

Denver Public Schools

**Framework for  
Effective School Leadership  
*Evidence Guide***

*Version 2.0: 2011-2012*

Domain	SCHOOL LEADERSHIP			
Expectation	CULTURAL AND EQUITY LEADERSHIP			
Indicator	CEL 1: Creates a <b>celebratory and motivational</b> school culture			
Observable Evidence	<b>Not Meeting</b>	<b>Approaching</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Principal Behaviors</b>	<ul style="list-style-type: none"> <li>Leader does not provide celebrations to mark success and achievement.</li> <li>Leader does not exude an attitude of optimism, or express his/her belief that all students can and will learn at high levels.</li> </ul>	<ul style="list-style-type: none"> <li>Leader may provide opportunity to celebrate at the beginning or middle of the year with the school community, but misses opportunities to have celebrations to mark success and school achievement throughout the school year, or on a smaller, more manageable scale.</li> <li>Leader attempts to express an attitude of optimism, but may fail to hold others accountable to the belief that all students can and will learn at high levels.</li> </ul>	<ul style="list-style-type: none"> <li>Leader often publically discusses his/her passion about education and belief that all students can and will learn at high levels; leader holds staff accountable to these same attitudes and beliefs and regularly lets staff know that their work is the number one impact on student achievement (e.g., leader acknowledges excellence in teaching, collaboration among staff, clear focus on student outcomes).</li> <li>Leader ensures intentional and regular celebrations to mark success and school achievements (note: celebrations may range from large 100% inclusive celebratory events to other smaller opportunities to mark success [e.g., principal publically acknowledges grade level or department teams that go above and beyond to meet or exceed collective goals]).</li> <li>Leader exemplifies a contagious optimism, by taking actions that communicate a belief in the ability of the staff to meet the needs of all students (e.g., talking to students about college, expecting staff to regularly analyze student achievement data and set rigorous targets for student progress, creating systems to make certain the achievement of all students is understood by staff and systems are in place to support all students with next steps in learning).</li> </ul>	<i>In addition to Effective...</i> <ul style="list-style-type: none"> <li>Leader supports and provides opportunities for teacher leaders to lead school celebrations</li> <li>Leader shares teacher or student success stories with staff and parents that exemplify belief that all students can and will learn at high levels,</li> <li>Leader's contagious optimism inspires staff to live up to their ability to support students toward excellence.</li> </ul>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>Celebrations to mark success and achievement are not part of the school culture or are only occasional (1–2 times per year).</li> <li>Teachers are not motivated by an optimism in the belief that all students can and will learn at high levels; staff may appear to be worn down by the challenges of meeting the needs of all students, NOT energized by optimism for the success of all students.</li> <li>Some staff in the school may aspire to a “can do” attitude and belief that all students can and will learn at high levels, but other staff members may not share this belief; there is not a “one for all and all for one” attitude in the school.</li> </ul>	<ul style="list-style-type: none"> <li>School community regularly celebrates to mark success and school achievement.</li> <li>Team and individual success is publically noted and celebrated by school community.</li> <li>Everyone in the school demonstrates an optimism and belief that all students can and will learn at high levels.</li> <li>Teachers and students share stories that exemplify optimism and ensure that students of all backgrounds are achieving at high levels.</li> <li>Conversations within the school are constantly focused on how to support all students with high levels of achievement.</li> <li>Teachers celebrate one another and recognize each others’ and the school’s accomplishments.</li> </ul>		

Domain	SCHOOL LEADERSHIP			
Expectation	CULTURAL AND EQUITY LEADERSHIP			
Indicator	CEL 2: Creates a collaborative school culture, inclusive of stakeholder voice and perspective			
Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>Principal Behaviors</b>	<ul style="list-style-type: none"> <li>Leader makes no attempt to cultivate a positive, inclusive school culture and makes unilateral decisions that end up with strong, often negative reaction from stakeholders.</li> <li>Systems, structures and processes that are inclusive of stakeholder voice (students, teachers, other team members, parents, and others) are lacking.</li> <li>Leader does not clearly understand when to be collaborative and when to make decisions unilaterally in the best interest of the school; communication regarding decisions is often absent or incorrect.</li> <li>Stakeholders voices from non-English backgrounds not evident.</li> </ul>	<ul style="list-style-type: none"> <li>Leader attempts to cultivate a positive, inclusive school culture, but sometimes retreats in the face of challenge.</li> <li>Leader attempts to nurture a collaborative culture through collaborative meetings structures, but continues to land on decisions that align with his or her personal perspective, leaving stakeholders feeling as if their voices are not heard.</li> <li>Leader struggles to understand when to be collaborative and when to make decisions unilaterally in the best interest of the school; leader may either collaborate too much, so that nothing moves forward, or too little so that stakeholders do not feel included. Communication regarding decisions is inconsistent.</li> <li>Leader invites stakeholders to participate but does so inconsistently or on issues not related to the vision of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Leader nurtures a collaborative culture in which varied viewpoints are encouraged, and rigorous debate about challenging issues leads to decision making in the best interest of students; principal values viewpoints that differ from his/hers in this process.</li> <li>Leader establishes and uses systems, structures, and processes with genuine responsibility for collaborative decision making by stakeholders (students, teachers, other team members, parents, and others).</li> <li>Leader's communication regarding decisions is clear; understands when to be collaborative and when to make decisions unilaterally in the best interest of the school.</li> <li>Leader actively cultivates positive, inclusive, safe school culture, focused on the success of all teachers and students.</li> <li>Leader ensures multiple stakeholder voices are present in decision-making.</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Leader purposefully determines various leaders with diverse voices for collaborative processes and actively develops the capacity of other leaders within the school to support collaborative processes.</li> </ul>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>Only some staff members see their role as supporting student achievement.</li> <li>Professional, collaborative work among colleagues is not a regular practice in the school.</li> <li>Teacher, student, or parent voice may be missing from schoolwide decision making.</li> <li>Rigorous debate about school challenges does not exist and decisions are often made unilaterally, without conversations about various options for difficult decisions.</li> <li>Stakeholders do not understand how or why decisions are made.</li> <li>Teacher leaders are not present in the building, or do not have clearly defined roles.</li> <li>Rationale behind decision making is neither clear nor communicated.</li> <li>Change in direction, even when made for good reason, is often met with negative reaction, due to lack of communication about why and for what purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Entire school staff sees their role as supporting student achievement.</li> <li>Conversations about individual student performance and the performance of groups of students are a regular part of professional, collaborative work.</li> <li>Teachers can and do disagree and express differences with one another and the principal in a respectful, intelligent fashion, leading to positive outcomes.</li> <li>Various structures exist for purposes of surfacing challenging barriers to student achievement and problem solving for those barriers (e.g., use of protocols for group work, surveys for stakeholder input).</li> <li>Stakeholders believe and communicate that decisions are made through fair and open process with their input in the best interest of the students.</li> <li>Teacher leaders have very defined roles and are often seen facilitating important, decision-making conversations with their colleagues based on strong rationale for what is best for students.</li> <li>Teachers can justify decisions they make as a team by discussing how these decisions connect to student data and need.</li> <li>Teachers expect to provide rationale behind decision making to principal and are comfortable with answering questions from the principal about this rationale.</li> <li>Decision making is a multi-dimensional process where various input is collected, considered, and a strong decision in the best interest of students is made and supported.</li> </ul>		

Domain	SCHOOL LEADERSHIP			
Expectation	CULTURAL AND EQUITY LEADERSHIP			
Indicator	CEL 3: Leads in <b>Equity Pedagogy</b> for the Success of all Students toward <b>College Readiness</b>			
Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> <li>• Leader is generally unaware of differences among groups of students (racial, socio-economic, sexual orientation, linguistic, disability or other social and academic differences).</li> <li>• Leader does not clearly understand the equity gaps that exist in the school and therefore does not bring attention to these inequities, nor works to address them as a school community.</li> <li>• Leader does not attempt to create a college-bound culture and leaves college as an option to chance for students whose families may have this expectation for them.</li> <li>• Leader does not always act on discriminatory behavior or does not respond appropriately.</li> <li>• Leader does not ensure that expectations of high achievement are communicated to all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Leader is aware of differences among groups of students (racial, socio-economic, sexual orientation, linguistic, disability or other social and academic differences) in the school, but does not make consistent efforts to celebrate those differences.</li> <li>• Leader may understand equity gaps that exist for various groups of students but does not draw attention to these gaps as issues that need immediate attention, or leader attempts to create processes to build awareness of these inequities but is not measurably successful.</li> <li>• Leader creates sense of college-bound culture for certain groups of students (e.g., students taking AP courses, students who are grade-level readers), but this college-bound culture does not apply to all groups of students in the school.</li> <li>• Leader has zero tolerance for discriminatory behavior.</li> <li>• Leader communicates high achievement expectations throughout most of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Leader is aware of, speaks openly about, and celebrates differences and diversity (racial, socio-economic, sexual orientation, linguistic, disability, age, or other social and academic differences) among students, families and staff, and in society .</li> <li>• Leader understands and publically draws attention to all equity gaps that exist for various groups of students and staff with plans to address their elimination.</li> <li>• Leader proactively engages in courageous conversations about race and creatively implements ways to eradicate these inequities within the school; leader is willing to make difficult decisions in the best interest of closing achievement gaps in the school.</li> <li>• Leader creates a college and career going culture for all students in the school.</li> <li>• Leader moves forward with innovative solutions that address inequities with a sense of extreme urgency toward college and career readiness.</li> <li>• Leader discusses and sets up structures for ongoing conversations for the expectation of college readiness with all groups of students and their families.</li> <li>• Leader guarantees school environment is free from discriminatory behavior and discriminatory practices toward students and staff.</li> <li>• Leader seeks input from staff and students to ensure the school and work environment is open and accepting of diversity.</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Leader empowers teachers and other stakeholders to celebrate differences, discuss inequities, and brainstorm and implement solutions to these inequities.</li> <li>• Leader creates systems that support all students with understanding around college bound process (e.g., application/selection process; college visiting and orientation process; career counseling).</li> <li>• Leader exhibits a relentlessness to ensure that every effort is made to support high achievement of all students.</li> </ul>

