White Paper on School Leadership Development

A report for the
What's Next Nevada Project

December 2015

White Paper on School Leadership Development by Mike Miles, Brent Husson, and Dave Berns; published by Nevada Succeeds, Dec. 2015.

Dear Advisory Group Member,

This report represents the first of three white papers you will receive as members of the Advisory Group of the What's Next Nevada Project. This report focuses on growing the capacity of school leaders. The two other reports will address teacher recruitment and development, and how to create high performing school cultures.

Your ideas and suggestions, as captured in the responses to the survey questions, informed the content of this report and help to shape many of the key ideas and concepts of the white paper. It is important to state, however, that this document is not a summary of the individual ideas or positions of the members of the advisory group. Rather, it summarizes the challenges regarding school leadership, clarifies the problem we are trying to solve, and offers one framework for deriving strategic and systemic solutions. The report builds upon current research and best practices and takes into account an analysis of present and emerging trends.

While the paper makes some specific recommendations, they only represent the viewpoint of the three authors. We hope the ideas and concepts will provide you with some food for thought or provide a starting point for discussion. It is the Advisory Group that is charged with coming up with recommendations for the legislature and broader stakeholder group, and accordingly we expect that you will incorporate or ignore our thinking to the extent that you feel it adds value.

Please do not hesitate to contact us with any questions, suggestions, or concerns. We look forward to active and engaging discussions about these topics and to hearing your best thinking about improving Nevada's schools.

Brent Husson,
President
Nevada Succeeds

White Paper on School Leadership Development

The context

We are educating students today the youngest of which will be entering college or the workplace in the Year 2028. They will face a fundamentally different workplace and require different skills on top of more rigorous reading, writing, math, and science proficiency. The future is here, and public education must get ready.

Recognizing the need to modernize its education system, Governor Sandoval and the Nevada legislature, supported by a broad coalition of education reform groups, passed a series of legislation that increased funding for public education and, more important, called for creating an education system for a "New Nevada." The legislation provides a unique opportunity for Nevada educators and those who support them to revamp entire areas of the system and to design systemic solutions instead of implementing the latest, even if promising, initiative or program.

With regard to the redesign of school leadership, the Nevada reform efforts could not have come at a more auspicious time. Over the last few years, we have witnessed a huge increase in the number of alternative educational organizations – on-line schools, charter schools, home schools, micro-classrooms, choice schools, and hybrid schools. Spurred by greater access to information provided by technology, parental demand for more personalized learning for their children, and some dissatisfaction with the failure of public education to prepare students for college or the workplace, entrepreneurs and innovators will continue to try to meet the demand. For good or for ill, the next decade is likely to see the transition of traditional public education and conventional teaching. Put in a more positive way, the next decade will likely see the expansion of different types of schools and the redefinition of what public education means.

The "Decade of the Principal"

The emerging trends in how society engages public education will also necessitate a

change in school leadership. There will be a premium placed on leadership, adaptability, and those who can deliver the results parents want. Not only will society need leaders to run non-traditional schools, but innovative and adaptive school leaders will also be central to reinventing public education.

Unfortunately, the national dialogue on education until only recently has paid little attention to the recruitment, development, and evaluation of school leaders. Teacher quality, teacher preparation,

> *There will be a premium placed on leadership, adaptability, and those who can deliver the results parents want.*

and teacher evaluations have grabbed headlines; less attention has been given to principals. If districts and states are to meet the needs of students in a Year 2028 environment, they must grow the collective capacity of our campus leaders and those who aspire to the position.

The principalship is one of the most demanding and complex leadership jobs in our society and is likely to become even more challenging over the next several years. Given the changes in the workplace and the educational landscape, we will need a slightly different type of school leader to carry us to the Year 2028. One of Nevada's key challenges is to identify, recruit, develop, and retain in sufficient numbers the people who will lead its schools over the next decade.

Problem definition

As Nevada Succeeds begins its efforts to significantly grow the leadership capacity of Nevada schools, it is important to define the problem it is trying to solve. Simply put, the challenge is **how to recruit, develop, and retain enough great school leaders to attain the student achievement outcomes we need.**

There are probably several concomitant, intersecting challenges that contribute to the present state of affairs with regard to the lack of school leadership capacity and the inability to significantly grow student proficiency.

- **Lack of consensus around what effective school leaders do.** While there have been some attempts to more clearly articulate and strengthen principal standards by individual districts, there is a wide variety of evaluation practices and varying degrees of rigor with regard to assessing standards of performance. A "standards based" system of assessing competency or proficiency only has meaning if the standards are high and if they are monitored and assessed rigorously.

- **Incoherent principal talent management system**. There is probably no state that has figured out how to align its principal talent management system. Instead of an aligned system, the various parts of the talent management system are usually disconnected or incongruent. In too many systems, school leader preparation and certification are largely based on seat time requirements, which are loosely tied to evaluation standards, and those evaluations are conducted by supervisors who often assess different competencies or hold different standards for principals. Similarly, the process of recruiting school leaders often does not assess principal competencies or does not rely on criteria associated with what the organization values most.

Current talent management of principals

PREPARATION

CERTIFICATION

Higher Ed

Dept. of Ed

RECRUITMENT

EVALUATION

HR Dept.

School Ldrship Dept.

ONBOARDING

PROF. LEARNING

RETENTION

Education experts
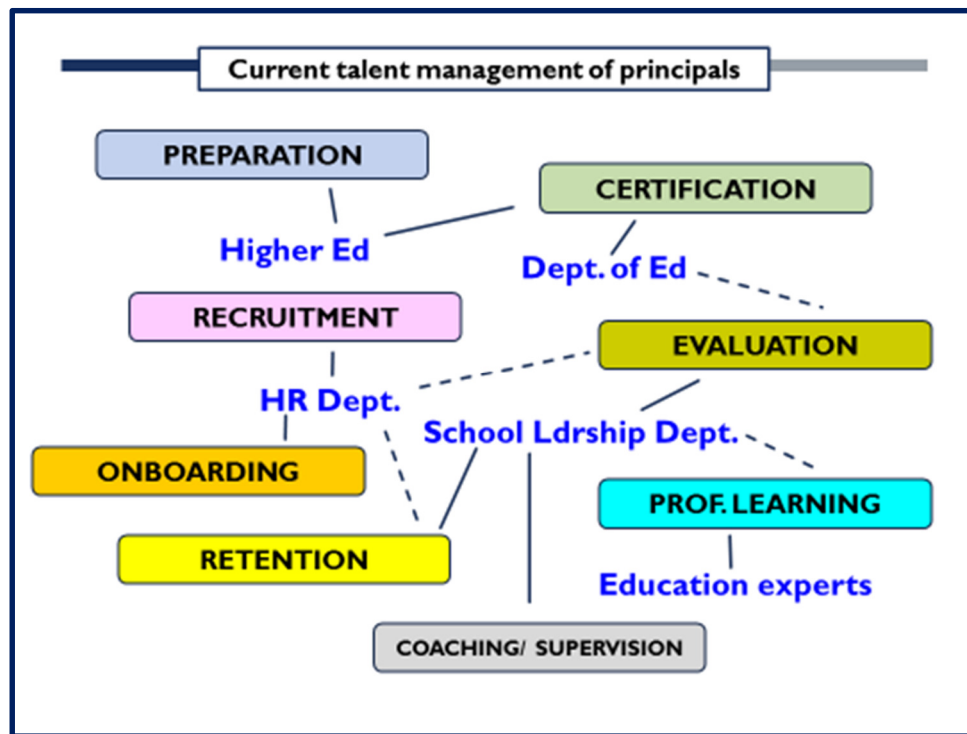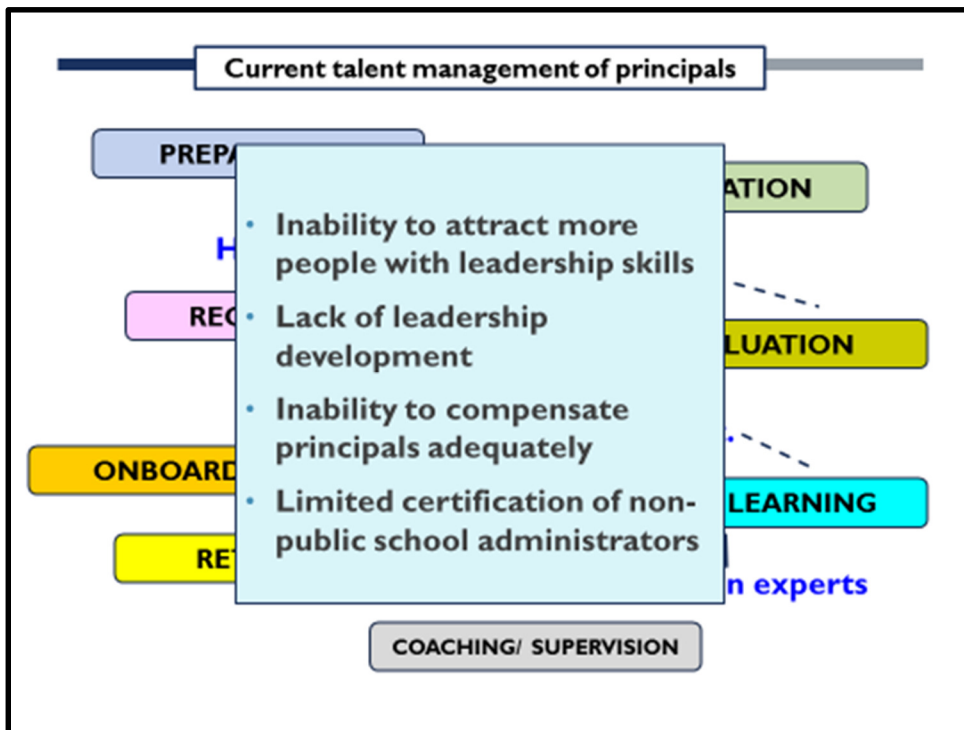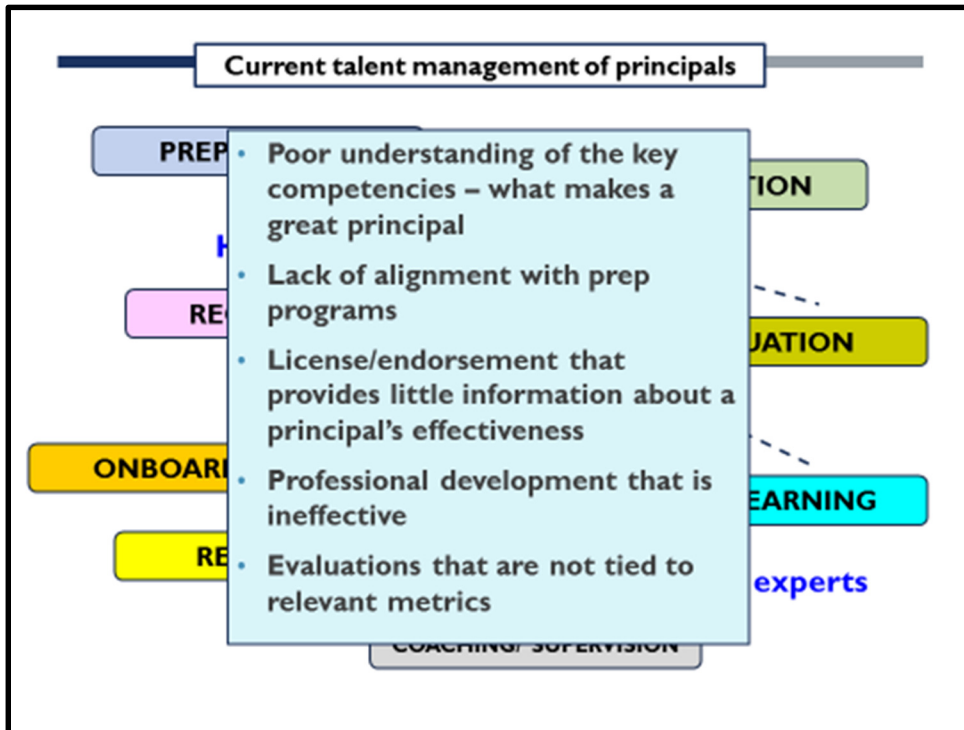
COACHING/ SUPERVISION

Diagram 1

Part of the reason for this lack of alignment is the partition of the talent management system into different areas of responsibility. Different entities are responsible for different parts of the system and no one organization is accountable for growing leadership capacity. Moreover, the lack of alignment contributes to numerous other problems, which are summarized in the charts below.

