

## Standard 1: The Vision of Learning

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

PERFORMANCE LEVEL				
Indicators	Little or no Evidence	Early Evidence In Developing Proficiency Toward Standard	Established- Proficiency To Standard is Demonstrated	Sustained Results and/or Exceeds the Standard
<p><b>1.1 Belief that all students can learn</b></p> <p><b>Suggested Evidence:</b> Site Visits; Conversations; Observations; Academic Conferences; Staff Feedback; Student Achievement Results; Master Schedule</p>	<p>Interacts with others and comments negatively or makes excuses about the ability of students to be successful.</p>	<p>Commitment to student achievement is evident, however ongoing proactive communication regarding the needs of struggling students is lacking. Recognizes gaps in knowledge and understanding both within self and in staff members. Pursues the necessary supports, carries on reflective conversations with staff, engages them in self-reflection and develops an understanding of the needs of all students.</p>	<p>Demonstrates a clear belief in the ability of all children to learn regardless of poverty, race, social economic status, learning disabilities, etc. Engages in courageous conversations regarding race and poverty. Recognizes gaps in knowledge and understanding both within self and in staff members. Pursues the necessary supports and carries on reflective conversations with staff in order to engage them in self-reflection and help them develop an understanding of the needs of all students.</p>	<p>Communicates a shared vision that all students can learn and holds staff accountable for rigorous instruction for all students. Leads school staff in an ongoing, systematic process to identify gaps in knowledge and understanding with respect to the needs of all students. Facilitates positive learning experiences for staff around the issues of race and class. Conducts ongoing examination of school culture and practices that cultivate an organization where race, ethnicity and socio-economic status are not a predictor of success or failure.</p>

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<p><b>1.2 Stakeholders are actively engaged in developing, implementing, communicating, monitoring and evaluating the school mission and vision.</b></p> <p><b>Suggested Evidence:</b>                      Site Visits;                      Observations;                      Balanced Leadership Survey;                      Academic Conferences;                      Attendance at PTC/PTA Meeting</p>	<p>Has not provided evidence of a mission statement for the school nor is there evidence of the staff, parents and extended community participating in the school's decision-making processes.</p>	<p>Has established a school mission/vision statement based on conversations and input from stakeholders and school performance data.</p>	<p>Has established a solid vision/mission statement. All staff knows the part they play and take responsibility working to attain the vision/mission of the school. Data collection is utilized actively and effectively to monitor and adjust the mission and vision.</p>	<p>Engages all stakeholders in the part they play and takes responsibility for attaining the school's mission/vision. Data collection is utilized actively and effectively to monitor and adjust the mission/vision on a regular basis.</p>
<p><b>1.3 The CSIP (including assessment calendar, PD plan and SMART goals) target the areas of need and is connected to the District Strategic Plan. It is designed to improve the achievement of <u>all</u> students and close the achievement gap.</b></p> <p><b>Suggested Evidence:</b>                      CSIP;                      District Strategic Plan;                      Data Plan - Results and Subgroup Data;                      Balanced Leadership Survey;                      Academic Conferences;                      Intervention Plan</p>	<p>Writes a CSIP that is poorly aligned to instructional behaviors and/or the District Strategic Plan and not reflective of student needs.</p>	<p>Introduces the CSIP to staff and stakeholders and input is sought to develop the plan and make adjustments. Links to the District Strategic Plan are evident.</p>	<p>Has in place a CSIP that is developed with stakeholder and staff input and is the driving force in the school for student improvement. Internal stakeholders regularly review the plan, and monitor its effectiveness for all students. The CSIP is clearly linked to the District Strategic Plan.</p>	<p>Has in place a CSIP that is a dynamic plan that is strongly connected to the District Strategic Plan. The Plan is responsive to the academic and organizational needs of the school, and has been adapted/revised based on student progress or lack thereof toward established learning targets. Student achievement results, especially for those students who comprise the subgroups in the school, demonstrate effective monitoring and implementation by internal and external stakeholders.</p>

