension Description:

|  |                                |   |
|--|--------------------------------|---|
| <p>3.B2. Indicator<br/>Factor B: Safe, Effective,<br/>Efficient School Operations:<br/>Characteristic 2: Systems,<br/>Processes, and Procedures</p>  | <p>Highly<br/>Effective</p>    | <ul style="list-style-type: none"> <li>• And provides feedback to district leaders on the effectiveness of district systems, processes, and procedures for the operation of the school</li> <li>• And provides ideas and leadership to improve district systems, processes, and procedures for the operation of the school</li> <li>• And engages staff and students in designing and developing improved school-based systems, processes, and procedures based on data-identified needs</li> </ul>   |
|  | <p>Effective</p>               | <ul style="list-style-type: none"> <li>• And ensures that staff and students understand and follow established school and district systems, processes, and procedures for the operation of the school</li> <li>• And works with staff and students to regularly evaluate school-based systems, processes, and procedures based on relevant data</li> </ul>  |
|  | <p>Minimally<br/>Effective</p> | <ul style="list-style-type: none"> <li>• Follows district systems, processes, and procedures applicable to the operation of the school</li> <li>• Establishes consistent systems, processes and procedures for the key work of the school not fully addressed through district systems, processes, and procedures</li> </ul>  |
|  | <p>Ineffective</p>             | <p>-</p>  |
| <p>3.B3. Indicator<br/>Factor B: Safe, Effective,<br/>Efficient School Operations:<br/>Characteristics 3: Resource<br/>Allocation and Management</p> | <p>Highly<br/>Effective</p>    | <ul style="list-style-type: none"> <li>• And works with staff and parents to seek out and secure additional sources of fiscal, human, and material support for priority strategies to achieve school goals</li> <li>• And maintains transparency with all stakeholders regarding the school’s fiscal management and financial status</li> <li>• And communicates regularly with district officials about the school’s fiscal management and financial status</li> <li>• And contributes to strategic district decisions and strategies for funding and resource acquisition and allocation</li> </ul> |
|  | <p>Effective</p>               | <ul style="list-style-type: none"> <li>• And establishes a process for aligning and realigning fiscal, human, and material resources as needed to support the school goals and sustain priority strategies to achieve those goals</li> <li>• And regularly communicates with staff regarding the school’s fiscal management and financial status</li> </ul>   |
|  | <p>Minimally<br/>Effective</p> | <ul style="list-style-type: none"> <li>• Ensures that the school establishes procedures for fiscal and resource management and accountability</li> <li>• Regularly monitors the school’s fiscal management and financial status</li> </ul>  |
|  | <p>Ineffective</p>             | <p>-</p>  |

## 4. Processes

Number of Indicators: 6

Dimension Description:

4.A1. Indicator

Factor A: Community

Building: Characteristic

1: Relationships

Highly Effective

- And works with the community to coordinate services for students and families
- And develops external partnerships to support the needs and values of the diverse school community
- And raises resources through parents, businesses and other organizations to support the needs and values of the diverse school community
- And uses community involvement to connect the school to the broader community
- And establishes advocates for the school among parents and other community leaders
- And regularly assesses the needs of stakeholders within the school community (e.g. staff, students, families, etc.)

Effective

- And ensures that the school responds to the needs and values of the diverse school community
- And is involved in the community outside of the school
- And is an advocate for the school in the community

Minimally Effective

- Forms relationships with staff, students, families, and the broader school community

Ineffective

-

4.A2. Indicator

Factor A: Community

Building: Characteristic

2: Inclusion

Highly Effective

- And ensures that a diverse representation of parents and community actively participate in school organizations, committees, and governance
- And provides opportunities for parents and community groups to address the needs of students and their families
- And avoids marginalizing, patronizing, or giving advantage to any one group or individual
- And collaborates with all segments of the community in ways that contribute to the success of all students
- And enlists parents to participate in school organizations, committees, and governance
- And engages parents in activities that are meaningful and relevant to them
- And responds to concerns of students, parents, and the community as a whole and as sub-groups with special concerns

Effective



Minimally Effective

- Welcomes and invites parents to visit the school and classroom
- Encourages all sub-groups in the school community to be involved in the affairs of the school

Ineffective

-

## 4. Processes

Number of Indicators: 6

Dimension Description:

4.A3. Indicator

Factor A: Community

Building: Characteristic

3: Communications

|                     |  |
|---------------------|--|
| Highly Effective    | <ul style="list-style-type: none"><li>• And, creates frequent opportunities for two-way communication with parents and the community using multiple forms of communication such as web sites, social media, and other interactive media</li><li>• And works with parent and community groups to understand and provide feedback on the school's student achievement data</li><li>• And engages parents as full partners in helping their children master achievement goals</li><li>• And creates partnerships with the media (television, radio, and newspaper) to tell the school's story</li><li>• And communicates frequently with parents and the community using multiple forms of communication such as newsletters, forums, surveys, phone calls, personal visits, and the use of technology</li><li>• And works with the Central Administration and Board of Education to understand and provide feedback on the school's student achievement data</li></ul> |
| Effective           | <ul style="list-style-type: none"><li>• And regularly informs parents of student achievement goals and how to support their children in achieving those goals</li><li>• And provides the media with regular information and stories about the school mission, vision, and student success</li></ul>  |
| Minimally Effective | <ul style="list-style-type: none"><li>• Communicates with parents and the community about the school</li><li>• Provides information to parents and the community about student achievement</li><li>• Provides information to parents about individual student achievement</li><li>• Spotlights school successes with the media</li></ul>   |
| Ineffective         | -  |



## 4. Processes

Number of Indicators: 6

Dimension Description:

4.B1. Indicator

Factor B: Evidenced

Based and Data

Informed Decision

Making: Characteristic 1:

Collaborative Inquiry

Highly Effective

Effective

Minimally  
Effective

Ineffective

- And trains teacher leaders to raise questions about student learning and challenges assumptions collaboratively
  - And establishes a well-defined collaborative inquiry process for teachers to examine student achievement results and develop evidence based plans improvement strategies
  - And establishes SMART Goals, Action Research, or other team processes to carry out and assess improvement strategies
  - And recognizes and disseminates successful improvement work
  - And identifies and challenges assumptions about student achievement with multiple sources of evidence
  - And refines school routines to increase teacher examination of student achievement results, at least monthly
  - And establishes teacher teams (PLCs/Data Teams, etc.) to create evidence-based instructional plans
  - Raises questions about why and how student achievement results are what they are
  - Creates school routines that engage teachers, at least quarterly, to examine student achievement results
-

## 4. Processes

Number of Indicators: 6

Dimension Description:

4.B2. Indicator

Factor B: Evidenced  
Based and Data

Informed Decision

Making: Characteristic 2:

Systematic Use of

Multiple Data Sources

|                     |  |
|---------------------|--|
| Highly Effective    | <ul style="list-style-type: none"><li>• And deepens student assessment data analysis in these areas: curriculum strand, item, and objective; performance standard rubrics; sub-group performance levels; individual student performance profiles</li><li>• And works with staff to examine the interaction between multiple sources of student background, school process, and student achievement data to establish student achievement targets (goals)</li><li>• And works with staff to revise school improvement strategies as indicated by deeper levels of data analysis</li><li>• And works with staff to establish benchmarks for tracking the implementation of school improvement strategies</li><li>• And works with staff to evaluate the impact of selected school improvement strategies</li><li>• And works with staff to replace or revise school improvement strategies as needed to achieve school improvement targets (goals)</li></ul> |
| Effective           | <ul style="list-style-type: none"><li>• And establishes multiple year whole school and sub group trend analyses for: state assessment data, district assessment data, school process data, student background data</li><li>• And works with staff to revise school improvement targets (goals) as indicated by 3-5 year analyses of student background, school process, and student achievement data</li><li>• And works with staff to use student background, school process, and student achievement data to select strategies to achieve school improvement targets (goals)</li></ul>   |
| Minimally Effective | <ul style="list-style-type: none"><li>• Engages staff to analyze whole school and sub-group data from: state assessment data, district assessment data, school process data, student background data</li><li>• Works with staff to establish school improvement targets (goals) based on annual analysis for: state and district assessments, student background data, school process data</li></ul>   |
| Ineffective         | -  |

## 4. Processes

Number of Indicators: 6

Dimension Description:

4.B3. Indicator

Factor B: Evidenced

Based and Data

Informed Decision

Making: Characteristic 3:

Data Systems

|                     |  |
|---------------------|--|
| Highly Effective    | <ul style="list-style-type: none"><li>• And provides support and training to teachers and other staff in the use of the school's data system</li><li>• And works with staff to identify and implement ways to better use the school's data system to support school improvement goals</li><li>• And assists teachers in using the school's data system to collect, analyze, and interpret multiple forms of data to monitor their own effectiveness in achieving student achievement targets</li><li>• And provides leadership at a district level to improve either the structure or the use of school and district systems for data collection, storage, security, retrieval, and analysis</li></ul> |
| Effective           | <ul style="list-style-type: none"><li>• And ensures that all teachers and other staff have a working knowledge of the school's data system</li><li>• And monitors and supports appropriate use of the school's data system by teachers and other staff</li><li>• And works with staff to help them use the school's data system for classroom assessments and other classroom level generated data</li><li>• And works with staff to evaluate and recommend improvements to the school's data system</li></ul>   |
| Minimally Effective | <ul style="list-style-type: none"><li>• Has a working knowledge of the data collection, storage, security, retrieval, and analysis system for the school</li><li>• Provides teacher and other staff with clear expectations regarding the use of the school's data system</li></ul>  |
| Ineffective         | -  |