<b>Domain</b>	<b>SCHOOL LEADERSHIP</b>			
<b>Expectation</b>	<b>CULTURAL AND EQUITY LEADERSHIP</b>			
<b>Indicator</b>	<b>CEL 3: Leads in Equity Pedagogy for the Success of all Students toward College Readiness</b>			
<b>Observable Evidence</b>	<b>Not Meeting</b>	<b>Approaching</b>	<b>Effective</b>	<b>Distinguished</b>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>School does not celebrate or recognize differences and various cultures that exist within the school community.</li> <li>Teachers are unaware of and do not discuss equity gaps for various groups of students.</li> <li>Strategic initiatives to close achievement gaps for certain groups of students are not in place in the school.</li> <li>School does not have a college-bound cultural expectation for all students; college may be an expectation only for certain groups of students but is not discussed with others as an option</li> <li>Only certain groups of students understand that college is an option for their future, and when asked, most students do not discuss it as an option</li> </ul>		<ul style="list-style-type: none"> <li>Students and stakeholders have opportunity to learn about and acknowledge the various differences and cultures that exist within their diverse community (e.g., students, teachers and parents are heard speaking in their native languages, students, teachers and parents share information about and educate others about their unique cultures)</li> <li>School artwork and performances represent all groups; student clubs capture the diversity of the students; parent groups honor diverse communities and languages, parent engagement activities account for the parent community availability and circumstances that exist within their diverse community</li> <li>Teachers discuss all equity gaps for various groups of students and have specific efforts in place individually and across classrooms to address the gaps</li> <li>Teachers work together and know how to implement strategic initiatives that focus on closing achievement and equity gaps</li> <li>College-bound culture for all students exists in the school and is embraced by stakeholders (especially teachers, parents and students)</li> <li>Students understand that college is an option for their future and when asked can discuss it as an option</li> </ul>	

Domain	SCHOOL LEADERSHIP			
Expectation	CULTURAL AND EQUITY LEADERSHIP			
Indicator	CEL 4: Models and leads for Efficacy, Empowerment and a Culture of Continuous Improvement			
Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>Principal Behaviors</b>	<ul style="list-style-type: none"> <li>Leader is not clearly aware of personal strengths and areas for professional growth</li> <li>Leader does not regularly or overtly support teachers in their instructional decisions, and meets with teachers rarely to review data and determine next instructional steps</li> <li>Leader rarely encourages sharing of best practice and ideas, and has not deliberately implemented systems and processes for teachers to collaborate in teams</li> <li>Leader rarely identifies the need for change, and is reluctant to lead others in continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>Leader sometimes models him/herself as a learner by admitting to mistakes, acknowledging personal areas of strength and personal areas for growth</li> <li>Leader occasionally supports teachers to make instructional decisions and meets with teachers to review student data</li> <li>Leader sometimes encourages sharing of ideas and attempts to create systems and processes for teachers to collaborate in teams</li> </ul>	<ul style="list-style-type: none"> <li>Leader consistently models him/herself as a learner by admitting to mistakes, acknowledging personal areas of strength and personal areas for growth</li> <li>Leader empowers teachers to make instructional decisions and meets formally and informally with teachers to review student data, discuss instructional implications and better understand how to support teachers in meeting student needs</li> <li>Leader encourages sharing of best practice and ideas by connecting teachers who can learn from one another, and creates systems and processes for teachers to collaborate as a team</li> <li>Leader establishes a culture of learning through providing honest and professional feedback about individuals' strengths and next steps for growth, and aligns supports to those areas of growth</li> <li>Leader is a capable manager of change by clearly understanding the needs of individuals within the school (teachers and students) and creating sustainable and meaningful systems that address these needs</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Leader encourages teachers to take risks and innovate</li> <li>Leader sets up processes and systems for action research and systemic learning</li> </ul>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>Learning between colleagues is not the norm and only exists within certain teams of teachers</li> <li>Teachers do not regularly engage in reflection about their practice and the needs of their students</li> <li>Staff members do not see the principal as lead learner in the school; staff may not know what the principal's professional areas for growth are</li> </ul>		<ul style="list-style-type: none"> <li>Teachers regularly learn from one another in professional learning communities and constantly monitor student data for success, needs, and brainstorm next steps instructionally to meet student need</li> <li>Teachers are able to openly reflect on their areas of strength and areas for growth and share with the principal and one another what support they need to grow professionally</li> <li>Principal is seen as the lead learner in the school, and is willing to openly share and reflect on his/her areas for growth</li> </ul>	

<b>Domain</b>	<b>SCHOOL LEADERSHIP</b>			
<b>Expectation</b>	<b>INSTRUCTIONAL LEADERSHIP</b>			
<b>Indicator</b>	<b>IL 1: Drives instructional decisions with student achievement data</b>			
<b>Observable Evidence</b>	<b>Not Meeting</b>	<b>Approaching</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Principal Behaviors</b>	<ul style="list-style-type: none"> <li>• Leader does not use data to focus school community on student achievement or staff does not recognize achievement gaps</li> <li>• Leader does not support teachers with the use of data to make instructional decisions</li> <li>• Leader does not use data when making decisions on instructional strategies</li> <li>• Leader is not well-versed in accessing and using district online data resources (principal/teacher portals) and likewise, has low expectations for teachers in this regard</li> </ul>	<ul style="list-style-type: none"> <li>• Leader regularly discusses student achievement with staff and community, but does not set clear, rigorous data-driven targets for improvement and not all staff is aware of achievement gaps within the school</li> <li>• Leader occasionally use data for urgency in change or celebration, does not use data consistently or struggles to balance the use of data for both change and celebration</li> <li>• Leader does not know how to support teachers with use of data and does not create systemic collection of or protocols for use of data by staff</li> <li>• Leader may look at data when making decisions on instructional strategies, but mostly bases these decisions on personal or stakeholder opinion</li> <li>• Leader occasionally uses district data resources (principal/teacher portals) and occasionally shares this data with teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Leader maintains a laser-like focus on student achievement and the narrowing of achievement gaps by setting rigorous, data-driven targets for improvement in student learning</li> <li>• Leader regularly uses multiple sources of data to support urgency for change and celebration for success; leader's use of data supports his/her "can do" attitude</li> <li>• Leader understands current research and adjusts decision making based on research</li> <li>• Leader is a competent user of district data resources (principal/teacher portals)</li> <li>• Leader expects that teachers will likewise be competent users of district data and provides needed support and professional development to meet this expectation</li> <li>• Leader uses progress monitoring data to make incremental next steps in a continuous improvement cycle</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>• Leader works with staff to create cycles of action research, where data is used to test hypothesis, and discover new strategies, and reduce achievement gaps</li> <li>• Leader shares his/her use of data and strategies for supporting staff with data driven decisions with other leaders within the district, outside of his/her school</li> <li>• District online data resources (principal/teacher portals) are regularly accessed, discussed and used both by leader and teachers to inform school-wide decision making and to differentiate student instruction</li> </ul>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>• School-wide instructional decisions only sometimes are made with current research, school data and best practice in mind</li> <li>• Staff is unaware of achievement gaps</li> <li>• Data is not used regularly in school meetings, or is only used by the principal and not used regularly with and by teachers and/or students to guide interventions and instruction</li> </ul>		<ul style="list-style-type: none"> <li>• Data analysis processes are in place and are prioritized and implemented with fidelity and commitment</li> <li>• School-wide instructional decisions are based on school data that reflect the high achievement of all students; best practices; and current research</li> <li>• Meaningful and relevant data is reviewed at most all school meetings in order to set next steps for improvement</li> <li>• Teachers are part of data review with principal and consider this data, along with and use their professional expertise as part of decision making</li> <li>• Timely data is used regularly at the classroom, grade level/department and school level to make instructional decisions</li> <li>• Teachers can discuss data, reasons behind the data, and strategies for improving the data achievement</li> <li>• Students use data to understand their progress toward individual goals, grade level standards and college readiness</li> </ul>	

Domain	SCHOOL LEADERSHIP			
Expectation	INSTRUCTIONAL LEADERSHIP			
Indicator	IL 2: Creatively Ensures <b>Quality Instructional Time</b>			
Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>Principal Behaviors</b>	<ul style="list-style-type: none"> <li>Leader may create a school schedule, but confusion might exist in relation to that schedule (e.g., intervention schedule greatly impacts student access to the instructional core)</li> <li>Schedule design does not maximize instructional time for students, nor collaborative time for teachers</li> <li>Decisions regarding student and school schedules are made in the interest of adults, not students</li> <li>Leader occasionally allows unnecessary interruption to instructional time</li> <li>Leader is unaware of teachers' individual areas of strength and growth, and makes no effort to align this to student need</li> </ul>	<ul style="list-style-type: none"> <li>Leader creates traditional school schedule</li> <li>Leader focuses mostly on traditional scheduling and in doing so, misses opportunities to provide maximum time for teachers to collaborate</li> <li>Leader sometimes makes decisions regarding disruptions to instructional core that create mutually supportive programming with core subjects and interventions</li> <li>Leader may know teachers' individual strengths and areas of growth, but may not align that knowledge to the needs of students</li> </ul>	<ul style="list-style-type: none"> <li>Leader makes certain that a school day and school year schedules are created to maximize instructional time and benefit student learning</li> <li>Leader maximizes collaborative time for teachers to learn, innovate, and plan together for student success</li> <li>Leader develops and implements schedules that ensure all students, including those with special needs and those who need specific intervention, receive core instruction</li> <li>Leader knows teachers' individual strengths and areas of growth in order to align strengths of adults to needs of students</li> <li>Leader maximizes instructional time for teachers and students, by buffering external distractions to their work</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Leader secures community support not only for school schedules that maximize instructional time, but also time for teachers to collaborate (e.g., broad support for regular, teacher collaboration time)</li> <li>Teacher leaders support collaborative learning time and regularly decide to meet together, without the insistence of the school principal</li> <li>Teachers work together to determine strategies for ensuring students receive interventions in addition to core instruction</li> </ul>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>School schedule either does not maximize instructional time, or may be built in the interest of instructional time, but allows no opportunity for teacher collaboration (e.g., grade level or department teams do not have common time together for collaboration)</li> <li>Disruptions to instructional time are evident and lack an instructional purpose (e.g., office regularly calls classrooms during instruction, teachers and students often stop instruction and learning due to school-wide announcements)</li> <li>Schedule may contribute to alignment of teachers to students in a way that does not allow teacher expertise to support student need</li> </ul>	<ul style="list-style-type: none"> <li>Core instruction is prioritized daily for all students</li> <li>School schedule exemplifies best interest of student learning and teacher collaboration</li> <li>Teachers have ample time to collaborate with one another and work as a team to meet student need</li> <li>If any disruptions exist within instructional time, they are extremely limited and justified</li> <li>Students receiving specialized instruction and intervention support, are also receiving grade level, core instruction</li> <li>Students are assigned to teachers based on both student need and teacher expertise</li> </ul>		