## Standard 2: The Culture of Teaching and Learning

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

PERFORMANCE LEVEL				
Indicators	Little or no Evidence	Early Evidence In Developing Proficiency Toward Standard	Established Proficiency To Standard is Demonstrated	Sustained Results and/or Exceeds Standard
<p><b>2.1 Principal as the Instructional Leader</b></p> <p><b>Suggested Evidence:</b>            Site Visits;            Observation Schedule/Plan for Staff;            Staff Feedback;            Observations;            Academic Conferences;            IL-PLCs;            Balanced Leadership Survey;            Schoolwide PD Plan;            Balanced Assessment Plan;            Observations of Staff</p>	<p>There is little or no evidence of the leader's performance being linked to his/her execution of leadership responsibilities.</p>	<p>Is beginning to lead and or facilitate professional development aligned to the school's CSIP. At times reviews assessment data with internal stakeholders and conducts observations in classrooms.</p>	<p>Engages in monitoring and evaluating the use of research-based best practices, curriculum materials, and formative/summative assessment data, for the purpose of informing a continuous cycle of growth and improvement in order to raise student achievement. Conducts required number of observations, both in classrooms and in PLCs.</p>	<p>Engages in monitoring and evaluating the use of research-based best practices, curriculum materials, and formative/summative assessment data for the purpose of promoting continuous growth as a means of raising student achievement. Conducts required number of observations, both in classrooms and in PLCs. Positive results indicate that appropriate differentiated professional development is matched to staff and student needs.</p>
<p><b>2.2 Teacher Growth and Professional Development</b></p> <p><b>Suggested Evidence:</b>            Site Visits;            Observation Schedule/Plan for Staff;            Staff Feedback;            Observations;            Academic Conferences;            IL-PLCs;            Balanced Leadership Survey</p>	<p>Does not require staff to develop and implement measurable professional development goals. Does not follow contractual evaluation procedures.</p>	<p>Demonstrates limited ability to support professional growth and development of individual teachers. Follows established contractual evaluation procedures.</p>	<p>Promotes and supports teachers' professional development aligned with the school's comprehensive improvement plan. Ensures contractual evaluation obligations are followed. Seeks additional resources to strengthen the performance and development of marginal teachers. Collaborates with teacher(s) to develop a plan for success.</p>	<p>Identifies and utilizes the strengths of the teaching staff including support professionals. Integrates a shared vision that aligns and supports the District's Professional Development and Career Pathways Blueprint Design. Provides opportunities for challenging and relevant staff growth and development. Analyzes the impact of marginal performers and seeks additional resources to strengthen their performance. Collaborates with teacher(s) to develop a plan for success.</p>

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<p><b>2.3 Teacher Collaboration/Guaranteed Viable Curriculum</b></p> <p><b>Suggested Evidence:</b>                      PLC Plans and Protocols;                      Observation of PLCs;                      Observations;                      Instructional Coach Model/Data;                      Mentor Model/Data;                      Staff Professional Growth Goal(s);                      Student Achievement Data;                      Peer Observations</p>	<p>Does not provide teachers with organized time to work together and/or does not articulate the expectation that staff members collaborate on instructional planning, assessment and data work and debrief of practice.</p>	<p>Provides teachers time through any means available to collaborate and have norms and/or protocols in place. Professional Learning Communities (PLCs) are beginning to develop.</p>	<p>Arranges for teachers to meet regularly to discuss curriculum and instructional strategies and analyze student data through the use of common assessments. Teachers leave the collaboration with plans to further develop lessons and create interventions for students needing additional help. PLC meetings operate effectively under an agreed upon set of norms and protocols.</p>	<p>Arranges for teachers to meet weekly to discuss what they will teach, how they will teach it, develop common assessments, review data, and create interventions for students who need additional help. Teachers leave these collaborations with plans for further developing lessons. PLC meetings operate effectively under an agreed upon set of norms and protocols. Student achievement data indicates an effective use of collaborative time.</p>
<p><b>2.4 Effective Professional Development</b></p> <p><b>Suggested Evidence:</b>                      Professional Development Agenda;                      Teaching and Learning Records by Location;                      Leadership Survey;                      Site Visits;                      Observations;                      Coaching Log;                      Student Achievement Results;                      Aggregate Data – LEGENDS;                      Diagnostic Surveys</p>	<p>Plans professional development however it is a “one-size fits all”, e.g. tends to be topical, not always aligned to school improvement plan; data driven or based on best practices.</p>	<p>Attempts to provide staff with Professional Development activities that reflect current best practices focused on needs based on school wide student data. There is an intentional connection to the CSIP and the District Strategic Plan. Coaching is occurring, but does not follow an established instructional coaching model.</p>	<p>Links professional development to the CSIP plan based on student and staff assessed needs especially the needs of identified subgroups. Training is embedded in the day-to-day work of the school and instructional coaching is a functional model of support for most teachers. Administrator and staff members regularly dialogue about the staff member’s professional growth.</p>	<p>Demonstrates investment in a continuous improvement process by addressing identifying factors leading to under-performance and/or successes of students. Plans for professional development address those factors and are differentiated to meet the varying needs of the staff. Instructional coaching is a valued model of support for teachers. Administrator and staff members regularly dialogue about personal/professional growth for the staff.</p>