Current talent management of principals

PREP... · Poor understanding of the key competencies – what makes a great principal
· Lack of alignment with prep programs
· License/endorsement that provides little information about a principal's effectiveness
· Professional development that is ineffective
· Evaluations that are not tied to relevant metrics

Current talent management of principals

PREPA... · Inability to attract more people with leadership skills
· Lack of leadership development
· Inability to compensate principals adequately
· Limited certification of non-public school administrators

COACHING/ SUPERVISION

- **Little accountability for failure**. In particular, it is very difficult to remove an ineffective principal in Nevada. In any system where mediocre performance is protected, there is less innovation and less motivation to excel as people gravitate towards the norm or engage in "survivor" behavior.

- **Tendency for the entire K-12 system to be compliance-driven and process focused**. We have become adept at complying – turning in the reports, filling out IEPs, and keeping track of how the Title 1 dollars are spent. We are also relatively good at process -- creating plans and initiating programs. However, most school systems with low leadership capacity have a hard time implementing initiatives and getting results. Until there is a focus on outcomes and until we recognize and value an adaptive culture, many schools will continue to comply and let some higher authority tell them what they should do or be focused on. During this time of tremendous innovation and advances in technology, we have to recognize that a compliance-driven, process-focused organization will not be able to outperform an adaptive, outcomes-focused one.

A compliance-driven, process-focused organization will not be able to outperform an adaptive, outcomes-focused one.

The assets

While there are concerns (hence the gathering of state and education leaders to develop a path forward), there are a number of assets the state will be able to depend upon to improve the current state of affairs:

- A sense of urgency among the broader community that it is time to address school leadership capacity
- A governor and legislature willing to invest resources, including political capital, to create a New Nevada
- A number of great principals who provide exemplars of what we are looking for and striving to emulate
- Sufficient funding to address the concerns (if done properly)
- Education partners (like Nevada Succeeds) that can support design and execution

A way forward

The way forward will most likely include a search for systemic solutions and not a menu of promising, yet disconnected initiatives and pilot programs. If every system is perfectly designed to get the results it is experiencing, then one has to change the system in order to get significantly different results.

It is also important to keep in mind that school leadership is only one area that will be addressed; other actors will be implementing critical changes in other parts of the system. This would suggest focusing on leverage points and being careful not to overwhelm the system or diffuse efforts with "too many solutions."

Additionally, at some point participants will have to wrestle with the fact that "we are where we are," meaning that they will have to take into account the current capacity and leadership density when determining the pace of implementation and degree of training needed to implement change in a way that will be successful. It does not mean that we have to be overly constrained or self-limited by current reality or that we can only do one initiative at a time.

With that preamble, one framework for how to recruit, develop, and retain enough great school leaders to attain strong student achievement outcomes is outlined in the following pages.

To substantively and systemically improve school leadership in a New Nevada education system, the state should take steps in four action areas:

1) Clearly define principal competencies
2) Align the principal talent management system from preparation to retention
3) Provide greater autonomy to schools that are getting results
4) Support local solutions to differentiate principal compensation

The unifying principle for these action areas is that an effective talent management system for school leaders should be *outcomes based*. These outcomes include mostly performance results and, in addition, student achievement outcomes.

While there are no silver bullets, sometimes there exists a systemic solution that greatly enhances the ability of the organization to achieve its goals. Designing the first comprehensive outcomes-based school leadership system is such a solution.

A framework for school leadership reform

- **Clearly define principal competencies**
- **Align the principal talent management system from preparation to retention**
- **Provide greater autonomy to schools that are getting results**
- **Support local solutions to differentiate principal compensation**

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1) *Clearly define principal competencies*

An effective talent management system begins with identifying the skills and characteristics – the competencies – needed to do the job well. Consensus around these competencies will help attract and recruit the right people into the job and help schools professionally develop the right skills.

While there have always been standards for principals, these standards have not carried much meaning. This, because they are rarely rigorously assessed and the bar for proficiency has been historically too low (when 96% of all principals are proficient in a system that has very low student achievement results, then the bar for effectiveness is too low).

Even if the standards were rigorously applied, we would probably have to consider new

competencies.   In the 70s and 80s, we looked for people who were good at relationships and good managers. A lot of coaches seemed to have the skills needed to lead schools during this time. Starting in the mid-90s, coinciding with the rise of state assessments and the call for greater accountability, the profession began to seek out people who were skilled at curriculum and instruction. Instructional leadership appropriately became an important recruitment characteristic. Now, however, we need true leaders who can build adaptive cultures and who can get results. Knowledge of instructional practices is still important, but it is no longer the predominant competency.

Year 2020 principals should have the following core competencies:

1. **Lead**
2. **Operate systemically**
3. **Create a high performance and adaptive culture**
4. **Design and execute an action plan**
5. **Guide the instructional program**
6. **Grow staff capacity and leadership density**
7. **Recruit and retain effective teachers**
8. **Communicate with external and internal stakeholders**

Principals and principal supervisors should know what each competency "looks like" in practice. The detailed rubric at Appendix 1 outlines the observable behaviors and actions for leadership. It is the most important competency and the one that needs to be the most clearly defined. The rubric for the seven remaining competencies is at Appendix 2.

More important, each competency should be tied to performance outcomes. Principal supervisors and those verifying that a principal is proficient in a particular competency

should "see it on the court"; that is, they should assess actual performance results. Proposed performance outcomes for each competency is included in the rubrics.

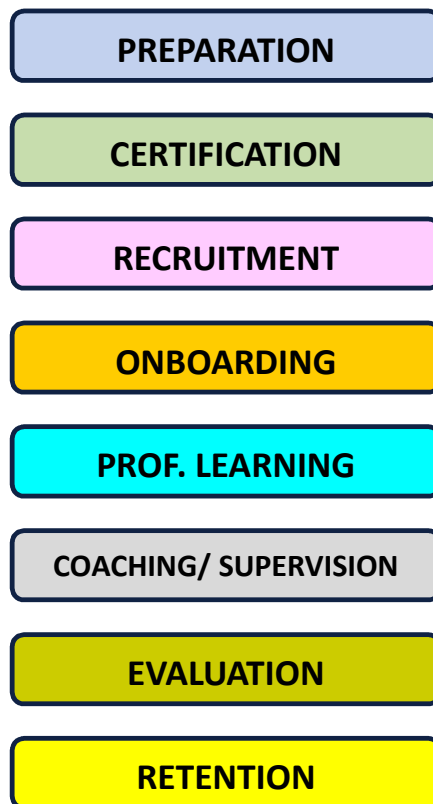## 2) *Align the principal talent management system from preparation to retention*

Instead of the incongruity of Diagram 1, a talent management system should be aligned throughout. If the competencies and performance outcomes are clearly articulated, various organizations and departments can align their work. Higher education prep programs can focus coursework and practicums on the competencies that candidates will need to own in order to get results and upon which they will eventually be evaluated. Certification or endorsement can mean something – based on performance tasks and metrics, they would provide valuable information around the skills a potential principal has and those she still needs to acquire. Coaching and professional development can be differentiated and scaffolded, helping principals focus on the competencies that matter most and those they have not mastered yet. Tied to specific performance metrics, evaluations would also carry greater significance and meaning.

> **PREPARATION**
>
> **CERTIFICATION**
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> **RECRUITMENT**
>
> **ONBOARDING**
>
> **PROF. LEARNING**
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> **COACHING/ SUPERVISION**
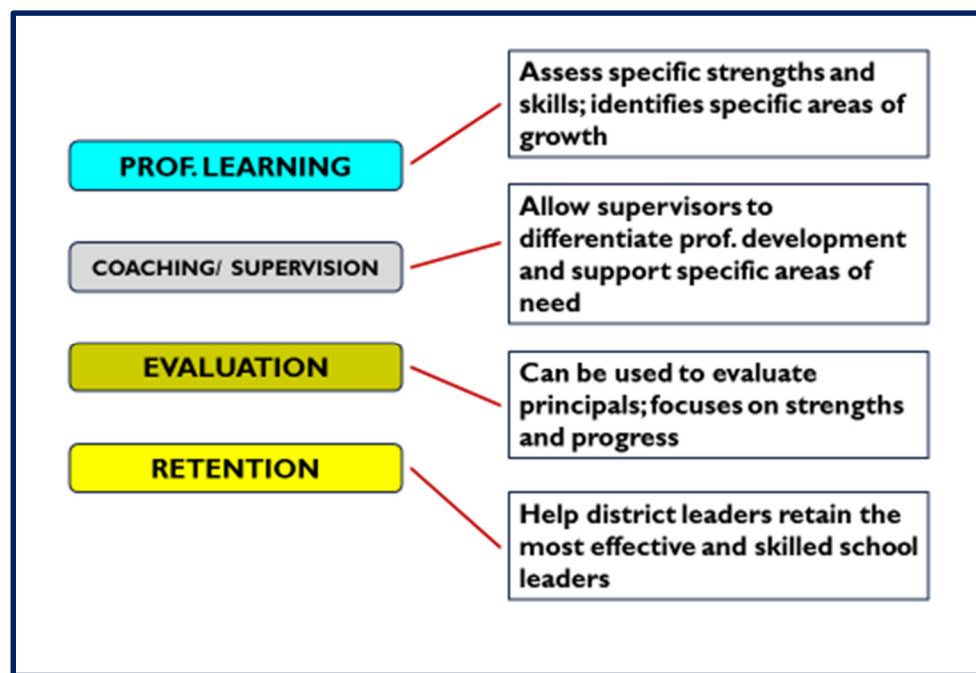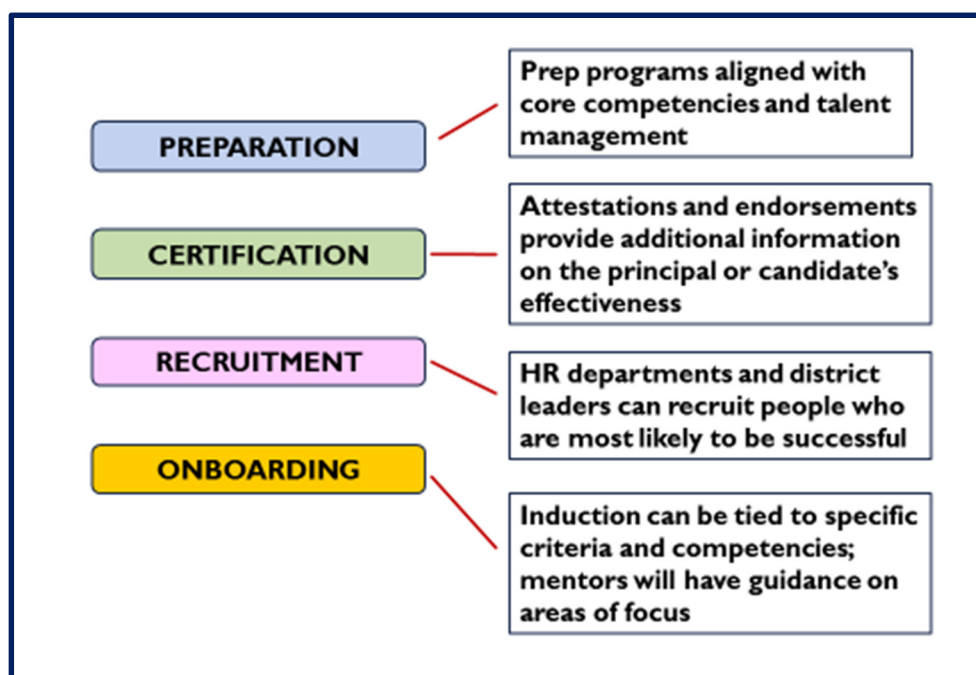>
> **EVALUATION**
>
> **RETENTION**

The charts on page 10 summarize the alignment of an effective principal talent management system.

Alignment of the talent management system must include the principal evaluation system. Perfunctory evaluations or evaluations that do not differentiate performance (i.e. when 96% of all principals receive proficient or higher evaluations) do not serve any purpose and do not support continuous improvement.

This part of the alignment process may be the most controversial for Nevada principals. Even principal supervisors who are not used to rigorous evaluations of principals or who are not in a position to assess new competencies well may balk at changing to a more robust evaluation system.