Domain	SCHOOL LEADERSHIP			
Expectation	INSTRUCTIONAL LEADERSHIP			
Indicator	IL 3: Actively supports teachers in implementing high quality 21 <sup>st</sup> century* instruction			
Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> <li>• Leader does not create systems to allow for reflective feedback conversations; systems are not fully functional</li> <li>• Leader rarely uses classroom observation data to guide decisions about individual and group professional development</li> <li>• Leader does not identify teacher leaders</li> <li>• Leader does not fully comprehend available PD resource supports for teachers</li> <li>• Leader does not ensure that every classroom is outfitted with basic instructional technology resources and leader does not support teachers in how to use these resources in ways that positively impact student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Leader attempts to create systems to allow for reflective feedback conversations regarding instructional best practices, but systems are not fully functional, and some teachers may not receive this opportunity</li> <li>• Leader may look at classroom observation data, but may not be strategic in using that data to drive decisions around individual and school professional development</li> <li>• Leader may provide feedback to teachers, but this process may be more “top down” and less focused on allowing teachers to reflect on their practice</li> <li>• Leader may identify teacher leaders, but may select them by simply asking for volunteers to be teacher leaders, and/or may not provide clarity to teachers leaders and staff regarding the role of teacher leadership within the building</li> <li>• Leader may identify teachers struggling with instruction, but may not provide opportunities for improvement, nor hold teachers accountable to those improvements</li> <li>• Leader may encourage PD for teachers, but may not provide explicit ideas, based on what district PD or other PD opportunities exist</li> <li>• Leader provides funding support for classroom instructional technologies, but provides few opportunities for teachers to become adept at using these resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Leader participates in conversations about instruction with groups of teachers and through ongoing reflective feedback conversations</li> <li>• Leader understands the rigorous instruction required for the Common Core State Standards and Colorado Academic Standards, and ensures through support and PD that teachers understand how to deliver instruction that supports student success with these standards.</li> <li>• Leader uses classroom observation data to understand strength and growth areas in school-wide instructional practice and uses this data to guide decisions about school-wide professional development</li> <li>• Leader effectively identifies teacher leaders and creates systems within which teacher leaders can share their expertise and learning with colleagues</li> <li>• Leader effectively identifies teachers struggling with instruction, provides immediate opportunities for improvement, and supports growth with urgency through explicit goals and next steps</li> <li>• Leader is knowledgeable about PD resource supports for teachers (both district and other) and strategically aligns these supports to teachers’ areas of growth</li> <li>• Leader provides curricular resources and materials necessary for implementing high quality instruction</li> <li>• Leader actively supports teachers in implementing high quality 21<sup>st</sup> century instruction</li> <li>• Leader ensures the incorporation of student-based technologies in instructionally impactful ways.</li> </ul>	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> <li>• Leader creates systems for teachers to engage in structured reflective feedback conversations with one another</li> <li>• Leader ensures teachers have multiple opportunities to observe other teachers to learn and discuss instructional practice with one another</li> <li>• Leader expects teachers to share their areas of expertise with other teachers, and provides systems for this to occur</li> <li>• Leader empowers teacher leaders as instructional experts in the school building</li> <li>• Leader develops high levels of in school expertise on the instructional uses of technology and 21<sup>st</sup> century learning resources and provides ample opportunities for teachers to learn from one another</li> <li>• Leader is a strong and visible, personal user of technology and 21<sup>st</sup> century resources for communication, collaboration, data gathering, and presentations</li> </ul>

\*21st century skills is a synthesis of the essential abilities students must apply in our fast changing world. These essentials skills are: Critical thinking and reasoning; Information literacy; Collaboration; Self-direction; Invention

<b>Domain</b>	<b>SCHOOL LEADERSHIP</b>			
<b>Expectation</b>	<b>INSTRUCTIONAL LEADERSHIP</b>			
<b>Indicator</b>	<b>IL 3: Actively supports teachers in implementing high quality 21<sup>st</sup> century instruction</b>			
<b>Observable Evidence</b>	<b>Not Meeting</b>	<b>Approaching</b>	<b>Effective</b>	<b>Distinguished</b>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>• Inconsistent instructional practices exist from classroom to classroom (e.g., some teachers regularly engage in writing across content areas, while other teachers do not prioritize this practice)</li> <li>• Teachers do not have the opportunity to engage in conversations about their practice</li> <li>• Teachers do not have the opportunity to engage in reflective feedback conversations with the principal, or these conversations exist for only certain teachers, not all teachers</li> <li>• Teachers are unaware of district resources to support their instructional practice (either curricular resources, or professional development resources)</li> </ul>		<ul style="list-style-type: none"> <li>• Evidence of consistent instructional practice exists from classroom to classroom</li> <li>• Teachers engage in reflective feedback conversations and apply learning from this process to their instruction</li> <li>• Instruction in classrooms engages students in practice with 21<sup>st</sup> century skills (Critical thinking and reasoning; Information literacy; Collaboration; Self-direction; Invention)</li> <li>• Teachers regularly discuss their practice with one another</li> <li>• Teachers work together to norm and hold high expectations for grading and assessment of student progress</li> <li>• Systems for teachers and principals are in place to discuss instructional practices and lessons throughout the school year, with an emphasis on continuous improvement</li> <li>• Staff members regularly seek professional development opportunities based on the observation and feedback process</li> <li>• District support resources are used strategically to support teachers in improving instructional practice; teachers know what supports to take advantage of</li> <li>• Common Core State Standards and Colorado Academic Standards are used to align and plan for grade level and content expectations and set a bar for rigorous, relevant and appropriate instruction for all students</li> <li>• Teachers are regularly observed using technology in classrooms to enhance instruction, as well as outside of instructional time to engage in meaningful data analysis and collaboration with one another</li> <li>• Students are regularly observed using technology resources to engage in learning</li> </ul>	

Domain	SCHOOL LEADERSHIP			
Expectation	INSTRUCTIONAL LEADERSHIP			
Indicator	IL 4: Leads for the linguistic and academic success of linguistically diverse students			
Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> <li>• Leader does not disaggregate the data or recognize the urgency of narrowing the achievement gap for linguistically diverse students.</li> <li>• English language performance standards are not implemented or understood among staff.</li> <li>• Leader does not provide staff with understanding of language proficiencies or the tools to support ELLs to advance within the continuum</li> <li>• No decision-making based on ELA data is evident in the school.</li> <li>• English learning, including teaching to language proficiencies, is limited to ELA teachers or English content areas, or is implemented at the end of the day or otherwise not a daily priority.</li> <li>• Native instruction resources are few or not evident throughout the school.</li> <li>• Materials for newcomers, including newcomers that have interrupted formal education are not evident, training for newcomers does not reflect the student population’s needs</li> <li>• No additional leadership or access to expertise for ELLs is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Leader values the urgency for narrowing the achievement gap of ELLs, but may not communicate this value with all the members of the school community.</li> <li>• Leader provides awareness of English language performance standards, but implementation and full understanding is inconsistent among staff.</li> <li>• Leader supports differentiation according to language proficiencies but fails to ensure school wide understanding about supports (group, sensory, and visual), promote removal of scaffolding as progress is made, and/or fails to promote student growth to the next level in the language continuum.</li> <li>• Leader promotes educational access through learning opportunities for ELLs but does so inconsistently or fails to regularly ensure students’ access to grade level curricular content.</li> <li>• Leader is aware of ELA data and makes some decisions based on that data.</li> <li>• Leader encourages English learning and language proficiency understanding in some content areas but school-wide implementation inconsistent or not a priority.</li> <li>• Leader provides some staffing and resources to support native language instruction for ELLs and newcomers, including newcomers that have interrupted formal education but resources or staffing are inconsistent throughout the school.</li> <li>• Leader trains inadequate numbers or staff of unsatisfactory quality to meet the needs of the ELLs</li> </ul>	<ul style="list-style-type: none"> <li>• Leader understands and communicates the urgency for narrowing the achievement gap of ELs</li> <li>• Leader ensures teachers understand and implement the English language performance standards (WIDA)</li> <li>• Leader understands and ensures that language learning is a developmental process and students are supported in their learning</li> <li>• Leader is committed, understands, and ensures educational access for learning opportunities for all students, in particular, unique program needs for English learners</li> <li>• Leader implements data driven decision making based on best practice for English learners</li> <li>• Leader is knowledgeable about and supports teachers in the implementation of language proficiency objectives within all contents</li> <li>• Leader supports the curricular staffing and resources that support native language instruction for ELLs and newcomers, including newcomers that have interrupted formal education</li> <li>• Leader makes appropriate use of their staffing to meet the needs of their ELs</li> </ul>	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> <li>• Leader makes known urgency of any achievement gaps and all staff are active in reducing those gaps</li> <li>• Leader provides leadership and builds capacity so that English language proficiency standards, implementation in all content areas, and differentiation according to language proficiency is fully implemented school-wide.</li> <li>• Leader ensures that all staff have regular access to home language and English language learning materials, ELA expertise, and school wide ELA trainings.</li> </ul>

Domain	SCHOOL LEADERSHIP			
Expectation	INSTRUCTIONAL LEADERSHIP			
Indicator	IL 4: Leads for the linguistic and academic success of <b>linguistically diverse students</b>			
Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>Teachers lack English Language Acquisition training or there is lack of clarity about who needs ELA designations and/or training.</li> <li>School community does not embrace linguistic diversity, as evidenced by lack of office support for various languages, lack of translation services, lack of bilingual staff members, and/or lack of opportunity for students to use L1</li> <li>Teachers do not understand or are not aware of CELA data and/or the instructional implications according to language proficiency levels</li> <li>Teachers do not use language objectives, language objectives lack rigor, or language objectives lack function, form, or supports.</li> <li>Teachers do not recognize that their students' ELP levels may be different within the four language domains</li> </ul>			<ul style="list-style-type: none"> <li>School community embraces linguistic diversity as evidenced by office support for various languages, translated communications, staff engaged in linguistically diverse conversations, students building background knowledge in L1 during instruction, students having access to and using native language text (when appropriate), and teachers and students speaking in languages other than English.</li> <li>Teachers have ELA certifications and engage in qualification for additional ELA trainings aligned to the needs of the student population; teachers clearly understand the multiple options for qualification process.</li> <li>Teachers know both their students' CELA results and the results of other bodies of evidence and use this to guide their instruction of ELs; principal's instructional knowledge around the needs of ELs allows for targeted feedback to teachers to support EL progress.</li> <li>Staff understands school-level achievement gaps for EL students and the UIP reflects strategies to support ELL students with high levels of academic achievement</li> <li>Teachers use knowledge of levels of language proficiency and CELA data to guide instruction and to incorporate a variety of daily supports; teachers look to push students to advance beyond their current level and reduce supports as appropriate throughout the year; CELA data and other bodies of evidence regarding English listening, speaking, reading, and writing progress are regular parts of data team conversations</li> <li>Teachers recognize that ELP levels may be different in the four language domains and ensure appropriate practice in speaking, listening, reading, and writing as separate and integrated activities to promote progress in each</li> <li>Students' use of language objectives is evident in classrooms</li> </ul>