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<p><b>2.5 Use of Academic Expectations</b></p> <p><b>Suggested Evidence:</b>                      Site Visits;                      Observations;                      Academic Conferences;                      Student Achievement Results;                      Content IL-PLCs;                      Students taking ownership drive reliability;                      Honor and recognition of faculty and students</p>	<p>Does not clearly articulate academic expectations so that staff and students understand. This results in expectations not being used for purposes of improving student performance or as a basis for instruction. Teachers work in isolation when grading student performance and there is no clearly articulated grading practice. There may or may not be evidence of celebrations of student academic achievement.</p>	<p>Clearly articulates academic expectations to staff and parents, however while students are aware of expectations, there is little correlation to improving student performance. Staff discuss goals and core standards inconsistently. Monitoring is primarily through annual state testing. Some teachers use common grading practices. Celebrations of student academic achievement are not consistent.</p>	<p>Clearly articulates academic expectations to staff, students and parents. Expectations along with core standards are discussed by staff frequently with students and are the basis for instruction. Data suggests student improvement is being made and is correlated to the core standards. School-wide grading practices are implemented. Celebrations of student academic achievement are scheduled regularly throughout the school year.</p>	<p>Clearly articulates academic expectations and posts them in student-friendly language. Staff and students refer to them consistently. Data demonstrates that there is growth towards those academic expectations or they are being met. Staff discuss goals and core standards regularly. Results are monitored and evaluated through multiple measures. Schoolwide grading practices are implemented. Honoring and recognizing of academic achievement are both regularly scheduled and spontaneous throughout the year.</p>
<p><b>2.6 Assessment Plan and Proficiency Based Grading System</b></p> <p><b>Suggested Evidence:</b>                      Balanced Assessment Plan;                      CSIP;                      Academic Conferences;                      Site Visits;                      Data Plan;                      Student Achievement Results;                      Schoolwide PD Plan;                      PLC Notes and Protocols</p>	<p>Facilitates the initial introduction to a balanced assessment plan that includes formative and summative data tied to core standards.</p> <p><i>A few teachers may be experimenting with proficiency based instruction, assessment, and grading.</i></p>	<p>Supports teachers in the utilization of balanced assessment plans that include formative and summative data tied to core standards resulting in the modification of instruction.</p> <p><i>Some groups of collaborating teachers are implementing proficiency based instruction, assessment and grading.</i></p>	<p>Promotes and supports leadership in the utilization of balanced assessment plans tied to core standards. Research-based strategies are regularly applied to targeted needs and modification of instruction.</p> <p><i>Many curriculum areas/teachers implement a common proficiency based model of instruction, assessment and grading.</i></p>	<p>A schoolwide balanced assessment plan is evident and not dependent upon the leader to sustain it (it is business as usual). The assessment plan is integrated into the CSIP. Staff plan, implement and analyze formative and summative student data with frequent feedback and full participation in the process with the administrator.</p> <p><i>Curriculum areas or teachers have implemented a proficiency based model of instruction, assessment and grading.</i></p>

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<p><b>2.7 Use of State and District Standards</b></p> <p><b>Suggested Evidence:</b>                      Observations;                      Site Visits;                      IL-PLCs;                      Curriculum Maps;                      Deconstructed Standards;                      Minutes – Staff Meetings;                      Common Formative Assessments;                      Individual Student Achievement Data</p>	<p>Has knowledge of district and state common core standards. Introduces and provides them to teachers, but there is little or no evidence of explaining and supporting the use of standards to guide instruction with students.</p>	<p>Implements a program where teachers understand the importance of a coherent curriculum program aligned to common core state standards. Standards are used with lessons as learning targets but may not be clearly evident or articulated by students.</p>	<p>Establishes a comprehensive, rigorous and a clearly coherent curricular program aligned to standards. Standards have been deconstructed and are used with lessons. Students recognize standards as learning targets and can communicate their progress toward the target.</p>	<p>Implements a sustainable comprehensive, rigorous and coherent curricular program aligned to district and state common core standards. Teachers regularly use fully deconstructed standards that are aligned both vertically and horizontally. Students consistently communicate their progress toward the standards.</p>
<p><b>2.8 Set of common effective instructional strategies to meet the needs of all learners</b></p> <p><b>Suggested Evidence:</b>                      Individual Student Achievement Data: Sped, OAKS, ELPA;                      Teacher Team and PLC Notes;                      Student Interviews;                      Peer Observations;                      Teacher Interviews;                      Instructional Coach &amp; Mentor Forums;                      Observations;                      Lesson Plans;                      Schoolwide PD Plan/Agenda</p>	<p>Provides little if any direction to staff on the use of research-based instructional strategies targeted to meet student needs.</p>	<p>Facilitates the introduction of research based instructional strategies for teachers and staff. Little evidence of implementation is available and few students are able to identify the learning strategy.</p>	<p>Monitors and evaluates planned instruction regularly to ensure that it is targeted to meet student needs. Most students can identify the learning strategies used during instruction and are beginning to use and/or work with the instructional strategies independently themselves.</p>	<p>Monitors and evaluates instruction for planned use and implementation is targeted to student needs. Leader demonstrates knowledge of research based instructional strategies. Leader monitors student applications of strategies in independent/individualized learning situations.</p>