To overcome resistance in this area from those who have ingrained interests in keeping the status quo, **we recommend a voluntary competency attestation and endorsement system tied to incentives.**
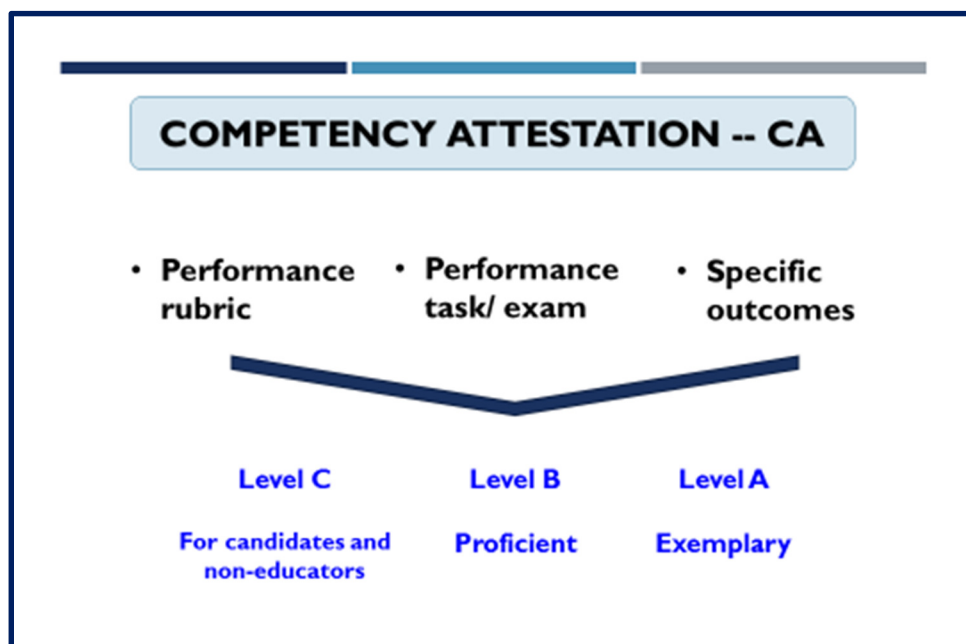
PREPARATION — Prep programs aligned with core competencies and talent management

CERTIFICATION — Attestations and endorsements provide additional information on the principal or candidate's effectiveness

RECRUITMENT — HR departments and district leaders can recruit people who are most likely to be successful

ONBOARDING — Induction can be tied to specific criteria and competencies; mentors will have guidance on areas of focus

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PROF. LEARNING — Assess specific strengths and skills; identifies specific areas of growth

COACHING/ SUPERVISION — Allow supervisors to differentiate prof. development and support specific areas of need

EVALUATION — Can be used to evaluate principals; focuses on strengths and progress

RETENTION — Help district leaders retain the most effective and skilled school leaders

The state should develop rigorous, outcomes-based "attestations" for each competency. A competency attestation (CA) would mean that the principal had demonstrated proficiency in that area. In the model outlined in the chart below candidates for the principalship and non-educators who intend to run charter schools or non-conventional schools could also receive an attestation (Level C) through an assessment of their competency in a non-academic setting.

An attestation system allows for a lot of flexibility and personalized development. A principal could agree to have their competency assessed in one area or in all eight core competencies. Districts could require all their principals be assessed in the leadership competency (CA1) or assess principals in one or two areas where there are noted concerns.

COMPETENCY ATTESTATION -- CA

- Performance rubric
- Performance task/ exam
- Specific outcomes

Level C	Level B	Level A
For candidates and non-educators	Proficient	Exemplary

One CA assesses a principal's or prospective principal's competency in just one core area. "Endorsements" assess the principal's overall effectiveness, taking into account leadership, the other competencies, other demonstrated performance, and student achievement results. In the model summarized in the chart on the next page, there are six levels or "degrees" of endorsements. For a 1st degree endorsement (Bronze), a principal would have to demonstrate proficiency in leadership and also in three of the other seven competencies. Additionally, he would have to earn at least a 75% on a performance exam. On the other end of the scale, for a 6th degree endorsement (Gold), a principal

would excel at leadership, demonstrate proficiency in all of the other seven competencies, pass the performance exam with at least a 90%, and provide evidence of strong improvement or growth in student academic achievement.

ENDORSEMENTS

	BRONZE		SILVER		GOLD	
Degree ➜	**1**	**2**	**3**	**4**	**5**	**6**
Leadership	Level A or B	Level A or B	Level A or B	Level A	Level A	Level A
Other competencies	3 of 7 attestations	4 of 7 attestations	5 of 7 attestations	6 of 7 attestations; 4 at Level A	7 of 7 attestations; 4 at Level A	7 of 7 attestations; 4 at Level A
Perf. tasks/ exams	75%	75%	80%	80%	85%	90%
Academic outcomes	Na	Na	Overall improve.In growth or status	Overall improve.In growth or status	Moderate improve.In growth or status	Strong improve.in growth or status

Not receiving an attestation in an area or an endorsement does not have to come with any consequence; the failure to receive an attestation would denote an area for continued professional development and growth. Of course, over time attestations and endorsements would be sought after and districts and non-traditional schools would seek out people with these attestations and endorsements.

In time, too, attestations and endorsement could replace evaluations. In the meantime, the state could incentivize the system, encouraging districts to assess the competencies of their principals and celebrating those who receive silver and gold endorsements.

Appendix 3 includes the proposed outcomes required to be demonstrated at each level.

3) *Provide greater autonomy to schools that are getting results*

If local leaders are to build adaptive schools and develop solutions based on their unique circumstances, they have to have the autonomy to be innovative, to pilot programs, and to conduct short-term R&D. If they are going to be held accountable for outcomes, they have to be relatively free of requirements and directives focused on process.

Greater autonomy, however, has to be earned, and rigorous criteria have to be met in order to receive higher levels of autonomy. A district cannot sacrifice high quality instruction and strong academic performance in an attempt to provide greater autonomy to schools. Greater effectiveness and operational autonomy must go hand in hand.

While the degree of autonomy granted to a school usually falls under the district's purview, the state could help by encouraging districts (especially Clark and Washoe counties) to grant more autonomy to its schools. An example of a plan to expand district-level autonomy is included at Appendix 4.

Nevada could also tie its accountability system to school autonomy. For example, it could develop its own version of the levels of autonomy found at Appendix 4 except at a state level (instead of a district level). Schools in the bottom five to ten percent of all schools with regard to student achievement outcomes and school leadership performance, would have the least amount of autonomy. Those in the top five to ten percent of all schools would have almost complete autonomy.

4) *Support local solutions to differentiate principal compensation*

At the end of the day, an organization cannot maximize its effectiveness if what it values is disconnected from how it compensates employees. This systems concept holds true for principal evaluation and compensation.

Very few districts have true pay-for-performance systems for principals. A pay-for-performance system should be closely tied to performance and student achievement outcomes and should be financially sustainable.

An organization cannot maximize its effectiveness if what it values is disconnected from how it compensates employees.

However, tying compensation to principal evaluations may be too controversial to implement at this time. Still, the state can move in the right direction by:

- Incentivizing attestations and endorsements.
- Developing specific models for Clark and Washoe counties to show them how pay-for-performance can be done in a financially sustainable way.
- Providing technical advice and design support for districts attempting to differentiate principal compensation.

APPENDIX 1 – Leadership Rubric

Performance Rubric: Competency 1 – Lead

Performance criteria	Possible sources or evidence of performance

1A. NURTURES SELF-AWARENESS
   • **Self-assesses strengths, areas for growth, and preferences**
   • **Reflects on his actions**
   • **Acts with courage and integrity**
 	
1B. ESTABLISHES A SHARED VISION OF SUCCESS
   • **Reinforces Core Beliefs (2x)**
   • **Guides staff to a shared vision**
   • **Establishes goals and clarifies purpose**
 	
1C. LEADS CHANGE
   • **Leads Change (2x)**
 	
1D. MAXIMIZES HUMAN POTENTIAL
   • **Maximizes potential**
   • **Inspires staff**
 	
1E. DEMONSTRATES OTHER LEADERSHIP SKILLS
   • **Communicates well and practices sense-making (2x)**
   • **Makes effective decisions**
   • **Demonstrates broad perspective**
	• Principal 360 evaluation
	• Self-assessment of the performance rubrics
	• Principal formal personality inventory
	• Principal goals established at the beginning of the year
	• Staff comments during mid-year review, systems review, or other venues
	• Review of principal's tough decisions, including personnel actions
	• Analysis of key decisions
	• Interactions with Central Office staff
	• Staff responses on the climate survey, especially those related to "congruence" and Core Beliefs
	• Staff morale over time
	• Vision or mission statement
	• School communications plan; notes in communications and other documents read by staff
	• School professional development plan
	• Parent survey

Proposed specific outcomes	Notes
Overall positive 360 evaluation	Conducted by an independent company
Proficient on the Competency 1 rubric	Minimum proficient score is 105 out of 150
At least 75% of the staff strongly agree or agree that the school has strong and effective leadership	Use an average of the positive responses for the climate survey questions on vision, goals, Core Beliefs, morale and leadership
Proficient on effective decision-making	Use decision-making rubric to assess this competency

Competency 1 – Lead

1A. NURTURES SELF-AWARENESS

Self-assesses strengths, areas for growth, preferences	Unsatisfactory			Progressing			Proficient			Exemplary		
	1	2	3	4		5	6	7	8	9		10
	The leader attends training on leadership development. He participates in exercises and personality inventories, but does not use the training or the information to help his individual growth. He understands the job description, but is unclear of his role in achieving the goals of the organization. The leader is defensive and does not welcome feedback or input.			The leader attends training on leadership development. He participates in exercises and personality inventories that help him *assess his talents and preferences*. He understands the job description, but is unclear of his role in achieving the goals of the organization. The leader welcomes feedback, but sometimes discounts feedback that outlines areas for improvement.			The leader *assesses his strengths, areas for growth, and preferences*. He uses researched-based instruments to help him assess his talents and preferences (i.e. Myers-Briggs, FIRO-B, Change style indicator). The leader seeks to understand his role in the organization and outlines specific actions that will help him fulfill his role. He *actively seeks input* or feedback from subordinates and supervisors in order to get a more accurate picture of how he is perceived. He *self-identifies* as a leader.			The leader *assesses his strengths, areas for growth, and preferences*. He uses researched-based instruments to inform his assessment. He *actively seeks input* or feedback from subordinates and supervisors to get an accurate picture of how he is perceived. He *acts upon the feedback* in ways that reinforce his strengths or mitigates his weaknesses. He is a *student of leadership*, understanding different models and frameworks, and attempts to develop his own leadership abilities. He *self-identifies* as a leader.		

Reflects on his actions	Unsatisfactory			Progressing			Proficient			Exemplary		
	1	2	3	4		5	6	7	8	9		10
	The leader is not reflective and often blames others when things go wrong. He establishes individual goals, but they are either not measurable or are not monitored. He does not consider how his actions and attitudes affect others and takes few actions to be a positive influence.			The leader *reflects on his actions* and his effectiveness. He establishes individual goals, but they are either not measurable or are not monitored. He considers how his actions and attitudes affect others. However, he takes few actions to be a positive influence.			The leader *reflects on his actions* and his effectiveness. He sets personal goals and *monitors his progress* in reaching those goals. He purposefully assesses how his actions and attitudes affect others and attempts to be a positive influence. When reflecting on significant decisions or judgments he makes, *the leader considers that he might be wrong*.			The leader *reflects on his actions* and his effectiveness. He sets personal goals and *monitors his progress* in reaching those goals. The leader reflects on his personal growth and character. He *challenges himself to improve*. He purposefully assesses how his actions and attitudes affect others and takes action to be a *positive influence*. When reflecting on significant decisions or judgments he makes, *the leader considers that he might be wrong*.		

1A. NURTURES SELF-AWARENESS

	Unsatisfactory			Progressing		Proficient		Exemplary		
	1	2	3	4	5	6	7	8	9	10
Acts with courage and integrity	The leader shirks responsibility or accountability. He is compliance-driven. He has questionable moral practices or ethical standards. He follows laws and policies and does what he has to. However, his actions are guided by compliance or his calculation of tangible gains or rewards. His self-preservation or interests sometimes outweighs the interests of the organization. He does not feel bound to be loyal to the mission of the district.			When confronted, the leader accepts responsibility for the failures of the school. The leader follows accepted moral practices and ethical standards. He follows laws and policies and does what he has to. However, his actions are guided by a compliance mindset. He does not feel bound to be loyal to the mission of the district.		The leader's actions are ethical. He does not ask subordinates to do something he would not be comfortable doing himself. He is quick to praise and slow to criticize. He *accepts responsibility* for everything the school or staff does or fails to do. *His actions are consistent with what he says* (he walks his talk). Through his example and purposeful actions, the leader helps others to do the right thing. He *makes the tough decisions* few others are prepared to make.		The leader's actions are ethical. He does not ask subordinates to do something he would not be comfortable doing himself. He is quick to praise and slow to criticize. He *accepts responsibility* for everything the school or staff does or fails to do. *His actions are consistent with what he says* (he walks his talk). He does things for the *right reasons*, not because they are required by law or policy. He does not seek recognition or accolades, and *attributes success to others*. As evidenced by his words and deeds, the leader remains loyal to the school and mission of the district. He exhibits "*courageous leadership*" by resisting convention or cutting a new path if necessary. Through his example and purposeful actions, the leader helps others to do the right thing. He *makes the tough decisions* few others are prepared to make.		