Domain	SCHOOL LEADERSHIP			
Expectation	INSTRUCTIONAL LEADERSHIP			
Indicator	IL 5 (ELA Program School Leaders Only): Leads for effective English Language Acquisition Programming			
Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>Principal Behaviors</b>	<ul style="list-style-type: none"> <li>Leader does not follow guidelines for proper identification, assessment, and /or placement of ELLs.</li> <li>No evidence of the value of language separation or the value of language evident.</li> <li>Neither educational access for ELs nor ELA programming is evident.</li> <li>Leader does not provide assistance in the collection of home language data.</li> <li>Neither English language resources nor home language resources are in place.</li> </ul>	<ul style="list-style-type: none"> <li>Leader attempts identification, assessment, and correct program placement for ELLs but has inconsistencies in implementation.</li> <li>Leader inconsistently supports the role of language separation and integration</li> <li>Leader communicates components of EL best practice but components are not consistently in place.</li> <li>Leader allows for the majority of EL students to have educational access with ELA programming.</li> <li>Leader supports some good EL practices or EL best practices for some staff but not all staff exposed to best practices.</li> <li>Leader provides some support to parents in order to secure home language identification.</li> <li>Leader inconsistently supports effective curriculum or does not replace English language resources or home language materials when needed.</li> </ul>	<ul style="list-style-type: none"> <li>Leader ensures that the DPS best practice on identification, assessment, and program placement for English language proficiency takes place.</li> <li>Leader supports the role of language separation and integration.</li> <li>Leader is aware of, communicates, and ensures a best practice program model.</li> <li>Leader is committed, understands, and ensures educational access for learning opportunities for all students, in particular, unique program needs for English learners.</li> <li>Leader supports parents, teachers and all other support staff (i.e. student services, professionals, paraprofessionals, etc.) in full implementation of best practice for English learners.</li> <li>Leader supports parents in providing the district with information about their child’s language background.</li> <li>Leader ensures access to effective curriculum that supports English language learners in their development of English proficiency.</li> </ul>	<p><i>In addition to “Effective”:</i></p> <ul style="list-style-type: none"> <li>Leader accurately and efficiently identifies and assesses language proficiencies of ELs, ensures best practice EL programming, and provide regular monitoring which guides staff support of ELs.</li> </ul>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>Families are not supported in communicating their home languages.</li> <li>Schools are not aware of students’ home languages.</li> <li>Teachers are not aware of CELA results and/or do not monitor language proficiency progress throughout the year.</li> <li>Teachers not qualified with ELA backgrounds.</li> <li>Teachers neither have (regular) access to English language acquisition curriculum nor curriculum that support home languages.</li> <li>Staff do not hold themselves accountable for language proficiency progress or content mastery.</li> </ul>	<ul style="list-style-type: none"> <li>School support families to communicate their home languages; staff know students’ home languages.</li> <li>Teachers know CELA results and monitor language proficiency progress regularly throughout the year.</li> <li>Teachers qualified with ELA backgrounds.</li> <li>Teachers have regular access to English language acquisition curriculum and curriculum for home language.</li> <li>All staff take responsibility to ensure that ELLs make progress on their language proficiencies and achieve at high levels in all content areas.</li> </ul>		

Domain	SCHOOL LEADERSHIP			
Expectation	INSTRUCTIONAL LEADERSHIP			
Indicator	IL 6: Leverages building and district resources to meet the educational needs of students with disabilities, and gifted and talented students			
Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>Principal Behaviors</b>	<ul style="list-style-type: none"> <li>Leader does not recognize lack of support or best practice for students with disabilities and gifted and talented students and fails to implement change in order to create access to these best practices for groups of students who need them</li> <li>Leader is unaware of available data regarding students with disabilities and/or gifted and talented students.</li> <li>Leader perpetuates idea that needs of students with disabilities and gifted and talented students are the responsibility of a few teachers, namely mild moderate and GT teachers</li> </ul>	<ul style="list-style-type: none"> <li>Leader does not publically share his/her values for students with different academic needs with the school community</li> <li>Leader may make effort to implement systems of best practice for students with disabilities and gifted and talented students, but efforts lack sense of urgency and are misguided</li> <li>Leader may be aware of data for students with disabilities and gifted and talented students, but may fail to ensure this data is used by staff for purposes of differentiating instruction or needed supports</li> <li>Leader may include all teaching staff in responsibility for students with disabilities and gifted and talented, but may fail to support other staff members (e.g., student service professionals, paraprofessionals, etc.) in their role with these groups of students</li> <li>Leader ensures that parents of special needs students receive communication, but may not encourage staff to fully listen to these parents and consider input before deciding what is best for students</li> </ul>	<ul style="list-style-type: none"> <li>Leader values students with different academic and physical needs and shares this value broadly with the school community</li> <li>Leader understands best practice for students with disabilities and gifted and talented students and ensures the educational program model for his/her school exemplify these best practices</li> <li>Leader ensures that data for students with disabilities and gifted and talented students, is disaggregated and an integral part of data analysis processes and that next steps are clearly defined and taken based on this analysis</li> <li>Leader supports teachers and support staff (e.g., student service professionals, paraprofessionals, etc.) in full implementation of best practice for differing student needs</li> <li>Leader ensures that parents of students with special needs are heard, informed, and an integral part of the school community</li> <li>Leader makes certain that curricular resources for students with special needs, including gifted and talented, are available and used regularly in classrooms</li> <li>Leader makes certain that all teachers who work with students with disabilities and gifted and talented students have access to student level data</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Leader empowers certain teacher leaders, with expertise in meeting the needs of students with disabilities and gifted and talented students, to lead decision-making for learning plans and other student specific needs</li> </ul>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>School community does not fully embrace students with disabilities as evidenced by lack of effort to ensure integrated approach to instruction for students with special needs</li> <li>Teachers do not use disaggregated data for students with special needs, or this data is only used by gifted and talented or special education teachers in the school building</li> <li>Systems for students with differing abilities are not in place, as evidenced by students making lack of progress, or even falling behind, over time</li> </ul>	<ul style="list-style-type: none"> <li>School community embraces students with disabilities and gifted and talented students as evidenced by every effort to ensure students with special needs are regularly integrated into classrooms with their typical peers</li> <li>Teachers understand disaggregated data for students with special needs as evidenced by differentiated instructional practices</li> <li>Systems are in place for students with differing abilities, such that their needs are met with a sense of urgency – their needs are supported in an environment of high expectations</li> </ul>		

Domain	SCHOOL LEADERSHIP			
Expectation	HUMAN RESOURCE LEADERSHIP			
Indicator	HRL 1: Recruits, hires, places, supports and dismisses staff in alignment with high expectations for performance and overall strategic school plan			
Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>Principal Behaviors</b>	<ul style="list-style-type: none"> <li>Leader does not have clear processes and systems in place for recruiting and hiring high quality staff matched to the needs of the school, and may or may not perform recruiting and hiring actions in a timely fashion</li> <li>Leader does not thoughtfully consider budget and staffing scenarios that match teacher strengths to available positions and does not collaborate with staff or School Leadership Team to ensure quality fit for staff members</li> <li>Leader has not ensured effective staff in place for ELLs.</li> <li>Leader does not support growth of leaders from all backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>Leader performs recruiting and hiring actions, but has no established plan for ensuring that high quality hiring matches meet the needs of the students and the school as appropriately as possible</li> <li>Leader may consider budget and staffing scenarios that match teacher strengths to available positions, but does not consistently collaborate with staff or School Leadership Team to ensure the right fit for all staff members</li> <li>Leader has some effective staff in place for ELLs but inconsistent throughout the building.</li> <li>Leader supports capacity building with leaders of all backgrounds but fails to ensure growth in those leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Leader anticipates open positions and establishes processes and systems for recruiting and hiring high quality, diverse staff matched to the needs of the school and the school's strategic plan</li> <li>Leader knows strengths and growth areas for each staff member and values each individual for his/her contribution to the team</li> <li>Leader directly deals with poor performance, by providing support, career counseling, and courageous performance decisions in a timely and systematic manner</li> <li>Leader strategically places teachers into positions, based on his/her knowledge of teachers' strengths and areas for growth</li> <li>Leader understands how to look at a body of evidence for performance, including student achievement data, in order to make effective performance management decisions</li> <li>Leader regularly identifies teacher leaders and provides opportunities for other leaders within the school to grow and contribute</li> <li>Leader proactively uses multiple channels to identify the most effective staff for ELs</li> <li>Leader cultivates human capital, including recruitment efforts so as to insure a balanced mix of strengths and styles</li> <li>Leader is committed to using multiple channels to identify and cultivate candidates from different cultural backgrounds</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Leader empowers teacher leaders to understand what a high quality candidate looks like for key positions and contributes to the hiring of high quality candidates</li> <li>Leader creates systems of support for all staff members</li> <li>Leader builds capacity so that all staff are trained on English language acquisition, work together as a staff to implement programs, and hold themselves accountable for EL's progress.</li> </ul>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>Staff is not qualified to collect ELL data, understand and/or deliver assessment and/or progress monitoring, or provide best practice ELA programming.</li> <li>No expertise or training available to further develop staff with ELA data collection, progress monitoring, or program delivery.</li> <li>Only staff of certain backgrounds developed as leaders.</li> <li>Teachers are not part of hiring decisions, or if involved, their perspective may not be considered in hiring decisions</li> <li>Teacher leaders may not be identified, or may not have a clear role in supporting colleagues</li> <li>Hiring process is unclear and lack purposeful activities to assess candidate fit for the position</li> <li>High performing teachers regularly leave the school over time</li> </ul>	<ul style="list-style-type: none"> <li>Staff is qualified to collect ELL data, understand and deliver assessment , monitor progress, and provide best practice ELA programming.</li> <li>Expertise and training available to all staff to further develop staff with ELA data collection, progress monitoring, or program delivery.</li> <li>Staff of all backgrounds are developed as leaders.</li> <li>Teacher leaders have clear role in determination of critical competencies for positions for which school is hiring</li> <li>Teacher leaders have a clear role in recruiting and hiring decisions</li> <li>Teacher leaders have clear role in supporting colleagues</li> <li>Hiring process includes multiple activities</li> <li>High performing teachers are committed and remain at the school over time</li> <li>Formal training for teacher leaders exists around their role in recruitment, hiring, and support for other teachers in the school</li> </ul>		