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<p><b>2.9 Ensures effective management of student data</b></p> <p><b>Suggested Evidence:</b>                      Data Plan;                      PLC Notes and Protocols;                      Schoolwide PD Plan;                      Balanced Assessment Plan;                      Site Visits;                      Observations;                      Academic Conferences;                      Student Achievement Results</p>	<p>Demonstrates a weak understanding of student data and/or the district tools used to capture and analyze data. Limited processes are in place at the school site.</p>	<p>Conducts an ongoing review of student data using district tools with some support from staff. Leader shares data with teachers and provides teachers with opportunities through data teams and PLCs to review and improve data analysis.</p>	<p>Demonstrates strong facility in the use of data and uses district tools to monitor and share student progress with teachers. Uses technology to support data management and has the school data analysis and assessment team in place with clearly defined roles appropriate for building size and level.</p>	<p>Puts processes and training in place to develop the assessment and data literacy of <u>all</u> teachers. Demonstrates strong facility in the use of data and uses district tools to monitor and share student progress with teachers. Promotes use of technology as a data management tool and has the school data analysis and assessment team in place with clearly defined roles as appropriate for building size and level.</p>
<p><b>2.10 Instructional Initiatives Implementation</b></p> <p><b>Suggested Evidence:</b>                      IL-PLCs                      Instructional Coaching Plan;                      Schoolwide PD Plan;                      Evaluation Schedule;                      Student Achievement Results;                      Observations;                      Site Visits;                      Academic Conferences;                      Budget worksheet that shows how funds are allocated to support instruction.</p>	<p>Attends trainings associated with the initiative, but lacks the knowledge and/or ability to successfully implement the instructional initiative(s).</p>	<p>Possesses the knowledge of the initiative(s) and provides the training and resources to staff; however consistent monitoring and continuing support are insufficient and result in the lack of quality, fidelity, intensity and consistency in the school-wide implementation of the initiative(s).</p>	<p>Possesses the knowledge of, provides ongoing training for, and ensures sufficient resources for the implementation of instructional initiative(s). Provides ongoing monitoring and continuing support for and assists in teacher revisions and refinement of instructional initiative(s). Quality, fidelity, intensity and consistency are progressing in the implementation of the initiative and are verified by clear and consistent data.</p>	<p>Possesses the knowledge of, provides ongoing training for, and ensures sufficient resources for the implementation of instructional initiative(s). Provides ongoing monitoring and continuing support for and assists in teacher's revisions and refinement of instructional initiative(s). Quality, fidelity, intensity and consistency in the delivery of the initiative(s) are ensured and verified by clear and consistent data.</p>

### Standard 3: The Management of Learning

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

PERFORMANCE LEVEL				
Indicators	Little or No Evidence	Early Evidence In Developing Proficiency Toward Standard	Established-Proficiency To Standard is Demonstrated	Sustained Results and/or Exceeds the Standard
<p><b>3.1 District Protocols and Procedures</b></p> <p><b>Suggested Evidence:</b> Crisis Management Plan; Balanced Leadership Survey; Incident Reports; Site Visits; Staff Feedback; Parent Feedback; Monthly Fire and Safety Reports</p>	<p>Is unsure of district protocols, procedures and supports. Crisis management plan that is in place is inadequate. Does not always respond appropriately in crisis situations.</p>	<p>Is learning district protocols and procedures. Basic crisis management plan in place. Learning to remain calm and manage crisis situations.</p>	<p>Understands and follows district protocols and procedures. Accesses support quickly, especially in crisis situations. Has a satisfactory crisis management plan which is reviewed regularly with staff and students. Facilitates leadership decisions appropriately in crisis situations.</p>	<p>Understands and follows district protocols and procedures. Accesses support quickly in crisis situations. Has a well-developed crisis management plan that is reviewed regularly with staff and students. Demonstrates ability to remain calm and exercise responsive leadership and decision-making, especially in crisis situations.</p>
<p><b>3.2 Budget Management</b></p> <p><b>Suggested Evidence:</b> Building Budget; Building Records; Financial Reports</p>	<p>Possesses inadequate understanding of budget management and procedures and requires significant levels of support. Budget reflects inadequate thought and planning and lack of understanding of how funds are allocated and spent.</p>	<p>Manages budget for building according to district budget procedures. Requires support in managing multiple funds to support CSIP priorities. At times has difficulty adhering to original budget plan. Overall budget is on target and records are complete.</p>	<p>Manages budget for building according to district budget procedures. Demonstrates the ability to manage multiple funds to support CSIP priorities. Consistently reviews actual spending and budgeting. Demonstrates adherence to original plan or executes appropriate revisions or transfers. Budget is on target and records and reporting are timely, accurate and complete.</p>	<p>Manages budget for building according to district budget procedures. Demonstrates the ability to manage multiple funds, creatively leveraging dollars to support CSIP priorities and school/department needs. Consistently reviews actual spending and budgeting. Demonstrates adherence to original plan or executes appropriate revisions or transfers. Budget is on target and records and reporting are timely, accurate and complete.</p>



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Indicators	Little or No Evidence	Early Evidence In Developing Proficiency Toward Standard	Established-Proficiency To Standard is Demonstrated	Sustained Results and/or Exceeds the Standard
<p><b>3.3 Facility Management</b></p> <p><b>Suggested Evidence:</b> Site Visits; Observations; Balanced Leadership Survey; Monthly Safety Reports</p>	<p>Does not ensure that facility is maintained adequately in terms of cleanliness, safety and order. Does not communicate expectations to staff and students about their role nor engage with facilities services staff. Facility is not well maintained and has numerous safety issues.</p>	<p>Supports and ensures that facility is maintained at a basic level of cleanliness, safety and order. Communicates expectations to students from time to time but does not regularly reinforce. Is at times beginning to take a more active role in managing the facility and engaging with facilities service staff.</p>	<p>Supports and ensures that the facility is maintained in a clean and orderly fashion with attention to safety. Clearly communicates expectations to staff and students regarding their role in maintaining the facility and collaborates closely with facilities service staff and supports their efforts.</p>	<p>Supports and ensures that facility is maintained in a clean and orderly fashion with attention to safety. Clearly communicates expectations to staff and students regarding their role in maintaining the facility. Collaborates closely with and supports facilities services staff and encourages and initiates community/volunteer support for care of the facility and grounds.</p>
<p><b>3.4 Compliance</b></p> <p><b>Suggested Evidence:</b> District Reports; Fire Marshall Inspections; Monthly Fire Drills; Site Visits; Observations; Balanced Leadership Survey</p>	<p>Building is out of compliance in multiple areas and administrator is slow to respond to address issues.</p>	<p>Demonstrates awareness of state and federal requirements in key areas but compliance is not always timely or thorough.</p>	<p>Is attentive to and requests support to ensure that the building is in compliance with key state and federal requirements. When an audit reveals a problem the leader responds to the correction of the problem. Leader has a sufficient understanding of key state and federal requirements.</p>	<p>Is attentive to and requests support to ensure that the building is in compliance with key state and federal requirements. When an audit reveals a problem the leader responds to the correction of the problem. Demonstrates a strong understanding of federal and state requirements.</p>