1B. ESTABLISHES AND MAINTAINS A SHARED VISION OF SUCCESS

	Unsatisfactory			Progressing			Proficient			Exemplary		
	1	2	3	4		5	6		7	8	9		10
Reinforces Core Beliefs	The leader fails to establish school Core Beliefs or adherence to the Beliefs is perfunctory. He fails to reinforce District Beliefs. Staff behavior is inconsistent with the school or District Core Beliefs.			With input from staff, the leader establishes school Core Beliefs; *expands understanding of and adherence to* Core Beliefs. However, reinforcement of Core Beliefs is not purposeful or regular. Some actions of leaders or staff are inconsistent with Core Beliefs.			With input from staff, the leader establishes school Core Beliefs that *complement or reinforce* District Core Beliefs; *purposefully and frequently* reinforces Core Beliefs; shares examples of staff actions that exemplify the Beliefs; expands understanding of and adherence to Core Beliefs. Actions of the staff are consistent with the Core Beliefs.			With input from staff, the leader establishes school Core Beliefs that *complement or reinforce* District Core Beliefs; *purposefully and frequently* reinforces Core Beliefs in multiple ways and in different venues; conducts exercises or activities to expand understanding of them; shares examples of staff actions that exemplify the Beliefs; tracks staff understanding and adherence to Core Beliefs. Actions of the staff are consistent with the Core Beliefs.			

	Unsatisfactory			Progressing			Proficient			Exemplary		
	1	2	3	4		5	6		7	8	9		10
Guides staff to a shared vision	The leader cannot articulate a vision for the school. His plan for the school is not directed toward a picture of success or purposeful end. Discussions around the future of the school are not purposeful and do not lead to school improvement. Staff members *do not feel that they have direction* to accomplish challenging work. There is a sense of *being adrift*.			The leader has a vision, but that vision is *not translated into meaningful guidance* for the school. Discussions around the future of the school are not purposeful and do not lead to school improvement. The school creates a mission statement that has meaning for some members of the staff, but the words are largely *empty* as they do not guide the staff's actions.			The leader has a vision of what the school is about and where it is going. He articulates that vision in a way that *provides meaning* to staff and community. The leader and staff create or validate a *"mission statement"* that holds meaning for most members of the school and stakeholders.			The leader *engages* the staff in creating a shared vision of what the school is about and where it is going. He articulates the vision in a way that provides meaning to staff and community. He develops an *"actionable picture of success"* and staff members understand what success looks like. The leader develops a strategic plan that looks beyond the present horizon and *takes steps* to secure the long-term success of the school.			

1B. ESTABLISHES AND MAINTAINS A SHARED VISION OF SUCCESS									
Unsatisfactory			**Progressing**		**Proficient**		**Exemplary**		
1	2	3	4	5	6	7	8	9	10
Goals are *vague* or developed as a paperwork drill. The leader *does not establish measurable indicators* of success or indicators that make a difference with regard to quality instruction and student achievement. There is a *lack of focus and clarity* about the work of the school.			The leader develops goals that are focused on school improvement, but may not be measurable. The *rationale* for some goals may not be clear to everyone on the staff. The leader and staff refer to the goals, but the goals *do not guide* their efforts.		The leader develops *measurable* goals that will improve the school. He *provides focus* and clarity to the goals through *indicators of success*. Staff members understand the goals and *use the goals and indicators* to guide their efforts. There is strong congruence between what the school's priorities are and what the staff believes they should be.		The leader *engages* the staff in developing measurable goals that will improve the school. The goals are clear and reinforce the school's vision. The goals provide *focus and prioritize actions*. The leader outlines specific actions and *indicators of success*. The staff uses the goals and indicators to guide their efforts. There is strong congruence between what the school's priorities are and what the staff believes they should be. Priorities are followed.		

Establishes goals and clarifies purpose

1C. LEADS CHANGE

	Unsatisfactory			Progressing		Proficient		Exemplary		
	1	2	3	4	5	6	7	8	9	10
Leads Change	The leader is *resistant to change*, being satisfied with the status quo. He does not help his staff understand change or new initiatives, *blaming higher authority for the change*. He is reactive and provides little direction for staff members. The leader seems overwhelmed by changes. His staff is resistant and does not move beyond the first stages of the change process (resistance and denial).			The leader looks for ways to improve the school and is receptive to new ideas. He tries to build acceptance to change, but fails to communicate clear rationale or *garner support*. Change is often implemented without a clear idea of how it will support school goals. The leader does not prepare his staff to accept new ideas, nor builds acceptance for positive change.		The leader creates a shared vision and *paints a picture of what success will mean for the school*. He uses data and higher expectations to create a sense of urgency. The leader continually looks for ways to improve the school. He is *receptive* to new ideas and change. He is a responsible *change agent*, building acceptance to changes in proper stages. He articulates sound rationale for change and implements change in ways that minimize resistance and garners support. He trains staff on *change theory* and uses a change model. The leader *implements a continuous improvement model* for the school.		The leader creates a shared vision and *paints a picture of what success will mean for the school*. There are visible signs of this vision and indicators of success. He uses data and higher expectations to create a sense of urgency. The leader *challenges* the way things have always been done, seeking more effective ways to accomplish goals and improve the school. He trains staff on *change theory* and uses a change model. He *forms a "guiding coalition"* [as described by John Kotter] to support and advocate for change. He is purposeful about explaining the rationale for change and *makes sense of changes* in redundant communication mediums and venues. He *effects change* in ways that secure staff cooperation and advance the goals of the school. The staff views change as a necessary element of dynamic schools. The leader *implements a continuous improvement model*, ensuring also that professional learning communities and regular "after-action" debriefs help improve school operations.		

1D. MAXIMIZES HUMAN POTENTIAL									
	Unsatisfactory			Progressing		Proficient		Exemplary	
	1	2	3	4	5	6	7	8	9	10

| Maximizes Potential | The leader removes most decision-making from the classroom. Rules and requirements *stifle creativity*. *Expectations for performance are low* and staff members demonstrate little growth in key aspects of their jobs. | The leader allows workers some control over their work activities. However, employees feel that they have to get *permission* to do anything out of the ordinary. Some rules and requirements *stifle creativity*. *Expectations for performance are low* or staff members do not feel challenged. | When providing feedback, the leader *identifies strengths* as well as areas for growth. He works with individual staff members on a specific and personalized plan for growth. The leader creates an environment in which workers are able to *exert influence* and have reasonable control over work events. He provides clear direction and sets *parameters*, but staff members have wide latitude to accomplish operational objectives. He provides *opportunities for growth* and sets expectations to maximize effectiveness. | When providing feedback, the leader *identifies strengths* as well as areas for growth. He works with individual staff members on a specific and personalized plan for growth. The leader creates an environment in which workers are able to *exert influence* and have reasonable control over work events. He sets *parameters*, but staff members have wide latitude to accomplish operational objectives. He *empowers teachers to make decisions* regarding "how" to teach and what resources to use, providing support and direction based on the strength of individual teachers. He puts the right people in the right places in the organization, taking advantage of people's strengths and mitigating weaknesses in order to meet the needs of students. He provides *opportunities for growth* and sets *expectations* to maximize effectiveness. Staff members challenge themselves, are not afraid to *take risks*, and take advantage of growth opportunities. |

1D. MAXIMIZES HUMAN POTENTIAL			
Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
1 2 3	**4 5**	**6 7**	**8 9 10**
The leader has a negative attitude or is **pessimistic** about the work of the school. He does not know how to rally the staff and **employees feel disconnected** from the school. **Morale in the school is low** and commitment to the goals of the school or success of the students is low.	The leader shows a positive attitude and belief that the organization can be successful. While he models having a positive attitude, he takes **few deliberate steps** to motivate the staff and rally them to reach shared aspirations.	The leader takes **deliberate actions** to motivate the staff and rallies them to reach shared aspirations. He demonstrates **personal conviction** toward the success of students and employees of the organization. He shows enthusiasm for what the school is doing – he is a **cheerleader**. The leader **recognizes others** for good performance and leadership.	The leader continually motivates the staff to reach higher goals and is able to secure the **staff's commitment**. Staff members feel supported and challenged and strive to do their best work. He models the way and demonstrates **personal conviction** toward the success of the employees and the school. He shows enthusiasm for what the school is doing – he is a **cheerleader.** The leader helps people realize their best hopes and moves them away from their worst fears.

Inspires staff

1E. DEMONSTRATES OTHER LEADERSHIP SKILLS

	Unsatisfactory			Progressing			Proficient			Exemplary		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**		
Communicates well and practices sense-making	The leader does not keep the staff informed of important decisions or actions. Communications are not clear or timely. He *does not provide rationale* for decisions or actions. He *does not make sense* of school or District policies or practices for the staff.			The leader provides reasons and explains actions and policies. However, the rationale is not convincing. He provides information, *but there is little sense-making.* There are few opportunities for input and feedback.			The leader provides *convincing rationale* for actions. He keeps the staff informed. Communications are clear and well-timed, *actions are transparent*. He provides opportunity for input and feedback. The leader *practices sense-making*, helping staff understand the policies and practices of both the school and the District.			The leader provides *convincing rationale* for actions. Multiple forms of communications keep the staff informed and build support for key actions. Communications are clear and well-timed, *actions are transparent*. He expands *access to information* and provides opportunity for input and feedback. The leader *practices sense-making*, helping staff understand the policies and practices of both the school and the District.		

	Unsatisfactory			Progressing			Proficient			Exemplary		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**		
Makes effective decisions	Some of the leader's decisions are not made in the best interests of students. He makes excuses or does not accept responsibility for the decisions. The leader *delegates key decisions* that he should make or is unwilling to make the tough decisions.			The leader's decisions are made in the best interests of students. However they are *not effective* or do not advance the goals and priorities of the school. The leader *delegates key decisions* that he should make or is unwilling to make the tough decisions.			The leader's decisions are made in the *best interests of students* and effectively advance school and District goals and priorities. The leader accepts responsibility for his decisions. He is able to *make the tough decisions* to accomplish the school's mission. Decisions demonstrate *consistency of word and deed.*			The leader understands the difference between leadership and decision-making. He makes the right type of decision *(D1 – D5)* at the right time. His decisions are made in the *best interests of students* and effectively advance school and District goals and priorities. The leader accepts responsibility for his decisions. He is able to *make the tough decisions* to accomplish the school's mission. Decisions demonstrate *consistency of word and deed.*		

1E. DEMONSTRATES OTHER LEADERSHIP SKILLS

	Unsatisfactory			Progressing		Proficient		Exemplary		
	1	2	3	4	5	6	7	8	9	10
Demonstrates broad perspective	The leader has a ***narrow view*** of his job and lacks understanding of the roles others play in the organization. His understanding of the goals of the District is limited or narrow. He does not help others broaden perspective and ***overreacts*** to rumors or partial information. He is ***easily discouraged*** by things out of his control.			The leader attempts to broaden his perspective, but does not seek out the voices of the ***loyal opposition***. The leader ***understands the goals and priorities*** of the school and District. However, he may not understand or help others understand the role others play in serving the school. The leader moves too quickly to conclusion or ***overreacts*** when presented with rumor or partial information. He is ***easily discouraged*** by things out of his control.		The leader attempts to broaden his perspective. He seeks out the voices of the ***loyal opposition***. The leader ***understands the goals and priorities*** of the school and District. He understands the role others play in serving the school. When faced with partial information, he ***reserves judgment***, and helps others reserve judgment. The leader is ***comfortable with ambiguity***, is adaptable, and not discouraged by things out of his control.		The leader attempts to broaden his perspective. He actively attempts to get ***others' points of view*** and understand their interests. He seeks out the voices of the ***loyal opposition***. The leader ***understands the goals and priorities*** of the school and District. He understands the role others play in serving the school. He ***understands the decision-making structure*** and knows which decisions are his to make and which decisions belong to others. When faced with partial information, he ***reserves judgment***, and helps others reserve judgment. The leader is ***comfortable with ambiguity***, is adaptable, and not discouraged by things out of his control.		