<b>Domain</b>	<b>SCHOOL LEADERSHIP</b>			
<b>Expectation</b>	<b>HUMAN RESOURCE LEADERSHIP</b>			
<b>Indicator</b>	<b>HRL 2: Applies teacher and staff performance management systems in a way that ensures a culture of continuous improvement, support and accountability</b>			
<b>Observable Evidence</b>	<b>Not Meeting</b>	<b>Approaching</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Principal Behaviors</b>	<ul style="list-style-type: none"> <li>Leader accepts status quo regarding state of the learning environment, and has not established methods for meeting with teachers, sharing expectations, or providing feedback to teachers regarding performance</li> <li>Leader organizes the learning environment with staff convenience in mind; the leader does not establish clear and consistent expectations for staff performance and accountability</li> <li>Leader rarely utilizes observation evidence informatively and effectively to identify instructional success, student outcomes, and professional patterns. Leader does not identify areas for growth for teachers, nor pathways for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Leader attempts to create an environment of learning and creates multiple methods for meeting with teachers, sharing expectations, providing feedback, and checking for understanding</li> <li>Leader deliberately organizes the learning environment with staff accountability in mind; the leader establishes clear expectations for staff performance</li> <li>Leader sometimes utilizes observation evidence to identify instructional success, student outcomes, and professional patterns. Leader sometimes uses observation in formation and instructional framework to identify areas for growth for teachers</li> <li>Leader sometimes coaches instructional staff for improvement in delivery of instructional content, but may not have an established process for doing so</li> </ul>	<ul style="list-style-type: none"> <li>Leader provides opportunities for differentiated professional development according to teachers' needs</li> <li>Leader facilitates reflective feedback conversations with teachers in order that teachers articulate their strengths and discover their areas for growth; principal adjusts the direction and questioning in reflective feedback conversations according to teacher's level of self-reflection</li> <li>Leader uses performance management system to identify high performing teachers who can share best practice and expertise with others</li> <li>Leader aligns school professional development plan to data collected through performance management process</li> <li>Leader makes certain that performance conversations and aligned professional development prepare and give teachers the tools to meet the needs of all diverse learners, including linguistically diverse students, students with disabilities, and gifted and talented students.</li> <li>Leader understands and ensures that new teachers need advice/support/modeling throughout the school year from mentor teachers who has expertise in similar areas</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Leaders creates systems for teachers to provide feedback to one another and to discuss their strengths and areas of growth with one another, not just the principal</li> </ul>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>Teacher leaders are either not identified or, if identified, their role is unclear to both teacher leaders themselves, and other teachers in the school</li> <li>Teachers who are struggling with instruction may not be aware that they are struggling, may not have clearly outlined and timely goals for improvement and/or may not receive targeted support for improvement</li> <li>Teachers are unwilling to support one another with improvement, or if willing, they do not have the systems/structures to engage in support of one another</li> <li>High performing teachers may feel as if they are confined to only one type of instructional practice and may feel unable to try new, innovative practice in order to grow and learn as professionals</li> <li>School's instructional area of focus may be unclear to teachers and/or connections not made to the school's strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>High performing teachers are often identified for teacher leader roles</li> <li>Teacher leaders have clearly defined role around support for teacher colleagues and systems are in place for teacher leaders to engage in leadership and support activities</li> <li>Teachers who are struggling with instruction receive timely support and clearly know next steps for their practice</li> <li>Teachers regularly support one another in moving forward with quality practice</li> <li>High performing teachers are encouraged to try new and innovative instructional practice</li> <li>Teachers understand the school's instructional area of focus aligned to the school's strategic plan</li> </ul>		



Domain	SCHOOL LEADERSHIP			
Expectation	STRATEGIC LEADERSHIP			
Indicator	SL 1: Leads the school's vision, mission and strategic goals to support college readiness for all students			
Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> <li>Leader inconsistently uses data to develop vision and mission of what the school hopes to accomplish with students over time, or fails to use data to inform conversations and decisions</li> <li>Leader may not recognize or be able to identify problems or areas of concern</li> <li>Leader develops his/her own vision for preparing children to enter the changing world in the 21<sup>st</sup> century and may not understand the connection between the UIP and the vision, values and goals of the school</li> <li>Leader rarely articulates shared values and goals</li> <li>Leader understands the statutory requirements of the Unified Improvement Plan but may develop a plan in isolation or with little stakeholder involvement</li> </ul>	<ul style="list-style-type: none"> <li>Leader may use a limited portfolio of data to develop shared vision and mission of what the school hopes to accomplish with students over time</li> <li>Leader leads and implements processes for developing a shared vision and goals that reflect high expectations for students and staff in preparing for the 21<sup>st</sup> century</li> <li>Leader supports development of strategic school improvement plan that outlines data, root cause analysis, goals, milestones against the goals, and clearly aligned action plan but may develop a plan with the support of a limited body of stakeholders</li> <li>Leader occasionally creates milestone goals aligned to vision and mission of the school, but might not be transparent about these milestone goals with stakeholders</li> <li>Leader articulates shared values and goals and occasionally aligns actions with stated values and goals</li> </ul>	<ul style="list-style-type: none"> <li>Leader uses quantitative and qualitative data to understand the school's current reality (trends and gaps for all student groups represented at the school) and collaboratively develops a motivating, shared vision and mission that is the driving force behind initiatives that help students acquire 21<sup>st</sup> century skills</li> <li>Leader leads the development of the Unified Improvement Plan as living documentation for the vision, values, and goals of the school and facilitates collaborative development of a strategic plan that aligns to these goals and includes all state required components</li> <li>Leader expects stakeholder input and students, staff, families, and community members are clear about their roles and responsibilities toward meeting goals</li> <li>Leader ensures the alignment of professional development to the vision, mission and UIP</li> <li>Leader regularly and strategically aligns actions with values and goals and makes actions transparent; Helps others align actions with values and goals and initiates changes to the vision and UIP goals based on data</li> </ul>	<p><i>In addition to effective...</i></p> <ul style="list-style-type: none"> <li>Leader ensures that the schools identity (vision, mission, values, beliefs and goals) drive decisions and inform the culture of the school</li> <li>Leader engages broad representation of stakeholders in problem-solving and strategic planning</li> <li>Leader creates a sense of co-accountability for the achievement of goals that leads to shared responsibility across all stakeholders for outcomes</li> </ul>

<b>Domain</b>	<b>SCHOOL LEADERSHIP</b>			
<b>Expectation</b>	<b>STRATEGIC LEADERSHIP</b>			
<b>Indicator</b>	<b>SL 1: Leads the school's vision, mission and strategic goals to support college readiness for all students</b>			
<b>Observable Evidence</b>	<b>Not Meeting</b>	<b>Approaching</b>	<b>Effective</b>	<b>Distinguished</b>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>Only the school leadership seems clear about the vision and mission of the school; others are unable to pinpoint or articulate a vision or mission statement.</li> <li>There is no tangible evidence of a vision or mission and nothing is posted or written that gives stakeholders a sense of the direction of the school</li> <li>The work of committees and/or programs feels disconnected and disjointed and there is limited communication between committees/teams as a result of lack of clarity around the school's direction</li> <li>The UIP is developed in isolation or by a small group of school leaders resulting in lack of acceptance or co-accountability in achieving the goals</li> <li>Committee work done in isolation from the UIP and members are unable to articulate how decision-making supports the UIP goals, milestones and action plan</li> <li>Work to measure, revisit, and update the UIP document is rarely evidenced in agendas, meetings or conversations and may only occur when required by district or state requirements</li> </ul>			<ul style="list-style-type: none"> <li>All school stakeholders are able to talk about the vision and mission of the school (students, school team members, and community members) and hold a sense of ownership and accountability in achieving the goals</li> <li>School mission and vision are visible around the school and are present in school level conversations</li> <li>All school members understand their individual contributions that will lead to the collective success of the school and school committees have responsibility for guiding the core work of the school that exemplifies the mission/vision/core values and UIP goals of the school.</li> <li>Use of multiple sources of data (student outcome data, teacher/parent input data, demographic data, etc.), are valued and used in whole group, small group and individually on a consistent basis to drive the vision of the school</li> <li>Measurable outcomes to the work may include: low staff turnover, stable and increasing enrollment, leadership team engagement, and high volunteerism.</li> <li>Stakeholders understand the Unified Improvement Plan as living documentation for the vision, values, and goals of the school and use it as a guide for goal setting and action planning and school committees, the School Leadership Team, and the Collaborative School Committee use the UIP as a guiding document on a regular basis without initiation by the Principal</li> <li>Stakeholders feel co-accountable for the school's strategic goals and the milestones they are working toward, and understand their roles and responsibilities in reaching the goals as evidenced by alignment of personal goals and data team focus areas to the broader school goals</li> </ul>