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<p><b>3.5 Behavior Expectations</b></p> <p><b>Suggested Evidence:</b>                      Student Discipline Data;                      Referral Information;                      Schoolwide Discipline and Behavior Plan;                      Site Visits;                      Observations;                      Balanced Leadership Survey</p>	<p>Does not articulate or facilitate expectations for behavior of students, staff and the school community. Behavior data is not used.</p>	<p>Facilitates the setting of behavior expectations; however they are not clearly understood by all of the school community, and are inconsistently administered. Interventions are more punitive than instructive and preventive. Behavior data is inconsistently monitored and evaluated only periodically.</p>	<p>Facilitates and implements a school wide behavior/discipline plan where behavior expectations are clear, supported and followed by school community – staff, students and parents. Behavioral data is monitored and evaluated regularly. Interventions are well established to ensure student success.</p>	<p>Facilitates and implements a school wide behavior/discipline plan where behavior expectations are clear, supported and followed by school community – staff, students and parents. Behavioral data is monitored and evaluated regularly. Interventions are well established to ensure student success. Plans are in place or implemented for recognition of behavior accomplishments.</p>
<p><b>3.6 Use of Instructional Time</b></p> <p><b>Suggested Evidence:</b>                      Schedule;                      Site Visits;                      Observations;                      Balanced Leadership Survey;                      Bell-to-Bell Learning</p>	<p>Does not engage staff in planning effective use of instructional time. Instructional time for core content varies from classroom to classroom. State requirements may not be met.</p>	<p>Ensures that instructional time meets state requirements, but it is not necessarily protected and/or staff are not engaged to maximize its use.</p>	<p>Ensures that instruction is focused, and time is protected to support quality, intensity and student learning. Engages staff in planning instruction in order to maximize the available time. for instruction.</p>	<p>Ensures that all instruction is focused and protected to support quality instruction and student learning, engages staff in planning instruction in order to maximize time available which leads to high levels of student achievement.</p>

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<p><b>3.7 Use of Staff Time</b></p> <p><b>Suggested Evidence:</b>                      PLC Notes and Protocols;                      Staff Meeting Schedule;                      Balanced Leadership Survey;                      Peer Observations;                      Planned Agenda</p>	<p>Allows staff time to be self-directed and there are few opportunities for staff for professional development, meetings and collaboration time with a focus on instruction.</p>	<p>Works with staff to provide a predictable schedule for meetings, professional development and collaboration time. Many meetings are focused on operational issues and are not related to instruction nor are there planned agendas.</p>	<p>Works with staff to provide a predictable schedule with adequate advanced notice and planned agendas for meetings, professional development and collaboration time that have a focus on instruction. Staff has a method for obtaining information, a professional development plan is established and teachers are in the beginning stages of collaboration.</p>	<p>Works with staff to provide a predictable schedule with adequate advanced notice and planned agendas for meetings, professional development and collaboration time. Intentionally promotes a culture of professional use of work time and teacher collaboration that is focused on instruction.</p>

**Standard 4: Relationships with the Broader Community to Foster Learning:** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

PERFORMANCE LEVEL				
Indicators	Little or No Evidence	Early Evidence In Developing Proficiency Toward Standard	Established-Proficiency To Standard is Demonstrated	Sustained Results and/or Exceeds the Standard
<p><b>4.1 Responds to and Provides Outreach to a Diverse Community</b></p> <p><b>Suggested Evidence:</b>                      Parent Survey;                      Attendance at PTA/PTC Meeting;                      Site Visit by Director to one PTA/PTC meeting a year;                      Copies of Demographic data over time that tracks changes;                      Copy of parent involvement flyers/brochures for parent nights, family dinners, etc.;                      CSIP;                      Parental Involvement;                      Climate Survey - Staff &amp; Student;                      Attendance at Math/Reading Nights</p>	<p>Has little understanding and/or takes little interest in the changing diversity and demographics of the community served.</p>	<p>Is developing an understanding of the changing diversity and demographics of the school and community served. Organization structures (parent groups and committees) do not necessarily reflect this diversity.</p> <p>Relationships with community members and outside organizations are beginning to develop. Diversity is celebrated at times. Parent communication, calendars and activities are at times not culturally sensitive.</p>	<p>Develops processes to stay in touch with the changing diversity and demographics of the school and community served. Diversity is regularly celebrated. Parent organization, site council, booster clubs and/or advisory committees are in place and reflect this diversity. In addition parent communication, school activities, and calendars are structured in a culturally sensitive manner. School activities are open to the broader community. Relationships are being built with community members and outside organizations to support the needs of the school.</p>	<p>Develops processes to stay in touch with the changing diversity and demographics of the school and community served. Diversity is regularly celebrated. Parent organization, site council, booster clubs and/or advisory committees are in place and reflect this diversity. Parent communication, school activities, and calendars are structured in a culturally sensitive manner. School activities are open to the broader community. Builds effective relationships with community members and outside organizations to support the needs of the school and various student and parent groups.</p>