APPENDIX 2 – Rubrics for Competences 2 through 8

Competency 2 – Operate Systemically

Performance criteria	Possible sources or evidence of performance

2A. IDENTIFIES AND PAYS ATTENTION TO SYSTEM CONNECTIONS
 	
2B. FOCUSES ON LEVERAGE POINTS
 	
2C. STRENGTHENS SYSTEM COMPONENTS
	• Needs assessment (one that takes into account capacity, leadership density, culture, and other system areas)
	• Review of the school Action Plan
	• Congruence of actions and school vision and mission
	• Mid-year review
	• Independent systems assessment and review
	• Staff responses to relevant questions on the climate survey
	• Staff actions that demonstrate adherence to priorities and Core Beliefs
	• Review of systemic alignment
	   ○ Action plan, professional development plan, and discretionary budget
	   ○ Curriculum, common assessments, teacher resources
	   ○ Teacher recruitment processes, school culture, instructional priorities
	   ○ Walkthrough feedback, instructional priorities, teacher evaluations

Proposed specific outcomes	Notes
Proficient on the Competency 2 rubric	Minimum score is 21 out of 30
Proficient on system review	Use system assessment rubric to assess principal competency in this area
Proficient on School Action Plan	Use Action Planning Rubric to assess proficiency
Overall positive responses to relevant questions on staff survey	Include questions on the culture and Core Beliefs
Achieves an "Effective School" or "Adaptive School" archetype	Use system assessment rubric and archetype guide

Competency 2 – Operate Systemically

2A. IDENTIFIES AND PAYS ATTENTION TO SYSTEM CONNECTIONS			
Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
1 **2**	**3** **4** **5**	**6** **7** **8**	**9** **10**
Some system connections are aligned because of compliance requirements. However, there is a lack of alignment. In particular, curriculum, assessments, and resources are not aligned; and the action plan, professional development plan, instructional priorities, and resource use are not aligned. Staff members do not understand how the various parts are connected, and the leadership team does not understand the importance of strengthening system connections.	The *curriculum* (what students are supposed to know or do), *assessments, and resources are aligned*. *The action plan, professional development, instructional priorities, and resource use (including financial) are aligned*. However, there are alignment problems in practice. Staff members do not understand how the various parts are connected, and to a significant degree, system alignment resembles a document exercise rather than a purposeful practice. The leadership team does not take purposeful steps to keep the various parts aligned and connected.	The *curriculum* (what students are supposed to know or do), *assessments, and resources are aligned*. *The action plan, professional development, instructional priorities, and resource use (including financial) are aligned*. The leader ensures that teacher evaluations and feedback are connected to instructional priorities, key outcomes, and professional development. The leader explains system alignment to the staff and *trains his leadership team to attend to the key connections*.	The *curriculum* (what students are supposed to know or do), *assessments, and resources are aligned*. *The action plan, professional development, instructional priorities, and resource use (including financial) are aligned*. The leader ensures that teacher evaluations and feedback are connected to instructional priorities, key outcomes, and professional development. The leader is *purposeful about making sense of system connections* to his leadership team and guiding coalition. He trains staff on systems thinking and institutes processes to ensure system connections remain strong and are sustained.

2B. FOCUSES ON LEVERAGE POINTS			
Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
1 2	3 4 5	6 7 8	9 10
The leader conducts a *needs assessment* using only student achievement data. Needs are neither prioritized nor focused. The school's plan for improvement contains too many goals and objectives or does not provide focus on the actions that will make the most difference for student success. The actions of the staff are often unfocused and disconnected from the school's vision or planned outcomes.	The leader conducts a *comprehensive needs assessment* using data, observation, and other evidence. He *prioritizes the needs*, but does not focus on outcomes or the articulated vision. The leader *identifies key areas for improvement*, but the plan contains too many goals and objectives or does not provide focus on the actions that will make the most difference for student success. The actions of the staff are often unfocused and disconnected from the school's vision or planned outcomes.	The leader conducts a *comprehensive needs assessment* using data, observation, and other evidence. He *prioritizes the needs*, focusing on those that are most closely tied to outcomes and articulated vision. The leader *identifies leverage points* and develops an action plan that limits the number of goals or objectives to an amount that can be implemented well. While the leadership team plans the work around leverage points, the actions of the staff are sometimes unfocused and disconnected from the school's vision or planned outcomes.	The leader conducts a *comprehensive needs assessment* using data, observation, and other evidence. He *prioritizes the needs*, focusing on those that are most closely tied to outcomes and articulated vision. The leader *identifies leverage points* and develops an action plan that limits the number of goals or objectives to an amount that can be implemented well. The goals and actions of the staff are tied to the school's vision or key actions and are *outcomes-focused.*

2C. STRENGTHENS SYSTEM COMPONENTS

Unsatisfactory		Progressing			Proficient			Exemplary	
1	2	3	4	5	6	7	8	9	10
The leader does not understand the system components and does not assess capacity or leadership density. He does not analyze the degree of change or the pace of reform the school should undertake. The leader does not take steps to strengthen each of the components: capacity, leadership density, culture, processes, and implementation. The school's actions are not prioritized and lack coherence. Initiatives are implemented without considering the implications and intersections with each of the major components. The school does not conduct a systems review.		The leader assesses system components, especially *capacity and leadership density*, but may not properly analyze the degree of change or the pace of reform the school should undertake. He takes steps to *strengthen each of the components*: capacity, leadership density, culture, processes, and implementation. However, those steps are not prioritized and lack coherence. Some initiatives are implemented without considering the implications and intersections with each of the major components. The leader conducts a systems review. Information from that review is not used to improve the school's effectiveness.			The leader assesses system components, especially *capacity and leadership density*, in order to determine the degree of change, the pace of reform, and the types of initiatives. He takes specific steps to *strengthen each of the components*: capacity, leadership density, culture, processes, and implementation. Those steps are prioritized with capacity and culture being given greater attention first. *Every major initiative is implemented only after considering the implications and intersections with each of the major components.* The leader conducts a systems review and uses the information to improve his school's effectiveness.			The leader assesses system components, especially *capacity and leadership density*, in order to determine the degree of change, the pace of reform, and the types of initiatives. He takes specific steps to *strengthen each of the components*: capacity, leadership density, culture, processes, and implementation. Those steps are prioritized with capacity and culture being given greater attention first. *Every major initiative is implemented only after considering the implications and intersections with each of the major components.* The leader conducts an initial systems review and then a mid-year review of the system/organization. The leader ensures that an independent and final systems review is conducted in the spring. The leader *understands system archetypes* and uses the reviews to determine his school's archetype in order to focus actions to improve the organization.	

Competency 3 – Create a high-performance and adaptive culture

Performance criteria	Possible sources or evidence of performance
3A. DISTRIBUTES DECISIONMAKING **3B. DEVELOPS AND ADAPTIVE CULTURE** **3C. HOLDS STAFF AND THE ORGANIZATION ACCOUNTABLE FOR OUTCOMES**	• Review of action plan responsibilities and job descriptions and the decision-making authority • The articulated decision-making process • Training of staff on D1-D5 decision-making • Staff responses on the climate survey • Staff comments during mid-year review, systems review, or other venues • Degree of teacher autonomy as evidenced by a review of lesson plans, lesson activities, use of resources, and PLCs • Notes in communications and other documents read by staff • Principal 360 evaluation • Review of established outcomes and metrics and how they were accomplished

Proposed specific outcomes	Notes
Proficient on the Competency 3 rubric	Minimum score is 21 out of 30
Increase in the number of new strategies or methods tried by teachers over the course of one quarter	The increase in the number of new strategies has to be balanced with ensuring students are still learning the objectives
The articulation of an effective decision-making process	Review template for developing an effective decision-making process
The percentage of outcomes and metrics achieved through the decisions of those responsible for achieving the metric	This outcome overlaps the leaders ability to design and implement effective action plans (see Competency 4)
Significant goal accomplishment	Assess how well goals were accomplished; use rubric that considers how challenging the goals were
Improvement in the percentage of teachers scoring "Proficient" of higher on the "Professionalism" domain	In a high-performing organization, over 80% of the staff are proficient or higher on professional conduct
Overall positive responses to relevant questions on staff survey	Include questions on the degree of autonomy and ability to exert influence over decisions that affect the classroom

Competency 3 – Create a high-performance and adaptive culture

3A. DISTRIBUTES DECISIONMAKING			
Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
1 **2**	**3** **4** **5**	**6** **7** **8**	**9** **10**
There is not a clear decision-making process, only a chain of command. Operational decisions are not pushed to the level of implementation. There is little autonomy and teachers do not feel that they have control or influence over their work. The leader is focused on compliance and distributes tasks and responsibilities rather than decision-making. The leader is overly critical when mistakes happen or if staff members implement in a way other than the way suggested by the leadership team.	The leader establishes a clear decision-making process; however, operational decisions are not pushed to the level of implementation. The leader provides for greater autonomy over decisions based on capacity and demonstrated effectiveness. He distributes some decisions to campus leaders. The leader encourages staff members to take the initiative, but is overly critical when mistakes happen or if staff members implement in a way other than the way suggested by the leadership team.	The leader establishes a clear decision-making process, with most *operational decisions being pushed to the level of implementation*. He provides for greater autonomy over decisions based on capacity and demonstrated effectiveness. He ensures *decision-making is distributed* in order to expand buy-in and to grow leadership density. The leader encourages staff members to take the initiative and allows for mistakes to happen.	The leader establishes a clear decision-making process, with most *operational decisions being pushed to the level of implementation*. He provides for greater autonomy over decisions based on capacity and demonstrated effectiveness. He ensures *decision-making is distributed* in order to expand buy-in and to grow leadership density. The leader encourages staff members to take the initiative and allows for mistakes to happen. While allowing for some decisions to be imperfect, the leader coaches staff and *grows individuals' capacity to make good decisions*. He ensures that key decisions that impact the success of the entire organization are made thoughtfully and in a way that includes appropriate input.

3B.	DEVELOPS AN ADAPTIVE CULTURE		
Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
1 2	3 4 5	6 7 8	9 10
The leader *uses a problem-solving model* with his staff. Sometimes, challenges or problems stymy the team's ability to try creative solutions. The staff exhibits "learned helplessness" behavior. The leader does not purposefully institute a continuous improvement model and does not focus on progress. He places a premium on compliance even at the expense of promising, innovative practices. He is not supportive of disruptive change and expects the staff to closely follow the rules. The staff is loath to try new strategies or break with past practices.	The leader *uses a problem-solving model* with his staff. Sometimes, challenges or problems stymy the team's ability to try creative solutions. The leader institutes a *continuous improvement model*, and focuses on growth and progress through accurate, data-informed program assessment and continuous revision of programs or initiatives. However, the leader places a premium on compliance even at the expense of promising, innovative practices. He is not supportive of disruptive change and expects the staff to closely follow the rules.	The leader *encourages innovation* and is slow to criticize staff members who "color outside the lines." The leader *uses a problem-solving model*; he, other campus administrators, and teacher-leaders work as a team and approach issues or challenges as problems that can be solved. He institutes a *continuous improvement model*, and focuses on growth and progress through accurate, data-informed program assessment and continuous revision of programs or initiatives.	The leader *encourages innovation* and is slow to criticize staff members who "color outside the lines." The leader *uses a problem-solving model*; he, other campus administrators, and teacher-leaders work as a team and approach issues or challenges as problems that can be solved. He breaks a learned helplessness culture by *encouraging a "figure-it-out" mindset.* He institutes a *continuous improvement model*, and focuses on growth and progress through accurate, data-informed program assessment and continuous revision of programs or initiatives. The leader *promotes action research* and, when appropriate, encourages people to "fail faster." He coaches and trains school leaders on problem-solving and continuous improvement models and processes.