## 5. Systems Number of Indicators: 7

Dimension Description:

5.A1. Indicator  
Factor A: Technology  
Integration and  
Competence:  
Characteristic 1:  
Personal Use of  
Technology

- |                     |   |
|---------------------|---|
| Highly Effective    | <ul style="list-style-type: none"><li>• And keeps abreast of emerging technologies and their potential to impact the school environment and/or personal leadership effectiveness</li><li>• And learns and uses promising new technologies to enhance productivity and leadership</li><li>• And assists others in developing personal capacity for technology use</li></ul>  |
| Effective           | <ul style="list-style-type: none"><li>• And uses mobile communications devices, along with a variety of social and web-based applications, to expand and enhance communication, information access, and work processes</li><li>• And participates in and contributes to electronic learning communities (e.g.) to stimulate and support the work of the school</li><li>• And models personal use of technology for staff and students</li></ul> |
| Minimally Effective | <ul style="list-style-type: none"><li>• Uses voice and email to maintain effective communications with school and school district personnel, parents, and students</li><li>• Knows and utilizes computer and mobile communication devices, programs, and systems necessary for meeting job responsibilities</li></ul>   |
| Ineffective         | -   |

## 5. Systems Number of Indicators: 7

Dimension Description:

5.A2. Indicator

Factor A: Technology

Integration and

Competence:

Characteristic 2:

Learning and Teaching Highly Effective  
with Technology

- And provides the leadership to create innovations in the use of technology to better serve students and increase/expand student learning
- And advocates at the district, community, and state levels for policies, programs, and resources that support the use of technology to better serve students and increase/expand student learning
- And works with staff to use instructional technology to expand learning access (any time; anywhere; any way) and learning opportunity (any legitimate and student appropriate learning purpose)
- And provides the leadership for expanding the integration of technology in the school's processes, daily routines, communications, and/or instruction
- And ensures that the school improvement plan is technology-rich and is aligned with the district technology, school improvement, and/or strategic plans as appropriate
- And ensures that staff have the necessary training, support, and direction to use instructional technology as designated and/or appropriate for student mastery of the district curriculum
- Ensures that staff have the necessary training, support, and direction to use voice and email to maintain effective communications with school and district personnel, parents, and students
- Ensures that staff have the necessary training, support, and direction to use computer software programs and systems necessary for meeting job responsibilities
- Maintains, monitors and guides the use of school technology resources

Effective

Minimally  
Effective

Ineffective

-

## 5. Systems Number of Indicators: 7

Dimension Description:

5.A3. Indicator

Factor A: Technology

Integration and

Competence:

Characteristic 3:

Leadership for

Technology

|                     |   |
|---------------------|---|
| Highly Effective    | <ul style="list-style-type: none"><li>• And contributes to district level decision making by providing/sharing relevant and research supported information sources about the use of technology to meet district goals</li><li>• And advocates at the district, community, and state levels for policies, programs, and resources that support the use of technology to better serve students and increase/expand student learning</li><li>• And fosters a culture of risk-taking for promoting innovation with technology</li><li>• And recognizes and rewards staff and student initiative in creating innovative ways to use technology to enhance, expand, and increase learning</li></ul> |
| Effective           | <ul style="list-style-type: none"><li>• And validates leadership decisions about the role of technology in the school with relevant and research supported information sources</li><li>• And advocates at the building and district levels for evidenced based effective practices in the use of technology to increase learning achievement and increase student learning</li><li>• And holds teachers accountable for involving and informing students and parents in the use of technology to achieve the full benefit of the school's teaching and learning programs</li></ul>  |
| Minimally Effective | <ul style="list-style-type: none"><li>• Seeks out and shares information sources about using technology to increase learning opportunity and achievement</li><li>• Participates in building a shared vision for teaching and learning with technology at the district and/or building level</li><li>• Informs parents and the community about the role of technology in the school's teaching and learning programs</li></ul>   |
| Ineffective         | -   |

## 5. Systems Number of Indicators: 7

Dimension Description:

5.B1. Indicator

Factor B: Human

Capacity:

Characteristics 1:

Professional

Development

- |                     |  |
|---------------------|--|
| Highly Effective    | <ul style="list-style-type: none"><li>• And has knowledge of and incorporates into his/her learning plan evidenced-based practice for schools and school leaders</li><li>• And contributes research or research findings to inform professional learning at the school and/or district level</li><li>• And serves on local, state, or national professional learning projects or initiatives</li><li>• And ensures that staff are engaged in differentiated professional learning that address building and/or district school improvement plans</li><li>• And develops a overarching building professional learning system aligned with standards for professional learning</li><li>• And develops a collaborative professional learning culture wherein building staff seek out and engage one another with research and best practice information</li><li>• And evaluates the evidence of the effectiveness of professional learning on staff performance and student achievement data</li><li>• And evaluates the effectiveness of the staff induction and mentoring program based on staff performance and student achievement data</li></ul> |
| Effective           | <ul style="list-style-type: none"><li>• And updates and revises his/her personal professional learning plan yearly using student achievement data, staff evaluation data, school/district improvement data and performance evaluation feedback</li><li>• And has knowledge of and incorporates into his/her learning plan evidenced-based practice for schools and school leaders</li><li>• And maintains active engagement with professional organizations and other sources of professional learning</li><li>• And ensures that staff are engaged in differentiated professional learning that address their individual learning plans</li><li>• And actively participates in professional learning required of teachers</li><li>• And ensures that staff engage with and use educational research and best practice</li><li>• And provides a staff an induction, mentoring, and coaching program that supports teachers throughout their probationary period</li><li>• And provides training and support for staff mentors and/or coaches</li></ul>   |
| Minimally Effective | <ul style="list-style-type: none"><li>• Develops a personal professional learning plan based on building and district school improvement goals and personal performance evaluation feedback</li><li>• Ensures that staff develop professional learning plans through the district staff evaluation process</li><li>• Plans for and supports induction and mentoring for new employees</li></ul>  |
| Ineffective         | -  |

## 5. Systems

Number of Indicators: 7

Dimension Description:

5.B2. Indicator

Factor B: Human

Capacity:

Characteristics 2:

Leadership

Development

Highly Effective

Effective

Minimally  
Effective

Ineffective

- And empowers staff to lead and/or facilitate meetings, lead committees, and assume other leadership roles
- And provides training, resources, and support to staff leaders
- And develops emerging administrators through training, mentoring, coaching, and support
- And, establishes school processes and programs to develop parent and student leaders
- And, ensures that teachers and the school provide students the opportunity to take on meaningful leadership roles in the school and in the process of their own education
- And ensures that staff are involved in the decisions that affect the day-to-day operation of the school
- And develops a collaborative culture where all building staff share responsibility and leadership for student and school success
- And involves teachers in the design and implementation of professional learning
- And, ensures students, parents, and other stakeholders share in the leadership of the school
- Engages all staff in the development of school improvement goals
- Recognizes the teacher leadership within the building

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## 5. Systems

Number of Indicators: 7

Dimension Description:

5.B3. Indicator

Factor B: Human

Capacity:

Characteristic 3:

Performance

Evaluation

- And uses a variety of methods to provide feedback, both positive and corrective to staff
  - And ensures that teachers regularly visit each others' classrooms and provide each other feedback
  - And convenes regular staff discussions about observed classroom practices and the impact of those practices on students
- Highly Effective
- And empowers staff to become partners in the performance evaluation process through the use of performance portfolios, peer coaching, and shared problem solving to improve staff performance
  - And involves staff as peer coaches to support performance improvement
  - And coaches other administrators in evaluation practices
  - And makes regular classroom visits, providing formal and informal feedback to teachers
  - And uses classroom visits to monitor the effectiveness of curriculum implementation, instruction, and assessment practices
  - And assists staff in understanding and participating appropriately in state and local procedures for staff performance evaluation
- Effective
- And involves staff as full partners in the creation of Individual Development Plans (IDPs)
  - And provides coaching for staff to improve classroom instruction and student results
  - And participates in professional learning to increase skills in performance evaluation
- Minimally Effective
- Evaluates staff performance at least annually and provides timely and constructive feedback
  - Follows all state and local procedures for staff performance evaluation
  - Develops Individual Development Plans (IDPs) as needed to improve staff performance
- Ineffective
-

## 5. Systems

Number of Indicators: 7

Dimension Description:

5.B4. Indicator

Factor B: Human

Capacity:

Characteristic 4:

Productivity

Highly Effective

Effective

Minimally  
Effective

Ineffective

- And differentiates roles and responsibilities as needed to meet the goals of the school
- And differentiates roles and responsibilities to make optimal use of staff knowledge, talents, and expertise
- And elicits feedback from staff, students, and parents about school routines and procedures
- And engages staff, students, and parents in evaluating, modifying, and creating school routines and processes as needed to increase productivity and desired outcomes
- And hires and/or assigns people to staff positions based on capacity to meet the expectations of those positions
- And communicates about school routines and procedures with staff, students, and parents
- And modifies school routines and procedures as needed to increase productivity and desired outcomes
- Ensures that staff roles and responsibilities are communicated and understood
- Establishes regular and reliable school routines and procedures

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