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<p><b>4.2 Use of Parent, Family, &amp; Community Participation</b></p> <p><b>Suggested Evidence:</b>                      Parent Survey;                      Attendance at PTA/PTC Meeting;                      Site Visit by Director to one PTA/PTC meeting a year;                      Volunteer Reports;                      Parent Involvement Plan;                      Business Partners</p>	<p>Does little to coordinate parent and family participation in school activities, programs or volunteerism in the school.</p>	<p>Promotes parent attendance at student programs and activities and parent volunteerism in the school.</p>	<p>Promotes parents, family, and community participation in the meaningful instructional processes of the school. These groups are routinely involved in the school through volunteerism and activities associated with their students. Parents create volunteer events and activities. In addition they support the school staff in instruction of students and promotion of student achievement. There is some business partnership involvement in the school.</p>	<p>Promotes parents, family, and community meaningful participation in the instructional processes of the school. These groups are routinely involved in the school through volunteerism and activities associated with their students. Parents and community create volunteer events and activities. In addition they support the school staff in instruction of students and promotion of student achievement. The community is involved through business partnerships that further the school's work.</p>

**Standard 5: Integrity, Fairness and Ethics in Learning:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. The school leader is the leader of learning in the school and conducts him/her in this manner.

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Indicators	Little or No Evidence	Early Evidence In Developing Proficiency Toward Standard	Established-Proficiency To Standard is Demonstrated	Sustained Results and/or Exceeds the Standard
<p><b>5.1 Guiding Norms – Commitments to positive professional behavior, to act or behave in a certain way with regard to professionalism</b></p> <p><b>Suggested Evidence:</b> Staff Climate Survey; Site Visits; Observations</p>	<p>Ineffectively promotes and monitors the professional and ethical competencies for Oregon Educators and the Government Standards and Practices Act. There is no modeling or evidence of professional norms to guide staff.</p>	<p>Models and monitors the professional and ethical competencies for Oregon Educators and the Government Standards and Practices Act. Professional norms are beginning to emerge and be communicated; however there is not a concerted effort to ensure that they are followed by staff. Concerns are often communicated to an office outside of the school for resolution.</p>	<p>Models and monitors the professional and ethical competencies for Oregon Educators and the Government Standards and Practices Act. Facilitates and reinforces staff agreements of professional norms and behaviors. Models the principles of self-awareness, reflective practice, transparency and ethical behavior. Most conflicts are resolved at the building level.</p>	<p>Models and holds him/herself and others to the professional and ethical competencies for Oregon Educators and the Oregon Government Standards and Practices Act. Facilitates and reinforces staff agreements of professional norms and behaviors. Models the principles of self-awareness, reflective practice, transparency and ethical behavior and expects staff to do the same. Conflicts are resolved at the building level.</p>
<p><b>5.2 Lead Learner</b></p> <p><b>Suggested Evidence:</b> Professional Growth Goal(s); Attendance at Staff training and IL-PLC; Schoolwide PD Plan; Site Visits; CSIP – Professional Development; PLC Notes Reviewed; Participation in teacher PLCs</p>	<p>Processes and practices do not demonstrate commitment as a lifelong learner.</p>	<p>Rarely positions him/herself as a lifelong learner and mostly conducts him/herself as an expert, rather than a learner. Rarely attends professional learning activities with staff. Occasionally makes his/her learning public.</p>	<p>Models lifelong learning by demonstrating new processes and practices he/she has acquired during the conduct of district business, participates in professional learning activities with the staff, and consistently makes his/her personal learning public.</p>	<p>Models lifelong learning by demonstrating new processes and practices he/she has acquired during the conduct of district business, participates in professional learning activities with the staff, and consistently makes their personal learning public. At times conducts professional development his or herself and interacts with staff using research-based best practices.</p>