3C. HOLDS STAFF AND THE ORGANIZATION ACCOUNTABLE FOR OUTCOMES

Unsatisfactory		Progressing			Proficient			Exemplary	
1	2	3	4	5	6	7	8	9	10
The leader and organization are not clear about what success looks like and do not establish indicators of success or outcomes to guide the school's work. Staff members have difficulty seeing the connections between specific actions and the established outcomes. The organization is compliance-driven and process-focused. People are afraid to try new strategies or think of creative solutions. Outcomes are not monitored, and no one is held accountable for the accomplishment of specific outcomes.		The leader establishes clear *indicators of success and outcomes* to guide the school's work. Staff members however have difficulty seeing the connections between specific actions and the established outcomes. The leader establishes broad operational parameters except in compliance areas. The organization is compliance-driven and process-focused. *Outcomes are monitored*, but there is little accountability for failure to accomplish specific outcomes.			The leader establishes clear *indicators of success and outcomes* to guide the school's work. He helps others hone in on the results they are seeking and the connection between specific actions and those results. He establishes broad operational parameters, allowing *wide latitude on how individuals accomplish the goals*. While processes are also established, the leader takes steps to move the organization from being a compliance-driven, process-focused one, to an adaptive, outcomes-focused one. *Outcomes are monitored*, and the leader holds staff members accountable for goal completion and the accomplishment of specific outcomes.			The leader establishes clear *indicators of success and outcomes* to guide the school's work. He helps others hone in on the results they are seeking and the connection between specific actions and those results. He establishes broad operational parameters, allowing *wide latitude on how individuals accomplish the goals*. While processes are also established, the leader takes steps to move the organization from being a compliance-driven, process-focused one, to an adaptive, outcomes-focused one. *Outcomes are monitored*, and the leader develops a team that feels ownership over the goals and *holds itself accountable* for accomplishing specific outcomes.	

Competency 4 – Design and execute action plans

Performance criteria	Possible sources or evidence of performance
4A. ASSESSES NEEDS **4B. DESIGNS EFFECTIVE PLAN** **4C. IMPLEMENTS WELL** **4D. MONITORS PROGRESS**	• Action planning process; meetings of staff and leadership to develop needs assessment and action plan • Data used to inform the plan • Needs assessment • Action plan – goals or indicators of success, specific steps • Alignment – with needs assessment; vision; system indicators • Goal accomplishment or outcome attainment • Process to monitor progress – observations, mid-year reviews, progress reviews, system reviews, data team meetings, PLCs • After-action reports • Staff surveys on congruence questions and belief in the direction of the school

Proposed specific outcomes	Notes
Proficient on the Competency 4 rubric	Minimum score is 28 out of 40
Proficient needs assessment	Review needs assessment template
Proficient Action Plan	Use Action Planning Rubric to assess proficiency
Sufficient progress on Action Plan	Use Progress on Action Plan Rubric to assess; check progress on goals and metrics
Significant goal accomplishment	Assess how well goals were accomplished; use rubric that considers how challenging the goals were
Overall positive responses to relevant questions on staff survey	Include questions on congruence between what staff members believe the key actions should be and the ones in the plan; also include belief in the direction of the school

Competency 4 – Design and execute action plans

4A. ASSESSES NEEDS			
Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
1 **2**	**3** **4** **5**	**6** **7** **8**	**9** **10**
The leader conduct a needs assessment. He relies primarily on student achievement data to determine needs. The assessment does not consider staff capacity, leadership density, culture and expectations, district values and goals, and other system areas. The needs assessment is not tightly connected to the action plan; goals and objectives are loosely aligned with the needs. The staff does not understand the actual, evidence-based reasons for taking action.	The leader *conduct a needs assessment*. He relies primarily on student achievement data to determine needs and school actions. The assessment does not consider staff capacity, leadership density, culture and expectations, district values and goals, and other system areas. The assessment precedes the action plan and is the basis for the plan. The goals and objectives are loosely aligned with the needs. The staff's knowledge of the needs is limited.	The leader *convenes a team to conduct a needs assessment*. They use data, observations, and other evidence to determine need. The assessment considers student achievement data as well as *staff capacity, leadership density, culture and expectations, district values* and goals, and other system areas. The assessment precedes the action plan and is the basis for the plan. The *goals and objectives are tightly aligned with the needs*. The staff understands the reasons for taking action.	The leader *convenes a team to conduct a needs assessment*. They use data, observations, and other evidence to determine need. The assessment considers student achievement data as well as *staff capacity, leadership density, culture and expectations, district values* and goals, and other system areas. The assessment precedes the action plan and is the basis for the plan. The *goals and objectives are tightly aligned with the needs*. The leader creates a needs assessment process that includes periodic updates to the school's needs. She ensures the staff and community understand the needs assessment and uses the assessment to *make sense of the school's actions*.

4B. DESIGNS EFFECTIVE PLAN			
Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
1 2	3 4 5	6 7 8	9 10
The leader develops an action plan. The action plan is based on the needs assessment. However, it is not focused and does not outline clear goals or outcomes. The plan does not delineate specific steps or actions for people to take; it does not assign responsibility to individuals or groups. The action plan is not developed systemically – there are alignment issues with the professional development plan, the use of resources, or the budget. The action plan does not take into account staff capacity and the degree of change.	The leader establishes an action planning process that includes key members of the staff. The action plan is based on the needs assessment. It is *focused, prioritized, and outlines clear SMART goals and outcomes*. However, the plan does not delineate specific steps or actions for people to take; it does not assign responsibility to individuals or groups. The action plan is not developed systemically – there are alignment issues with the professional development plan, the use of resources, or the budget. The action plan does not take into account staff capacity and the degree of change.	The leader establishes an action planning process that *includes key members of the staff and provides for input from staff.* The action plan is based on the needs assessment. It is *focused, prioritized, and outlines clear SMART goals and outcomes*. The leader designs a plan that *delineates specific steps* and actions and that *assigns responsibility* for those steps to individuals or groups. The action plan is *developed systemically*; however, there may be minor alignment issues with the professional development plan, the use of resources, and the budget. The action plan takes into account staff capacity and the degree of change.	The leader establishes an action planning process that *includes key members of the staff and provides for input from staff* and parent representatives. The action plan is based on the needs assessment. It is *focused, prioritized, and outlines clear SMART goals and outcomes*. The leader designs a plan that *delineates specific steps* and actions and that *assigns responsibility* for those steps to individuals or groups. The action plan is *developed systemically*, aligning with the professional development plan, the use of resources, and the budget. The action plan *focuses on leverage points* and takes into account staff capacity and the degree of change.

4C. IMPLEMENTS WELL

Unsatisfactory		Progressing			Proficient			Exemplary	
1	2	3	4	5	6	7	8	9	10
The leader provides limited support for staff in the accomplishment of the action plan. She does not monitor or coach staff members and does not align resources to the tasks outlined in the plan. The leader makes excuses for poor implementation, blaming the lack of resources or problems with district support. When problems arise or benchmarks are not met, the leader has trouble adjusting strategies and responsibilities to get back on track. The leader sometimes makes mid-course corrections. However, she sometimes changes the targeted outcomes when perceiving that the school will not be able to accomplish the goals.		The leader *supports staff members* in the accomplishment of the action plan. She coaches staff and provides resources where needed and as appropriate. The leader makes excuses for poor implementation, blaming the lack of resources or problems with district support. When problems arise or benchmarks are not met, the leader has trouble adjusting strategies and responsibilities to get back on track. The leader sometimes makes mid-course corrections. However, she sometimes changes the targeted outcomes when perceiving that the school will not be able to accomplish the goals.			The leader *supports staff members* in the accomplishment of the action plan. She coaches staff and provides resources where needed and as appropriate. The leader *does not allow the lack of district resources to stop her from goal accomplishment.* She constantly assesses capacity, time, and resource constraints and *adjusts strategies and responsibilities* when necessary in order to stay on track. The leader makes mid-course corrections when necessary, but is *careful not to change the targeted outcomes or make excuses for failure*.			The leader *supports staff members* in the accomplishment of the action plan. She coaches staff and provides resources where needed and as appropriate. The leader advocates for resources and support from the District to complete the plan, but *does not allow the lack of district resources to stop her from goal accomplishment.* She constantly assesses capacity, time, and resource constraints and *adjusts strategies and responsibilities* when necessary in order to stay on track. The leader makes mid-course corrections when necessary, but is *careful not to change the targeted outcomes or make excuses for failure*. Throughout the implementation of the plan, the leader continues to make sense of the plan and to be transparent about the progress to staff and community.	

4D. MONITORS PROGRESS

Unsatisfactory			Progressing			Proficient			Exemplary	
1	2	3	4	5	6	7	8	9	10	
The action plan sits on the shelf and is dusted off when central office leadership asks for it. There is no serious attempt to monitor the progress of the plan. The leader does not establish benchmarks or milestones to gauge whether the school is on track. Data and evidence are not tracked throughout the implementation of the plan. The leader conducts quarterly or mid-year reviews in compliance fashion, without involving the staff in a way that would keep them invested in the success of the plan. Celebrations of progress are minimal.			The leader attempts to monitor the progress of the plan. She sets benchmarks or milestones to gauge whether the school is on track. However, data and evidence are not tracked throughout the implementation of the plan. The leader conducts quarterly or mid-year reviews in compliance fashion, without involving the staff in a way that would keep them invested in the success of the plan. Celebrations of progress are minimal.			The leader establishes processes to *monitor the progress of the plan*. She sets benchmarks or milestones to gauge whether the school is on track. She *tracks data and evidence throughout the implementation of the plan.* The leader conducts quarterly or mid-year reviews in a way that involves the entire staff and that *keeps them invested in the success of the plan.* She *celebrates progress* and minor successes with the staff.			The leader establishes processes to *monitor the progress of the plan*. She sets benchmarks or milestones to gauge whether the school is on track. She *tracks data and evidence throughout the implementation of the plan.* The leader conducts quarterly or mid-year reviews in a way that involves the entire staff and that *keeps them invested in the success of the plan.* She *celebrates progress* and minor successes with the staff. The leader ensures that topics discussed at data team meetings, PLCs, or department meetings include progress on the relevant action plan steps and benchmarks. The leader convenes a team to *analyze the results* of the mid-year review and the success of the action plan at the end of the year. This analysis informs the actions for the next year.		

Competency 5 – Guide the instructional program

Performance criteria	Possible sources or evidence of performance
5A. MAINTAINS A STRONG INSTRUCTIONAL CORE **5B. MEETS THE INSTRUCTIONAL NEEDS OF ALL STUDENTS** **5C. IMPROVES THE QUALITY OF INSTRUCTION** **5D. ASSESSES STUDENT LEARNING** **5E. EVALUATES STAFF**	• Observation of instruction • Review of curriculum alignment • Review of spot observation forms • Review of lesson objectives and demonstrations of learning • Data provided to teachers • Professional development provided to teachers • Conduct of PLCs • Overall teacher effectiveness score • Review of a sample of teacher evaluations • Teacher performance and student achievement congruence • Mid-year review • System review • Staff climate survey

Proposed specific outcomes	Notes
Proficient on the Competency 5 rubric	Minimum score is 35 out of 50
Proficient on Curriculum Alignment	Use Curriculum Alignment Rubric to assess proficiency
Proficient on providing effective instructional feedback	Sample spot observations and use Instructional Feedback Rubric to assess proficiency
Improvement in the quality of instruction	Assess the quality of instruction at the beginning of the year, during the mid-year review, and again during the end-of-year, system review
Improvement in staff instructional effectiveness	Assess the improvement in teacher evaluation domains related to delivery of high quality instruction; consider congruence metrics in order to prevent inflation
Overall positive responses to relevant questions on staff survey	Include questions on congruence between what staff members believe the key actions should be and the ones in the plan; also include belief in the direction of the school
Improvement in student achievement results	Improvement (growth or status) in achievement results for all subgroups

Competency 5 – Guide the instructional program

5A. MAINTAINS A STRONG INSTRUCTIONAL CORE			
Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
1 2	3 4 5	6 7 8	9 10
Teachers are unclear as to what highly effective or distinguished teaching looks like. Expectations for staff to deliver high quality instruction are low. The leader does not train staff or expects students to receive good, first instruction. The curriculum is not aligned and teachers and students are unclear about what students have to know and be able to do. The taught curriculum differs in substantial ways from the written curriculum. Teachers use outdated strategies and delivery methods and rely heavily on past lesson plans or worksheets. Instruction is not rigorous and does not emphasize critical thinking or conceptual learning.	In multiple ways, the leader helps staff *visualize great instruction* and what highly effective or distinguished teaching looks like. However, expectations for staff to deliver high quality instruction are low. She expects students to receive *"good, first instruction"* and trains staff to recognize and teach it. Teachers and students know what students have to know and be able to do. However, the taught curriculum differs in substantial ways from the written curriculum. The curriculum is not aligned. Teachers use outdated strategies and delivery methods and rely heavily on past lesson plans or worksheets. Instruction is not rigorous and does not emphasize critical thinking or conceptual learning.	The leader establishes high expectations for staff to deliver high quality instruction. In multiple ways, she helps staff *visualize great instruction* and what highly effective or distinguished teaching looks like. She ensures students receive *"good, first instruction"* and trains staff to recognize and teach it. Teachers and students know what students have to know and be able to do. The leader establishes and maintains an aligned curriculum, *ensuring teachers teach the guaranteed and viable curriculum*. She enables teachers to use different strategies and delivery methods while ensuring *close alignment* of standards, assessments, and instruction. *Instruction is purposeful* and rigorous with teachers emphasizing critical thinking and key concepts rather than facts and rote memorization.	The leader establishes high expectations for staff to deliver high quality instruction. In multiple ways, she helps staff *visualize great instruction* and what highly effective or distinguished teaching looks like. She ensures students receive *"good, first instruction"* and trains staff to recognize and teach it. Teachers and students know what students have to know and be able to do. The leader establishes and maintains an aligned curriculum, *ensuring teachers teach the guaranteed and viable curriculum*. She enables teachers to use different strategies and delivery methods while ensuring *close alignment* of standards, assessments, and instruction. *Instruction is purposeful* and rigorous with teachers emphasizing critical thinking and key concepts rather than facts and rote memorization. The leader assesses changes in the workplace and adjusts the instructional program accordingly. She takes advantage of advances in technology to strengthen the instructional core.