<b>Domain</b>	<b>SCHOOL LEADERSHIP</b>			
<b>Expectation</b>	<b>STRATEGIC LEADERSHIP</b>			
<b>Indicator</b>	<b>SL 2: Adapts leadership to lead change in a specific school context</b>			
<b>Observable Evidence</b>	<b>Not Meeting</b>	<b>Approaching</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Principal Behaviors</b>	<ul style="list-style-type: none"> <li>• Leader is not open to change</li> <li>• Leader does not regularly assess needs of school community or adapt leadership style and actions to meet needs of the school community and staff</li> <li>• Leader demonstrates limited understanding about various district and state policies, as well as the need for change management</li> <li>• Leader fails to recognize need for change in the school environment, regardless of learning community dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Leader may value change but may not understand the difference between technical changes and change that involves commitment and a shift in beliefs</li> <li>• Leader is comfortable with ambiguity and is somewhat effective at driving change</li> <li>• Leader occasionally assesses needs of school community and adapts leadership style and actions to meet needs of the school community and staff [e.g., leader takes into to account experience level of staff when planning support structures; leader considers language proficiencies when ---</li> <li>• Leader develops his/her own understanding about various district and state policies and communicates some information about those changes. Stakeholders may not truly grasp the purpose or benefit of the change but act out of compliance</li> <li>• Leader seeks to learn more about how to support change and how to makes sense of change in the context of his/her school community</li> </ul>	<ul style="list-style-type: none"> <li>• Leader recognizes that real change is not about technical shifts but about commitment to a new way of doing things</li> <li>• Leader models resiliency and functions successfully and comfortably in an environment where change is the norm and ambiguity is often present and helps others develop strategies to cope with change and ambiguity</li> <li>• Leader consistently analyzes data and root causes, remains focused on solutions, makes tough decisions, and supports others to make difficult decisions and to engage in difficult conversations. Leader remains calm, constructive and optimistic despite resistance, setbacks or failures</li> <li>• Leader proactively utilizes his/her own understanding about various district and state policies and effectively communicates the process of change and the purpose and benefit of the change in the context of his/her school community. Leader motivates others to commit, take action and achieve results</li> <li>• Leader engages others through considering differing perspectives, balancing advocacy with inquiry, addressing conflict, and finding common ground</li> </ul>	<p><i>In addition to effective...</i></p> <ul style="list-style-type: none"> <li>• Leader creates a culture that embraces change and supports appropriate risk-taking Systematically challenges the status quo by leading change initiatives</li> <li>• Leader creates a service-oriented, flexible culture that encourages innovative thinking to respond to the unique situational and group dynamics</li> </ul>

<b>Domain</b>	<b>SCHOOL LEADERSHIP</b>			
<b>Expectation</b>	<b>STRATEGIC LEADERSHIP</b>			
<b>Indicator</b>	<b>SL 2: Adapts leadership to lead change in a specific school context</b>			
<b>Observable Evidence</b>	<b>Not Meeting</b>	<b>Approaching</b>	<b>Effective</b>	<b>Distinguished</b>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>Change is met with fear or resistance as evidenced by immediate push-back rather than willingness to ask questions and search out understanding</li> <li>The school leader does not provide opportunity for staff members to have difficult conversation and may avoid situations where such dialogue may occur</li> <li>The building leader does not provide meaningful information to staff to help members make sense of change</li> </ul>		<ul style="list-style-type: none"> <li>Stakeholders understand change as an opportunity to provide excellent education for all students, as evidenced by adults in the community trying new strategies for: data use, instruction, scheduling, collaboration, etc.</li> <li>Stakeholders are safe to have difficult conversations and openly provide feedback to one another and the principal about the degree to which certain change strategies are working or not working in the school and provide ideas for how to support progress with change</li> <li>Stakeholders are able to create meaning from the change and incorporate new strategies into their individual sphere of influence in the school</li> <li>Professional development is aligned to support current school needs (e.g., principal identifies enrollment trends as a school's population changes and provides professional development aligned to meeting the needs of a different population of students)</li> </ul>	

Domain	<b>SCHOOL LEADERSHIP</b>			
Expectation	<b>STRATEGIC LEADERSHIP</b>			
Indicator	<b>SL 3: EMBRACES DISTRIBUTIVE LEADERSHIP AS AN OPPORTUNITY TO BUILD CAPACITY IN OTHER EDUCATORS AND LEADERS WITHIN THE SCHOOL COMMUNITY</b>			
Observable Evidence	<b>Not Meetig</b>	<b>Approaching</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Principal Behaviors</b>	<ul style="list-style-type: none"> <li>• Leader owns decisions in the building, and does not actively collaborate with staff in reaching agreement</li> <li>• Leader predominantly leads on own. May recognize the need to develop leadership capacity among staff but does not take time to do so</li> <li>• Leader does not establish a structure for conversation or shared decision-making</li> <li>• Leader does not intentionally or proactively build capacity in others to expand their leadership opportunity</li> <li>• Leader does not include input from a variety of stakeholder groups</li> </ul>	<ul style="list-style-type: none"> <li>• Leader makes sound decisions based on data and the school vision and regularly communicates decisions but may not balance unilateral decisions with collaboration</li> <li>• Leader provides limited leadership opportunities for others and/or develops leadership capacity among only a select few</li> <li>• Leader occasionally utilizes established systems and processes for teams of leaders within the building to brainstorm, problem-solve and share decision making</li> <li>• Leader tries to identify prospective leaders but may not provide opportunities for mentorship, guidance or development of emerging individuals</li> <li>• Leader involves parents/guardians, community members and students (when appropriate) in decisions about school governance, curriculum and instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Leader makes decision-making process and rationale transparent and supports others in making sound decisions. Leader understands when it is appropriate to own, share, delegate or engage others in decision-making. Multiple stakeholders have voice in decision-making processes</li> <li>• Leader effectively facilitates leadership development among staff by maximizing staff talents/strengths and provides formal and informal leadership opportunities. Leader encourages others to exercise appropriate authority in those areas for which they are held accountable</li> <li>• Leader creates a strategic plan for teams of leaders within the building to problem-solve and share decision making and expects identified leaders to facilitate these processes</li> <li>• Leader routinely identifies and provides opportunities to mentor, guide, and develop emerging leaders. Leader models the leadership behavior he/she expects to see in others and provides feedback to develop leadership capacity</li> <li>• Leader ensures parents/guardians, community members and students (when appropriate) have autonomy to make decisions and supports the decisions made as a part of the collective decision-making process</li> </ul>	<p><i>In addition to effective...</i></p> <ul style="list-style-type: none"> <li>• Leader embeds decision-making processes in a distributed leadership model that is consistent and understood by all stakeholders</li> <li>• Leader actively coaches staff in their leadership development by continually considering next professional opportunities for staff, promoting staff as appropriate and conducting succession planning</li> <li>• Leader develops proactive plans for succession planning in the event of leadership turnover</li> </ul>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>• Teacher leaders are clearly identified but their roles/responsibilities may or may not be outlined in support of other teachers and school-wide decision making</li> </ul>		<ul style="list-style-type: none"> <li>• Staff and community members lead various processes within the school, and are empowered to make decisions.</li> <li>• Teacher leadership extends beyond structured systems, individuals accept leadership as norm in the school and staff members collaborate in formal and informal ways on a consistent basis</li> </ul>	

Domain	SCHOOL LEADERSHIP			
Expectation	MANAGERIAL LEADERSHIP			
Indicator	ML 1: Strategically aligns, people, time and money to drive student achievement			
Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> <li>Leader does not always delegate when appropriate and continues to do many tasks and projects on own. May struggle to coordinate multiple projects simultaneously</li> <li>Leader's work is more reactive than proactive. Prioritization may be ineffective and focus is on the urgent rather than what is important</li> <li>Leader understands the budget timeline, process and tools but focus is mainly on compliance. There may not be a direct correlation between budget develop and school goals</li> <li>Leader personally uses technology but may not value it as a tool necessary to increase learning and productivity at the school</li> </ul>	<ul style="list-style-type: none"> <li>Leader may occasionally delegate and gives some direction for tasks, but may continue to be involved in too many projects and may inconsistently hold others accountable for project completion</li> <li>Manages most projects effectively and meets most deadlines, but owns all the work him/herself</li> <li>Leader demonstrates some time-management skill but prioritization may be day-to-day rather than on a longer range scale</li> <li>Leader attempts to align fiscal resources to support the school goals and student achievement priorities but alignment may not be strategic; leader may not research and/or secure resources outside of those allocated by district</li> <li>Leader sometimes uses technology to support student learning, school management and communication</li> </ul>	<ul style="list-style-type: none"> <li>Leader effectively determines which work to personally engage in and what to delegate, knows when to let others lead and holds people accountable for getting things done</li> <li>Project management includes clear objectives, prioritization of tasks, and progress monitoring. Projects are brought to completion within deadlines</li> <li>Leader consistently manages time in relation to student learning by prioritizing effectively, aligning daily activities to organizational priorities, focusing time on instruction, distinguishing among interruptions that are important, urgent, or distractions, and removing or delegating non-essential tasks</li> <li>Leader makes sound, legal/ethical, and transparent budget decisions based on data, and is able to clearly explain decisions based on the school's mission, strategies and learning goals. A focus on both short and long term fiscal management reflects the school's current needs and resources are maximized for student learning. Realignment of resources is done continuously to address needs and gaps</li> <li>Leader serves as an advocate for the school and negotiates as necessary to meet the needs of the school</li> <li>Leader effectively integrates technology to support school management and communication</li> <li>Leader works collaboratively with facilities personnel to ensure that the school building, equipment and support systems operate safely and effectively and creates and maintains a safe, clean and aesthetically pleasing school environment that supports the school mission.</li> <li>Leader develops and maintains a safety and risk-management plan.</li> </ul>	<p><i>In addition to effective...</i></p> <ul style="list-style-type: none"> <li>Leader uses delegation as a tool to distribute and develop leadership not simply to get things done.</li> <li>Leader supports others throughout the school community to ensure that everyone organizes and manages their time to advance student learning priorities.</li> <li>Leader collaborates with the school community to creatively maximize funds, proactively communicates difficult budget decisions and relentlessly seeks and secures additional resources to achieve goals. Leader maintains confidence of stakeholders during times of financial stress.</li> <li>Leader helps staff use technology to increase efficiency and effectiveness and builds a culture in which everyone values technology as a tool.</li> </ul>

<b>Domain</b>	<b>SCHOOL LEADERSHIP</b>			
<b>Expectation</b>	<b>MANAGERIAL LEADERSHIP</b>			
<b>Indicator</b>	<b>ML 1: Strategically aligns, people, time and money to drive student achievement</b>			
<b>Observable Evidence</b>	<b>Not Meeting</b>	<b>Approaching</b>	<b>Effective</b>	<b>Distinguished</b>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>Timelines and schedules are often changed causing confusion and resulting in poor attendance and interest in participation</li> <li>Lack of organization effects the outcomes of work and degrades the effort and energy community members put forth</li> <li>Budget decisions may not be known or understood and there is lack of clarity around why there are changes to resources and/or personnel</li> <li>There is limited evidence of technology use except for office duties and basic functions such as e-mail communication</li> <li>School environment may not be clean or aesthetically pleasing and may not represent the school’s mission or vision. Safety standards may be in question.</li> </ul>		<ul style="list-style-type: none"> <li>There are seldom interruptions to instructional time and teachers and staff have are able to focus their planning time and committee work on driving student achievement</li> <li>The leader attends many committee and grade level meetings but does not need to attend all. Structures for communicating outcomes are in place to keep leadership knowledgeable about progress</li> <li>Timelines at the school are consistently met and all staff members hold each other accountable for timeliness, deadlines and quality work</li> <li>Yearly budget decisions are anchored to current needs and student data and put the needs of students first. Decision-making is transparent and all stakeholders understand the reason behind decisions</li> <li>Technology is a day-to-day part of classrooms, meetings, committee work and is valued as a tool for time management and efficiency</li> <li>School environment is clean, aesthetically pleasing, representative of school vision and mission and exudes safety standards.</li> </ul>	