PERFORMANCE LEVEL				
Indicators	Little or No Evidence	Early Evidence In Developing Proficiency Toward Standard	Established-Proficiency To Standard is Demonstrated	Sustained Results and/or Exceeds the Standard
<p><b>5.3 Promoting Social Justice</b></p> <p><b>Suggested Evidence:</b> Observation and reports of:</p> <p>Acquisition of advocacy skills in order to support the needs of staff &amp; students, and the ability to communicate those needs in ways that are heard and respected;</p> <p>Employment of multiple communication strategies to engage and collaborate effectively with all stakeholders;</p> <p>Acting with justice and fairness in applying federal, state laws and district policies as related to educational issues;</p> <p>Modeling the principles of self-awareness, reflective practice, transparency, and ethical behavior.</p>	<p>Does not set a tone for valuing diversity in the school nor does he or she ensure that social justice and individual student learning inform all aspects of schooling. Fails to provide opportunities for all stakeholders to be involved in the school. Does not demonstrate an understanding, appreciation, and need for cultural, social and intellectual diversity of the school community.</p>	<p>Acknowledges community's cultural, social, and intellectual resources. Engages in open democratic dialogue with limited stakeholder involvement.</p>	<p>Facilitates processes and engages in activities that ensure open democratic dialogue with stakeholders across cultural, social, and economic populations. Formulates a building-level leadership platform grounded in ethical standards and practices that promotes a sense of urgency for increasing achievement for every student.</p> <p>Regularly embeds the community's cultural, social, and intellectual resources into the learning environment.</p>	<p>Knows, understands, and articulates the relationships among social justice, culture and student achievement and promotes programs to address inequities within the school community. Models activism by critically analyzing and exploring social injustices within the school as well as standing up against the status quo.</p>

PERFORMANCE LEVEL				
Indicators	Little or No Evidence	Early Evidence In Developing Proficiency Toward Standard	Established-Proficiency To Standard is Demonstrated	Sustained Results and/or Exceeds the Standard
<p><b>5.4 Encourages Multiple points of view, recognizes thoughtful dissent and uses multiple opinions to form solutions</b></p> <p><b>Suggested Evidence:</b> Balanced Leadership Survey; Staff Feedback; IL-PLCs; Site Visits; Observations; Staff Climate Survey</p>	<p>Seldom considers the unintended consequences of his/her own actions. Discourages dissent, creates a climate where people are reluctant to raise issues.</p>	<p>Generally adjusts behavior according to environment and occasionally needs coaching to respond appropriately in a given situation. In certain situations encourages multiple opinions and is successful on occasion in reaching win-win solutions.</p>	<p>Considers consequences of own actions, anticipates possible responses and adjusts behavior to the environment. Encourages multiple points of view, using dissent to inform decisions and improve the quality of his/her decision-making. Majority of situations involve win-win solutions.</p>	<p>Considers consequences of own actions, anticipates possible responses and adjusts behavior to the environment. Encourages multiple points of view, recognizing thoughtful dissent and using multiple opinions to inform solutions. Transforms negative energy into an opportunity for reflection and win-win solutions.</p>
<p><b>5.5 Leader Resilience</b></p> <p><b>Suggested Evidence:</b> Site Visits; Conversations; Academic Conferences; Observations; Staff Feedback; Balanced Leadership Survey</p>	<p>Demonstrates little or no emotional fortitude and perseverance in the face of obstacles. May lose mental focus and energy. May back down from tough decisions. Recognizes own emotions and tries to manage them but may become defensive or defeated in the face of resistance, setbacks or failures.</p>	<p>Regularly perseveres and is effective in less complex situations, but has limited results in more challenging situations. Understands and manages own emotions, reactions and assumptions, but may take resistance or failure personally at times.</p>	<p>Is effective at adapting to obstacles and achieving results in all situations. Leader models resiliency and anticipates and overcomes resistance and guides others through adversity and challenges. Leader remains calm, constructive and optimistic. Does not take negativity or dissent personally and quickly transitions from emotional to strategic response. Effectively makes tough decisions and engages in difficult conversations. Focuses on the solution and stays the course.</p>	<p>Creates a schoolwide culture around relentless drive and perseverance and is able to develop this behavior in others. Leader is highly effective at adapting to obstacles and achieving results in all situations. Leader models resiliency and skillfully anticipates and overcomes resistance. Guides others through adversity and challenges. Teaches others to make tough decisions. Capitalizes on challenges and models and uses resistance, setbacks and opportunities to learn and grow.</p>



**Standard 6: The Context of Learning:** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

PERFORMANCE LEVEL				
Indicators	Little or No Evidence	Early Evidence In Developing Proficiency Toward Standard	Established-Proficiency To Standard is Demonstrated	Sustained Results and/or Exceeds the Standard
<p><b>6.1 Effective Collaborator with Service Providers and Decision Makers</b></p> <p><b>Suggested Evidence:</b>                      Site Visits;                      Conversations;                      Balanced Leadership Survey;                      Staff Feedback;                      Academic Conferences;                      Parent and Community Feedback</p>	<p>Interaction and collaboration with outside organizations and decision makers is not evident or at best is ineffective.</p>	<p>Interacts with outside organizations and decision makers to enhance their support for educational outcomes and maintain existing education programs. Does not keep pace with emerging trends and initiatives.</p>	<p>Interacts and collaborates with outside organizations and decision makers. Understands the importance of the political processes impacting education and responds to community needs through development of educational programs. Responds to requests for support from service providers and decision makers.</p>	<p>Interacts and collaborates with outside organizations and decision makers. Demonstrates the responsibility of outreach and is an advocate and spokesperson for the school for all stakeholders. Fully engages the community in the educational process within the school/district.</p>
<p><b>6.2 Responds in a positive and strategic way to the factors that influence student success that are social, political and legal.</b></p> <p><b>Suggested Evidence:</b>                      Site Visits;                      Conversations;                      Balanced Leadership Survey;                      Staff Feedback;                      Academic Conferences;                      Parent and Community Feedback</p>	<p>Does not attend to the factors beyond the school that are soft factors that may influence student success.</p>	<p>Discusses and appears to understand the soft factors and their effect on student success. Does not take an active stance when it comes to intervening in areas outside the school that effect student achievement.</p>	<p>Attends to and takes an active role both in terms of studying the factors and their influence on success and takes an active advocacy stance when needed.</p>	<p>Attends to and takes an active role in terms of studying the factors and their influence on student success, taking an active advocacy role and leading efforts to influence a change in the factors through funding, legislation or educating others.</p>