5B. MEETS THE INSTRUCTIONAL NEEDS OF ALL STUDENTS									
Unsatisfactory			Progressing			Proficient			Exemplary
1	2	3	4	5	6	7	8	9	10
The school does not believe all students can learn at high levels. Teachers generally follow the written curriculum, however students with special needs (special ed, English Language Learners, at-risk students) receive low-quality and non-rigorous instruction. Only the honors students or those who do well in school have access to advanced content or AP-type courses. The most effective teachers are not teaching the students who struggle the most. Instruction is not personalized and not differentiated.			The school does not believe all students can learn at high levels. Teachers generally follow the written curriculum and provide supports for all students – including those with special needs (special ed, gifted and talented, at-risk students). Most students have access to advanced content or AP-type courses. The most effective teachers are not teaching the students who struggle the most. Instruction is not personalized and not differentiated.			The leader creates a culture in which staff members believe *all students can learn* and that the school can help every student progress academically. The curriculum enables all students – including those with special needs (special ed, gifted and talented, at-risk students) – to *realize their academic and human potential*. All students have access to advanced content or AP-type courses. The leader *assigns struggling students to more proficient or distinguished teachers.* Individual student needs are known and teachers *differentiate instruction* to address those needs.			The leader creates a culture in which staff members believe *all students can learn* and that the school can help every student progress academically. The curriculum enables all students – including those with special needs (special ed, gifted and talented, at-risk students) – to *realize their academic and human potential*. All students have access to advanced content or AP-type courses. The leader *assigns struggling students to more proficient or distinguished teachers.* Individual student needs are known and teachers *differentiate instruction* to address those needs. The leader supports *"personalized learning"* concepts and provides the training and resources to expand the use of personalized learning strategies throughout the school.

5C.   IMPROVES THE QUALITY OF INSTRUCTION

Unsatisfactory		Progressing			Proficient			Exemplary	
1	2	3	4	5	6	7	8	9	10
The leader is unable to identify strengths and weaknesses of classroom instruction. Teachers are generally left on their own to improve instruction. The leader provides instructional feedback to comply with district requirements. The feedback is generally ineffective and does not help teachers improve. There is very little follow through and the quality of instruction does not improve in significant ways.		The leader is able to *identify strengths and weaknesses* of classroom instruction. She *suggests strategies or resources* to help improve instruction for each teacher. She provides a coach or mentor when appropriate. The leader provides instructional feedback. However, the feedback is generally ineffective and does not help teachers improve. There is very little follow through and the quality of instruction does not improve in significant ways.			The leader is able to *identify strengths and weaknesses* of classroom instruction. She *suggests strategies or resources* to help improve instruction for each teacher. She provides a coach or mentor when appropriate. The leader provides *regular and consistent* instructional feedback. She provides feedback in *multiple ways* -- informally, through observations, in writing, etc. Written feedback includes comments that *validate good practices, invite reflection, and provide helpful suggestions*. The feedback *generates important conversations* around instruction. The leader *follows through to ensure instructional behavior changes and the quality of instruction improves*.			The leader is able to *identify strengths and weaknesses* of classroom instruction. She *suggests strategies or resources* to help improve instruction for each teacher. The leader provides *models and exemplars* for teachers. She provides a coach or mentor when appropriate. The leader provides *regular and consistent* instructional feedback. She provides feedback in *multiple ways* -- informally, through observations, in writing, etc. Written feedback includes comments that *validate good practices, invite reflection, and provide helpful suggestions*. The feedback *generates important conversations* around instruction. The leader coaches in a way that *fosters development* or improvement. She builds a culture in which teacher leaders take it upon themselves to improve the quality of instruction throughout the school and in which teachers take it upon themselves to provide instructional feedback to each other. The leader *follows through to ensure instructional behavior changes and the quality of instruction improves*.	

5D. ASSESSES STUDENT LEARNING

Unsatisfactory			Progressing			Proficient			Exemplary	
1	2	3	4	5	6	7	8	9	10	
Progress of student academic proficiency at the school is not monitored and student achievement data are not recorded or displayed. Data are not used in PLCs to improve instruction or develop interventions. Teachers rarely use the data to adjust classroom instruction. There is no consistent grading policy that ensures student learning is based on a level of proficiency and not overly influenced by seat time or student discipline. Quizzes and exams consume too much instructional time.		Progress of student academic proficiency at the school is monitored. Progress monitoring data are recorded and displayed. However, these data are not used in PLCs to improve instruction or develop interventions. Teachers rarely use the data to adjust classroom instruction. There is no consistent grading policy that ensures student learning is based on a level of proficiency and not overly influenced by seat time or student discipline. Quizzes and exams consume too much instructional time.			Progress of student academic proficiency at the school is *monitored continuously* and accurately. Progress monitoring data are recorded and displayed. They are *accessible to leaders and teachers* and are *used at PLCs* to improve instruction and develop interventions. The principal ensures that evidence of student learning is not based on seat time or student discipline. Teachers are trained and coached in what constitutes a demonstration of learning. Quizzes and exams do not consume too much instructional time.			Progress of student academic proficiency at the school is *monitored continuously* and accurately. Progress monitoring data are recorded and displayed. They are *accessible to leaders and teachers* and are *used at PLCs* to improve instruction and develop interventions. The principal ensures that evidence of student learning is not based on seat time or student discipline. Teachers are trained and coached in what constitutes a demonstration of learning. Teachers frequently assess student learning and these DOLs are *directly tied* to aligned objectives. Quizzes and exams do not consume too much instructional time. The principal provides training on the use of data and the design of assessments that require students to *think critically* and engage real-world scenarios.	

5E. EVALUATES STAFF

Unsatisfactory		Progressing			Proficient			Exemplary	
1	2	3	4	5	6	7	8	9	10
The leader makes sense of the evaluation system for the staff. However, she does not train staff on the core competencies that are part of the evaluation system. She conducts pre- and post-evaluation conferences and adheres to the performance evaluation system. The leader does what needs to be done to comply with requirements, but does not try to assess performance accurately. Feedback is not provided in a way to support teachers or improve instruction. The standards for proficiency are not high. Teachers have few opportunities to improve and there is little coaching. Thus evaluations do not accurately reflect teacher effectiveness. There is a lack of congruence between a teacher's evaluation and her students' achievement results. The leader is not able to make the tough personnel calls and remove or non-renew teachers if necessary.		The leader makes sense of the evaluation system for the staff. However, she does not train staff on the core competencies that are part of the evaluation system. She conducts pre- and post-evaluation conferences and adheres to the performance evaluation system. The leader observes and gathers evidence, attempting to assess performance accurately. The principal provides feedback throughout the year. However, the standards for proficiency are not high. Teachers have few opportunities to improve and there is little coaching. Thus evaluations do not accurately reflect teacher effectiveness. There is a lack of congruence between a teacher's evaluation and her students' achievement results. The leader is not able to make the tough personnel calls and remove or non-renew teachers if necessary.			The leader makes sense of the evaluation system for the staff and trains them on the core competencies of effective teaching. She collaborates with the person being observed and *inspires personal responsibility for improvement.* She conducts pre- and post-evaluation conferences and adheres to the performance evaluation system. The leader observes and gathers evidence, assessing performance accurately and maintaining *high standards* for proficiency. The principal provides feedback throughout the year and communicates regularly with the person being evaluated. Teachers are given opportunities to improve and effective coaching in weak areas. Evaluations *accurately assess teacher effectiveness*. There is general congruence between a teacher's evaluation and her students' achievement results. The leader is able to make the tough personnel calls and remove or non-renew teachers if necessary.			The leader uses the formal observation and evaluation process to *improve instruction* and for staff development. She makes sense of the evaluation system for the staff and trains them on the core competencies of effective teaching. She collaborates with the person being observed and *inspires personal responsibility for improvement.* She conducts pre- and post-evaluation conferences and adheres to the performance evaluation system. The leader observes and gathers evidence, assessing performance accurately and maintaining *high standards* for proficiency. The principal provides feedback throughout the year and communicates regularly with the person being evaluated. Teachers are given opportunities to improve and effective coaching in weak areas. *Evaluations are differentiated and accurately assess teacher effectiveness.* There is *strong congruence* between summative evaluations and performance – especially the quality of instruction and student achievement data. The leader is able to make the tough personnel calls and remove or non-renew teachers if necessary.	

Competency 6 – Grow staff capacity and leadership density

Performance criteria	Possible sources or evidence of performance
6A. PROVIDES EFFECTIVE COACHING AND PROFESSIONAL DEVELOPMENT **6B. FACILITATES INDIVIDUAL GROWTH OF TEACHERS** **6C. STENGTHENS LEADERSHIP CAPACITY**	• Overall teacher effectiveness score • Conduct of PLCs • Professional development provided to teachers • Review of leadership opportunities provided to teachers • System review, especially staff capacity and leadership density • Staff climate survey • Observation of instruction, especially instructional priorities • Review of a sample of teacher evaluations • Teacher performance and student achievement congruence

Proposed specific outcomes	Notes
Proficient on the Competency 6 performance rubric	Minimum score is 21 out of 30
Proficient on "Staff Capacity" and "Leadership Density" of the system assessment rubric	These represent "foundation strength" and are closely tied to the leader's ability to grow staff capacity and leadership density; use system assessment rubric
Improvement in the quality of instruction	Assess the quality of instruction at the beginning of the year, during the mid-year review, and again during the end-of-year, system review
Improvement in staff instructional effectiveness	Assess the improvement in teacher evaluation domains related to delivery of high quality instruction; consider congruence metrics in order to prevent inflation
Overall positive responses to relevant questions on staff survey	Include questions on professional development and coaching

Competency 6 – Grow staff capacity and leadership density

6A. PROVIDES EFFECTIVE COACHING AND PROFESSIONAL DEVELOPMENT			
Unsatisfactory	Progressing	Proficient	Exemplary
1 2	3 4 5	6 7 8	9 10
Teachers find the staff development program a *waste of time*. The leader designs a program that is disjointed and *lacks a strong connection* to the school's goals and improvement plan.	The leader creates a staff development program based on the latest pedagogical findings or current issues in education. The program, however, *may not be tightly aligned with the school's goals or areas of improvement*. Much of the staff development program is not engaging.	Staff development is *purposeful*. The leader identifies and addresses areas for improvement. He creates a staff development program that *supports the school's goals and action plan*. The program is *engaging*. The leader takes advantage of *the staff's strengths* and also uses outside resources to provide training.	Staff development is *continual* and *purposeful*. The leader identifies and addresses areas for improvement. Staff development is *focused and is tied to the school's goals and action plan*. Staff development is *engaging* and allows the staff to exert some influence over it. The leader takes advantage of *staff's strengths* and also uses outside resources to provide training. Staff development includes *significant job-embedded coaching*.