Domain	SCHOOL LEADERSHIP			
Expectation	Managerial Leadership			
Indicator	ML 2: LEADS AND BUILDS EFFECTIVE CONFLICT MANAGEMENT AND RESOLUTION PROCESSES			
Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
<b>Principal Behaviors</b>	<ul style="list-style-type: none"> <li>• Leader does not demonstrate an awareness of potential problems and/or areas of conflict within the school</li> <li>• Leader may create or add to tensions that exist between school staff and outside organizations such as the community or central offices by ignoring or “taking sides” on various issues</li> <li>• Leader may not consider all voices in a situation of conflict</li> <li>• Leader has not established an environment in which members of the learning community can safely question assumptions or present conflicting opinions</li> <li>• Leader does not consistently or deliberately foster culture of individual and collaborative reflection</li> <li>• Leader is unable to adapt appropriately to group dynamics, unique needs of a situation or perspectives of a particular audience and makes decisions despite the situation</li> </ul>	<ul style="list-style-type: none"> <li>• Leader demonstrates awareness of potential problems and creates processes to resolve problems and/or areas of conflict within the school</li> <li>• Leader inconsistently addresses tensions that exist between school staff and outside organizations such as the community or central offices leading at times to increased anxiety</li> <li>• Leader sometimes considers all voices and attempts to focus on solutions but resolution may not be a result of collaboration</li> <li>• Leader may initially encourage individual and/or group problem solving, but usually ends up stepping in to facilitate a resolution</li> <li>• Leader attempts to adapt appropriately to group dynamics, unique needs of a situation or perspectives of a particular audience. Decisions may take the situation into account but may not reflect true understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Leader resolves school-based conflicts by providing opportunities for staff members to express opinions contrary to those of authority and monitors staff responses to ensure that all interests and opinions are heard and respected</li> <li>• Leader mediates tensions that may exist between school staff and outside organizations such as the community or central offices by helping all parties see diverse perspectives</li> <li>• Leader fosters culture of individual and collaborative reflection and does not involve his or her self in the resolution of all conflicts</li> <li>• Leader consistently reads situational and group dynamics, accurately reads what is or is not working and adapts accordingly. Consequences are considered and obstacles anticipated before a decision is made. Leader is able to anticipate and overcome resistance and models using conflict, resistance, setbacks and failure as opportunity to learn and grow</li> <li>• Leader recognizes diverse school communities, is able to effectively navigate cross-culturally</li> <li>• Leader promotes effective communication and transparent decision-making processes</li> </ul>	<p><i>In addition to effective...</i></p> <ul style="list-style-type: none"> <li>• Leader demonstrates capacity to analyze, synthesize, and promote coherence in spite of lack of agreement and seeks out creative solutions focused on the best interests of student</li> <li>• Leader creates a culture that promotes a sense of efficacy, welcomes diverse perspectives and transforms disagreement into opportunity</li> </ul>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>• Only a few, strong voices may be heard at meetings resulting in a false sense of the majority opinion. The leader may not recognize this and may feel he or she understands where the staff stands on an issue.</li> <li>• Community members may not speak out at meetings and instead meet informally following a discussion resulting in fractured communication and small interest groups.</li> <li>• Staff members may rely on the leader to resolve conflict and do not approach one another with feelings, opinions and needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members feel comfortable voicing opinions freely and do so respectfully and professionally.</li> <li>• Community, staff and students attempt to resolve conflicts at the lowest level and do not escalate issues without attempting to bring it to resolution first.</li> <li>• Systems are in place for students to resolve conflicts independently and staff members take the time to assist students through conflict resolution.</li> </ul>		



Domain	SCHOOL LEADERSHIP			
Expectation	MANAGERIAL LEADERSHIP			
Indicator	ML 3: Systematically communicates with all stakeholders			
Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> <li>Leader rarely communicates with students, staff, parents, and community outside of necessary interactions</li> <li>Leader does not know all staff members well enough to publicly acknowledge individual contributions</li> <li>Leader has no evidence of functional processes for gathering and transmitting information from and to stakeholders</li> <li>Leader is unaware of language barriers that exist in the school</li> <li>Leader fails to check for mutual understanding, and does not regularly solicit feedback from others in the learning community</li> <li>Leader's presentations are rarely organized, logical, meaningful, or relevant; leader does not have established methods for capturing or responding to audience feedback</li> </ul>	<ul style="list-style-type: none"> <li>Leader communicates with students, staff, parents, and community, but interactions may not be purposeful or create a sense of approachability</li> <li>Leader knows all staff members but may not interact on a personal level or publicly acknowledge individual contributions</li> <li>Leader is still developing functional processes for gathering and transmitting information from and to stakeholders and systems may not be consistent or reliable in transmitting information</li> <li>Leader may recognize language barriers in the school, but may not plan for them, such that certain community groups are disconnected</li> <li>Leader sometimes checks for mutual understanding, but does not regularly solicit feedback from others in the learning community</li> <li>Leader's presentations are not always organized, logical, meaningful, or relevant; leader does not have established methods for capturing or responding to audience feedback</li> </ul>	<ul style="list-style-type: none"> <li>Leader communicates with all staff members on both a personal and professional level in order to build a sense of community and belonging</li> <li>Leader ensures visibility, accessibility and approachability by minimizing time in the office and intentionally and purposefully interacting with students, staff, parents, and community to engage stakeholders in the goals of the school and to create a sense of shared ownership in the success of the organization</li> <li>Leader develops meaningful processes for creating two-way communication systems with stakeholders and is committed to upholding communication timelines and protocols, and to using a variety of media to communicate</li> <li>Language barriers are considered and proactively planned for to ensure equitable communication across all families</li> <li>Leader's communication is clear, concise, relevant, and appropriate for intended audience. Leader recognizes communication styles unique to cultural norms and adjusts his/her style accordingly to meet needs; frequently and deliberately checks for mutual understanding and solicits feedback from others</li> <li>Leader's presentations are organized, logical, meaningful, and relevant, and regularly include purposeful analysis of information. Leader provides clear and specific responses to audience feedback</li> <li>Leader knows when to empower others to communicate on behalf of the school or decision-making committee</li> <li>Leader understands the importance of communicating with diverse communities</li> <li>Leader is able to communicate with parents and students including knowing when translation is needed</li> <li>Leader provides and promotes welcoming and hospitable school culture and climate</li> </ul>	<p><i>In addition to effective...</i></p> <ul style="list-style-type: none"> <li>Leader creates a school-wide culture in which all parties make themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.</li> </ul>
School Behaviors	<ul style="list-style-type: none"> <li>Communications structures and timeframes such as weekly folders, newsletters or websites may be inconsistent or only in English resulting in a lack of understanding by the community on how to access information from the school.</li> <li>All stakeholders may not understand how and when to access school leadership resulting in a feeling that the leader is unapproachable or unavailable for communication.</li> <li>Language barriers exist in the school.</li> </ul>	<ul style="list-style-type: none"> <li>All stakeholders have equal access to information and have a voice in the community despite language or other communication barriers.</li> <li>Students understand the value of communication and feely and appropriately interact with adults at the school.</li> <li>Families understand how to obtain information, have access through their home language when possible, and feel comfortable using the communication structures used by the school.</li> <li>Teachers see the value in two way communication with and utilize a variety of mechanisms to open up communication with families including using translators for phone calls, conferences, and home communication.</li> <li>Stakeholders understand how to access school leadership because systems are clear, posted and communicated. Leadership is visible and available formally and informally throughout the day.</li> </ul>		