## Standard 7: Student Growth and Learning Goals

The administrator creates appropriate student learning and growth goals to take responsibility for student learning, adjusts teaching and learning strategies as needed not only for students who are meeting goals, but to address students who are not yet meeting expectations. Standard 11 on its own counts for 30% of the total evaluation score.

Indicator	Highly Effective 4	Effective 3	Improvement Necessary 2	Does Not Meet Standard 1
<b>11.1 Student growth in meeting collaboratively established student growth and learning goals.</b>	The administrator demonstrates growth that exceeds the collaboratively established student growth and learning goal.	The administrator demonstrates growth that meets the collaboratively established student growth and learning goal.	The administrator demonstrates growth but does not meet collaboratively established student growth and learning goal.	The administrator demonstrates little or no student growth or learning over the course of an academic year.
<b>11.2 Actively participates in the goal setting process.</b>	The administrator sets rigorous goals as a part of the goal setting process and supports other staff in setting of rigorous student growth and learning goals.	The administrator sets rigorous goals as part of the goal setting process.	The administrator makes little effort to set rigorous goals as a part of the goal setting process.	The administrator makes no attempt to establish goals using the goal setting process.
<b>11.3 The goal(s) are modified and adjusted as needed to support student achievement for both students who are achieving as expected as well as for those who are not.</b>	The administrator continuously monitors student progress, adjusting strategies as needed as part of the goal setting process and supports other staff to adjust strategies to achieve student growth and learning goals.	The administrator continuously monitors student progress, adjusting strategies as needed as a part of the goal setting process.	The administrator makes little effort to adjust strategies throughout the school year as a part of the goal setting process.	The administrator does not complete the goal setting process.

## Standard 7: Student Growth and Learning Goals *(continued)*

Administrators will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment (see table below). They also specify what evidence will be provided to document progress on each goal:

- a) Administrators who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from Category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21<sup>st</sup> Century Skills.
- b) Administrators in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.

Category	Types of Measures (aligned to standards)	Examples include, but are not limited to:
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments
2	Common national, international, regional, district-developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms.
3	Indirect measures of student achievement, school-wide or district-wide measures	Graduation rate, attendance rate, drop-out rate, discipline data, college ready indicators (PSAT, AP/IB tests, dual enrollment, college remediation rates), college and career readiness measures, and other measures of student learning and growth.

### Administrator Goal Setting for Student Learning and Growth

Student learning and growth is a significant component of administrator evaluation. Student growth will be determined through a rigorous student growth goal setting process and the use of multiple measures. Administrators, in collaboration with their supervisor/evaluator will set learning goals aligned to state standards for their students and use assessments to measure their progress toward these goals.

Goal setting for student learning is an important process for every Three Rivers School District teacher. Rigorous, measurable goals provide a clear path for administrator and students to succeed. Setting student learning goals helps ensure that lesson design, instruction and assessment result in learning for all students. Student learning and growth goals and measures align with the standards teachers are expected to teach and students are expected to learn. The goal should reflect students' progress toward proficiency or mastery of academic standards, cognitive skills, academic behaviors, and transitional skills. All measures must be aligned to standards and be valid and developmentally appropriate for the curriculum and the students being taught. The collective set of an administrator's goals should address all students. District priorities, school goals and classroom goals should be aligned, wherever possible.

### Student Learning and Growth Goal Setting Process\*

- Administrators review baseline data and create goals that measure the learning of all students. Goals span a school year or complete course of study.
- Administrators collaborate with supervisor/evaluator to establish student learning goals. In addition, administrators may collaborate to establish student learning goals for their grade levels, departments, or curricular teams.

- Administrators will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment. They also specify what evidence will be provided to document progress on each goal:
  - a) Administrators who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from Category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st Century Skills.
- Administrators complete goal setting in collaboration with their supervisor/evaluator. During the collaborative planning process, the administrator and supervisor/evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed. The SMART goal process is used in the development of student growth goals (SMART = Specific and Strategic; Measureable; Action oriented; Rigorous, Realistic, and Results-focused; Timed and Tracked).
- Administrators meet with supervisor/evaluator to discuss progress for each goal mid-year and at the end of the year. Goals remain the same throughout the year, but strategies for attaining goals may be revised.
- Administrators, along with their supervisor/evaluator, reflect on the results and determine implications for future professional growth planning.