Domain	SCHOOL LEADERSHIP			
Expectation	EXTERNAL LEADERSHIP			
Indicator	EDL 1: LEADS FAMILY AND COMMUNITY INVOLVEMENT AND OUTREACH			
Observable Evidence	Not Meeting	Approaching	Effective	Distinguished
Principal Behaviors	<ul style="list-style-type: none"> <li>Leader does not find ways to communicate the successes of the school to the broader community. There is little evidence of outreach the surrounding community</li> <li>Leader may interact with and acknowledge that parents/guardians and community members have a critical role in developing community engagement, support and ownership of the school but may not have strategies to enlist their support</li> <li>Leader rarely engages in interactions with family and community; leader makes no visible attempt to create processes for gathering and transmitting information to stakeholders and does not solicit stakeholder input</li> <li>Leader does not attempt strategies to grow enrollment</li> <li>Community partnerships are not evident or are non-existent.</li> <li>Leader does not have community outreach or inclusion of all communities is not clear.</li> </ul>	<ul style="list-style-type: none"> <li>Leader finds ways to communicate the successes of the school to the broader community but may do so inconsistently. Celebrations of student learning may be limited to direct reporting and the school-community partnership does not appear to be mutually beneficial</li> <li>Leader interacts with and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support and ownership of the school and is beginning to develop systems to engage the broader community in the vision of the school</li> <li>Leader has begun to welcome families of all backgrounds and integrate them into the community but has done so inconsistently without ensuring that participation is expected or preferred</li> <li>Leader engages to some degree in interactions with family and community; leader attempts to create processes for gathering and transmitting information to stakeholders and may welcome stakeholder input, but has not established structures for accepting and utilizing feedback</li> <li>Leader seeks to increase student enrollment but may not have a comprehensive plan or strategies for outreach</li> <li>Leader demonstrates interest and first steps to engage community through a variety of organizations but has not yet been able to establish partnerships</li> <li>Leader provides for some family gatherings but does not have a variety of meaningful outreach.</li> </ul>	<ul style="list-style-type: none"> <li>Leader actively finds ways to communicate the successes of the school to the broader community and creatively partners to bring in additional time, people and resources to the school.</li> <li>Leader communicates regularly with family and community members, and models attention, time, and respect; leader demonstrates awareness of public and political nature of position and establishes processes and procedures to engage stakeholders</li> <li>Leader ensures that parents of linguistically diverse students are welcomed and an integral part of the school community including them in vision, goals, and decision-making structures</li> <li>Leader values families and community as partners and works to gather feedback that is focused on improving student and school performance; leader communicates feedback and actions for next steps</li> <li>Leader uses innovative ideas to increase student enrollment (as appropriate) using a comprehensive marketing plan, as well as planned activities for outreach at various points in the school year</li> <li>Leader engages the community especially at public gatherings and seeks to understand DPS' diverse communities</li> <li>Leader is knowledgeable of best practice in outreach and forms partnerships with community organizations (i.e. Spring Institute, Catholic Charities, Jewish Community Center) so as to be inclusive.</li> <li>Leader understands the value of consistent and meaningful outreach through frequent school based events (Family Literacy, Math nights, Computer Lab nights, Science Fair, etc.) as well as culture celebrations.</li> </ul>	<p><i>In addition to effective...</i></p> <ul style="list-style-type: none"> <li>Leader shares responsibility for community outreach and all staff members feel a sense of co-accountability for generating and participating in efforts to create community partnerships</li> <li>Leader models a sense of pride in the school that staff, students and parents share and want to communicate to the broader community</li> <li>Community partnerships, which reflect a variety of backgrounds, know and understand the mission of the school and actively support its vision within the school and in the greater community.</li> </ul>
School Behaviors	<ul style="list-style-type: none"> <li>Neighboring businesses have little interaction with the school and student work is rarely seen posted around the community</li> <li>When asked about the school parents may have little to say about the benefits of the school and seem neutral or uninformed about its merits</li> <li>Families that enroll in the school are a result of boundaries and not because of a desire to be there</li> </ul>	<ul style="list-style-type: none"> <li>Footprints of the school, student progress, and support of their families and student learning can be seen throughout the community and partnerships between the school and community demonstrate two way benefits</li> <li>Parents proactively communicate the attributes of the school to new families and community members and can articulate the values, goals and mission of the school</li> <li>New students to the school are often a result of recruitment by currently enrolled families. Numbers of students who choice in may be high</li> <li>Neighbors to the school are invested in the success of the school regardless of whether they have school-aged children</li> </ul>		

<b>Domain</b>	<b>SCHOOL LEADERSHIP</b>			
<b>Expectation</b>	<b>EXTERNAL LEADERSHIP</b>			
<b>Indicator</b>	<b>EDL 2: Provides positive impact on the profession of school leadership</b>			
<b>Observable Evidence</b>	<b>Not Meeting</b>	<b>Approaching</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Principal Behaviors</b>	<ul style="list-style-type: none"> <li>Leader occasionally demonstrates perseverance, but may have limited effect</li> <li>Leader does not always behave in a way that is respectful of the norms, values, and culture of the organization</li> <li>Leader does not always adhere to district policy, comply with legal and regulatory expectations, and/or implement district initiatives</li> <li>Leader sometimes participates in personal professional development but rarely takes on additional leadership responsibilities</li> <li>Leader promotes growth of a select few, equity of professional development not evident.</li> </ul>	<ul style="list-style-type: none"> <li>Leader regularly perseveres and may be effective in less complex situations but may still have limited results in more challenging situations</li> <li>Leader behaves in a way that is usually respectful of the norms, values, and culture of the organization and generally reflects core values</li> <li>Leader adheres to district policy, complies to legal and regulatory expectations, and implements regulations of the school and district but may adhere to them out of compliance rather than from a place of understanding</li> <li>Leader sometimes participates in personal professional development that is connected to organizational needs and may agree to take on additional leadership responsibilities when asked</li> <li>Leader builds capacity through the professional growth of many members of the community or promotes growth but does not yet ensure leadership represents all backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Leader consistently demonstrates and models emotional fortitude and perseverance in the face of obstacles and is able to achieve results in challenging situations as recognized by school stakeholders and supporters</li> <li>Leader models and upholds high standards for professional behavior that is respectful of the norms, values, and culture of the organization, reflects core values, and demonstrates to students and other stakeholders, high standards for personal interaction</li> <li>Leader adheres to district policy, complies to legal and regulatory expectations, and implements district initiatives working to integrate change and procedures logically and systematically to meet the individual needs of the school</li> <li>Leader uses research to inform organizational decisions and communicates the basis of actions with stakeholders supporting the sense of confidence in the direction of the school</li> <li>Leader seeks opportunities to participate in ongoing leadership opportunities that serve the district's mission and vision</li> <li>Leader is perceived as a learner by staff and is comfortable modeling risk-taking in learning situations creating a learning-centered culture at the school. Learning furthers the mission of the school.</li> <li>Leader facilitates professional growth of all members of the school community including a focus on leadership</li> <li>Leader promotes equity</li> </ul>	<p><i>In addition to effective...</i></p> <ul style="list-style-type: none"> <li>Leader is highly effective in adapting to obstacles and achieves results in all situations, simultaneously developing a relentless drive in others and a school culture that is resilient and relentlessly focused on student achievement and development</li> <li>Leader understands that all positions of authority and leadership need to be developed equitable and represent the student body as often as possible</li> </ul>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>Staff may feel uneasy or complain when changes are made during the course of the school year</li> <li>Morale of staff is easily affected by difficult situation and may be up and down throughout the course of each school year</li> <li>Staff may participate in professional development out of compliance rather than interest as evidenced by little change in practice as an outcome of learning</li> <li>Professional development is for a select few at the school</li> </ul>		<ul style="list-style-type: none"> <li>Failures and setbacks create a sense of urgency among staff that increases problem-solving and collaborative efforts.</li> <li>Staff members consistently bring research to the table during professional development, committee meetings, or data teams and expect the same of colleagues. Decisions based on research are highly valued.</li> <li>Staff proactively seeks out professional development opportunities and considers learning empowering.</li> <li>Parents and community members take the initiative to seek out collaborative support from school staff to ensure school success</li> <li>Everyone has access to professional development and leadership</li> <li>Leaders of all backgrounds present</li> </ul>	

<b>Domain</b>	<b>SCHOOL LEADERSHIP</b>			
<b>Expectation</b>	<b>EXTERNAL LEADERSHIP</b>			
<b>Indicator</b>	<b>EDL 3: Actively advocates for students, teachers and the school community</b>			
<b>Observable Evidence</b>	<b>Not Meeting</b>	<b>Approaching</b>	<b>Effective</b>	<b>Distinguished</b>
<b>Principal Behaviors</b>	<ul style="list-style-type: none"> <li>• Leader may not use current systems to leverage the district and community resources available to serve the best interest of students and families</li> <li>• Leader knows about available resources and support personnel within the school system but may not know how to connect students outside of the system</li> <li>• Leader implements limited additional supports to meet students' academic and personal development</li> <li>• Leader does not actively market school to potential students, as evidenced by declining enrollment</li> <li>• Leader does not attempt to communicate school outcomes with all community members</li> <li>• Leader does not have forums for voicing community concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Leader relies on available systems and relationships for district and community resources which may not maximize the school's ability to serve the best interest of students and families</li> <li>• Leader creates general student support services and continues to learn about resources beyond the school system</li> <li>• Leader implements additional supports such as before and after school care, Saturday School and advisors, but may not allocate additional resources or time to develop staff understanding around social-emotional support</li> <li>• Leader sometimes markets school to potential students; enrollment may be stagnant or in slight decline</li> <li>• Leader sporadically utilizes district and community vehicles for communication regarding school outcomes, events and celebrations</li> <li>• Leader has begun to reach out among all of the school communities but does not have consistent communication and has not yet built collaboration around school outcomes among the community.</li> <li>• Leader has communicated the value of all voices but does yet ensure that regular communication is established</li> </ul>	<ul style="list-style-type: none"> <li>• Leader develops systems and relationships to leverage the district and community resources available to maximize the school's ability to serve the best interest of students and families</li> <li>• Leader utilizes a full range of available support and guidance services, assembles teams to assess student support needs, and aligns intervention, guidance and counseling with the school mission and goals</li> <li>• Leader provides on-going professional development to staff about social-emotional development and diversity so staff can make the school community a place where students experience academic and social-emotional growth in a supportive environment</li> <li>• Leader actively markets school to potential students through a variety of media sources and enrollment increases are evident</li> <li>• Leader utilizes district and community vehicles for communication regarding school outcomes, events and celebrations. Leader proactively invites community and district leaders to school events in an attempt to highlight school achievements</li> <li>• Leader understands diverse communities and gives voice to their concerns</li> <li>• Leader appreciates the value of other community organizations and networks to develop and support outreach</li> </ul>	<p><i>In addition to effective...</i></p> <ul style="list-style-type: none"> <li>• Leader stays up-to-date regarding student response to services and adapts and personalizes services based on data and encourages teacher to work with community agencies to support students at risk</li> <li>• Leader is celebrated in the district and community for the achievements of the school, and when recognized highlights the collective efforts of the staff and community</li> <li>• Leader has established networks and channels of communication in the community to support school outcomes and to make the school a viable part of the community.</li> </ul>
<b>School Behaviors</b>	<ul style="list-style-type: none"> <li>• There may be a Student Intervention Team established but the results of the work are not seen in classrooms. There is not a sense of shared responsibility for student progress and teachers may feel a strong sense of ownership of their own class.</li> <li>• Many decisions about things such as schedules, resources and events are made for adult convenience rather than for the good of students.</li> <li>• Marketing materials are out of date or not evident.</li> <li>• News about the school is rarely seen in district and community publications and community and district leaders may only be present when there is a controversial issue.</li> <li>• There is no evidence that students, staff or parents have a sense of pride in the school.</li> </ul>		<ul style="list-style-type: none"> <li>• The Response to Intervention model is evident in the master as well as individual classroom schedules. The school budget and staffing decisions show evidence of priorities placed on support services and resources are available for academic and social-emotional supports for all students.</li> <li>• Staff dialogue is centered on student-needs. Students are at the heart of decision-making and there is an overall sense of advocacy for children.</li> <li>• Marketing materials are displayed within and outside of the school. Materials are up-to-date and appealing.</li> <li>• Community and district leaders are consistently in attendance at school events and school news is often in DPS and community publications.</li> <li>• There is a high sense of pride in the school and a sense of pride about the school among the greater community, including the business community.</li> </ul>	