6B. FACILITATES INDIVIDUAL GROWTH OF TEACHERS			
Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
1 **2**	**3** **4** **5**	**6** **7** **8**	**9** **10**
The leader *discourages* staff from leaving the building for reasonable professional development opportunities. He does not provide sufficient *release time* for professional activities.	The leader allocates an appropriate amount of financial resources to allow for *release time* for professional activities. He is *otherwise disinterested* in professional development activities, leaving it to the individual teachers to address on their own.	The leader provides *opportunities* for and encourages staff members to grow professionally – attend workshops, speak at conferences, contribute to staff development training, etc. He allocates an appropriate amount of financial resources to allow for *release time* for professional activities.	The leader works with individual staff members to *set improvement goals*. He provides opportunities for staff members to improve instructionally, providing aligned professional development and *establishing effective PLCs*. He also *helps teachers grow professionally* – attend workshops, speak at conferences, etc. He allocates an appropriate amount of financial resources to allow for release time for professional activities. He *harnesses the unique skills* and leadership abilities of individuals and *offers responsibilities* and assigns tasks commensurate with those abilities and in ways that will promote the individual's sense of worth.

6C. STENGTHENS LEADERSHIP CAPACITY			
Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
1 **2**	**3** **4** **5**	**6** **7** **8**	**9** **10**
The leader assesses the leadership capacity of the staff in a general way. He *does not have a plan to build leadership density*, nor does he understand what steps he should take to build capacity. He relies on other departments or other leaders to build leadership capacity in his school. Staff members do not accept leadership responsibilities and have very little organizational perspective.	The leader assesses the leadership capacity of the staff in a general way. He provides some training for individuals or sends some staff members to workshops to develop leadership capacity. He *provides leadership opportunities* for selected staff members. While the leader is interested in building capacity, he does not have a specific plan to develop such capacity among the entire staff.	The leader assesses the leadership capacity of the staff, using a leadership framework or rubric. He takes purposeful steps to expand *leadership density*, investing in leadership training and development. The leader works with individuals to establish leadership goals and helps them maximize their potential. He *provides leadership opportunities*. Building leadership density is part of his action plan.	The leader assesses the leadership capacity of the staff, using a leadership framework or rubric. He takes purposeful steps to expand *leadership density*, investing in leadership training and development. The leader works with individuals to establish leadership goals and helps them maximize their potential. He *provides leadership opportunities*. The leader is a student of leadership and seeks specific strategies to build leadership capacity. Staff leadership density expands under the leader's guidance and leadership. Staff members at all levels willingly take on leadership responsibilities.

Competency 7 – Recruit and retain effective teachers

Performance criteria	Possible sources or evidence of performance
7A. RECRUITS AND HIRES EFFECTIVE TEACHERS **7B. RETAINS EFFECTIVE TEACHERS** **7C. CREATE A POSITIVE WORK ENVIRONMENT**	• Teacher vacancy rate – mid-May and start of the school year • Retention rate of effective teachers • Evaluations of new teachers • Staff climate survey • Onboarding process – induction and mentoring • School and staff celebrations • Compensation, incentives, and rewards • Professional development provided to teachers • Observation of the work environment

Proposed specific outcomes	Notes
Proficient on the Competency 7 performance rubric	Minimum score is 21 out of 30
Zero vacancies by end of May and beginning of the year	Both known and anticipated vacancies
90% retention rate for teachers with a proficient or higher evaluation	Assumes a fairly rigorous evaluation system
At least 80% of new teachers meet recruitment criteria that predict success in achieving student achievement outcomes	For example, high college GPA and proficiency on a data analysis performance task
Overall positive responses to relevant questions on staff survey	Include questions on work environment and efforts to retain teachers

Competency 7 – Recruit and retain effective teachers

7A. RECRUITS AND HIRES EFFECTIVE TEACHERS			
Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
1 **2**	**3** **4** **5**	**6** **7** **8**	**9** **10**
The leader is continually *caught off-guard* by personnel actions. Hiring quality people receives *low priority*. He does not conduct performance interviews or base selection on objective criteria. He does nothing to attempt to recruit candidates or anticipate personnel needs.	The selection process includes a *performance interview* and is based on solid criteria. However, the process is *not rigorous* or is not carried out with fidelity. Some new hires do not show promise or *have to be removed or non-renewed*. The leader includes staff members in the interview process, but he does not make the final determination.	The selection process includes a *performance interview* and is designed to get the most qualified candidate. The hiring process ensures continual improvement of the staff. The *criteria for selection* are clear, objective, and based on the needs of the students. He includes staff members in the interview process and considers their input. *He makes the final determination*. New hires progress and show potential.	The leader is *proactive* in recruiting and hiring staff. He *anticipates* human resource needs and encourages quality candidates to apply. The selection process includes a *performance interview* and is designed to get the most qualified candidate. The hiring process ensures continual improvement of the staff. The *criteria for selection* are clear, objective, and based on the needs of the students. The leader considers s*kills, talents, and leadership abilities* that are likely to contribute to the success of the school. He includes staff members in the interview process and considers their input. *He makes the final determination*. New hires progress and show potential.

7B. RETAINS EFFECTIVE TEACHERS			
Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
1 **2**	**3** **4** **5**	**6** **7** **8**	**9** **10**
The climate in the school is not one in which people want to work. The leader has a hard time retaining effective teachers. He *does not do enough to remediate or remove ineffective teachers.* The number of proficient teachers in the school does not grow over time or the *overall "teacher proficiency score"* declines.	The leader fosters a positive climate in which people want to work. He works to retain proficient teachers, but *does not do enough to remediate or remove ineffective teachers.* The number of proficient teachers in the school does not grow over time or the *overall "teacher proficiency score"* does not improve.	The leader works purposefully to retain proficient teachers and remove ineffective teachers. The number of proficient teachers in the school grows over time, and the *overall "teacher proficiency score" improves.* The leader *"develops, trains, remediates, or removes"* less than proficient teachers. He fosters a positive climate in which people want to work.	The leader works purposefully to retain proficient teachers and remove ineffective teachers. The number of proficient teachers in the school grows over time, and the *overall "teacher proficiency score" improves significantly.* The leader *"develops, trains, remediates, or removes"* less than proficient teachers. He fosters a positive climate in which people want to work. He works individually with each teacher in order to grow the teacher and improve chances of retention.

7C. CREATE A POSITIVE WORK ENVIRONMENT			
Unsatisfactory	**Progressing**	**Proficient**	**Exemplary**
1 **2**	**3** **4** **5**	**6** **7** **8**	**9** **10**
The leader rarely seeks staff input on major decisions that affect the working environment. Teachers feels as if there are a lot of rules they have to follow or that they are not given enough autonomy to teach well. There is very little evidence of a team environment. Staff are unclear about the expectations; others never feel challenged. While there may be high accountability, the level of accountability does not come with additional support or training. Teachers feel as if they are in a "got you" environment. Teacher contributions and successes are not celebrated.	The leader seeks staff input on major decisions that affect the working environment. He creates broad operational parameters and allows wide latitude in how the work gets done. The leader creates professional learning communities, but there is very little evidence of a team environment. Staff are unclear about the expectations; others never feel challenged. While there may be high accountability, the level of accountability does not come with additional support or training. Teacher contributions and successes are not celebrated.	The leader seeks staff input on major decisions that affect the working environment. He creates broad operational parameters and allows wide latitude in how the work gets done. The leader *builds teams*, creating professional learning communities and other groups in which teachers may collaborate and solve problems. The school has *challenging goals and clear expectations*. *High accountability is matched with high support*. Teachers feel that they are respected and treated like professionals. The leader advocates for staff. *Group and school successes are celebrated often*, and individual contributions, milestones, and successes are recognized publicly.	The leader creates an environment in which staff members are able to *exert reasonable control over their work conditions*. He creates broad operational parameters and allows wide latitude in how the work gets done. The leader *builds teams*, creating professional learning communities and other groups in which teachers may collaborate and solve problems. The school has *challenging goals and clear expectations*. *High accountability is matched with high support*. Teachers feel that they are respected and treated like professionals and also that they are shielded from negative outside pressures and interference. *Group and school successes are celebrated often*, and individual contributions, milestones, and successes are recognized publicly.

Competency 8 – Communicate with external and internal stakeholders

Performance criteria	Possible sources or evidence of performance
8A. COMMUNICATES WITH STAFF AND PRACTICES SENSE-MAKING 8B. BUILDS POSITIVE RELATIONS WITH PARENTS AND OTHER SCHOOL STAKEHOLDERS 8C. USES DIFFERENT MEDIA TO COMMUNICATE KEY MESSAGES	• School communications plan; notes in communications and other documents read by staff • Staff climate survey • Parent survey • School communication vehicles and media, including social media, website, parent portal, emails, newsletters, etc. • Meeting with parents or community members • Staff meetings

Proposed specific outcomes	Notes
Proficient on the Competency 8 performance rubric	Minimum score is 21 out of 30
Proficient school communications plan	Use communications plan rubric to assess this competency
Proficient in the use of different media	Review of communications vehicles and mediums
At least 90% of the parents support the school leadership team and the direction of the school	Assessed with the parent survey
At least 80% of staff respond positively to relevant questions on the staff survey	Relevant questions include support for the vision and the direction of the school

Competency 8 – Communicate with external and internal stakeholders

8A.   COMMUNICATES WELL AND PRACTICES SENSE-MAKING

Unsatisfactory		Progressing			Proficient			Exemplary	
1	2	3	4	5	6	7	8	9	10
The leader does not keep the staff informed of important decisions or actions. Communications are not clear or timely. He *does not provide rationale* for decisions or actions. He *does not make sense* of school or District policies or practices for the staff.		The leader provides reasons and explains actions and policies. However, the rationale is not convincing. He provides information, *but there is little sense-making.* There are few opportunities for input and feedback.			The leader provides *convincing rationale* for actions. He keeps the staff informed. Communications are clear and well-timed, *actions are transparent*. He provides opportunity for input and feedback. The leader *practices sense-making*, helping staff understand the policies and practices of both the school and the District.			The leader provides *convincing rationale* for actions. Multiple forms of communications keep the staff informed and build support for key actions. Communications are clear and well-timed, *actions are transparent*. He expands *access to information* and provides opportunity for input and feedback. The leader *practices sense-making*, helping staff understand the policies and practices of both the school and the District.	

8B.   BUILDS POSITIVE RELATIONS WITH PARENTS AND OTHER SCHOOL STAKEHOLDERS

Unsatisfactory		Progressing			Proficient			Exemplary	
1	2	3	4	5	6	7	8	9	10
The leader provides information to parents about school activities and events. The school *does not welcome* visitors nor does it seek involvement by parents or stakeholders. The community has an *overall negative impression* of the leader and the work of the school.		The leader provides information to parents about school activities and events. His school is *inviting* to parents and stakeholders. However, *involvement by parents or stakeholders is not actively sought*. The leader addresses most complaints from parents and concerned citizens.			The leader assumes the initiative in communication with parents and other stakeholders. He provides numerous *opportunities for stakeholders to be involved* with the school and its activities. His school is inviting to parents and stakeholders. The leader *defuses* potentially explosive situations and takes proper actions to resolve conflicts and handle complaints.			The leader keeps his finger on the pulse of the community and *anticipates* possible implications for the school. He assumes the initiative in communication with parents and other stakeholders. He provides numerous *opportunities for stakeholders to be involved* with the school and its activities. He takes action to form partnerships and *build community* with local organizations and stakeholders. The leader *defuses* potentially explosive situations and takes proper actions to resolve conflicts and handle complaints.	

8C. USES DIFFERENT MEDIA TO COMMUNICATE KEY MESSAGES

Unsatisfactory			Progressing			Proficient			Exemplary	
1	2	3	4	5	6	7	8	9	10	
The leader does not have a comprehensive communications plan that identifies key messages. He uses typical communications vehicles, such as newsletters and emails to parents, to disseminate information. He is mainly reactive and does not proactively advance his messages. Parents and other key stakeholders are not getting the information they need. Some of the information is inconsistent.			The leader develops a *communications plan* that identifies key messages. He uses *external media* vehicles where possible and uses typical communications vehicles, such as newsletters and emails to parents, to disseminate information. He is mainly reactive and does not proactively advance his messages. The leader uses different ways to get out key messages. However, some of the messages are inconsistent.			The leader develops a *comprehensive communications plan* that identifies key messages and metrics to assess the effectiveness of the school's communications. The leader uses *external media* vehicles where possible and creates his own communications vehicles to ensure message dissemination. He uses *social media* and numerous different platforms and vehicles to get out the key messages. While the mediums may be different, the messages are consistent.			The leader develops a *comprehensive communications plan* that identifies key messages and metrics to assess the effectiveness of the school's communications. The leader uses *external media* vehicles where possible and creates his own communications vehicles to ensure message dissemination. He uses *social media* and numerous different platforms and vehicles to get out the key messages. While the mediums may be different, the messages are consistent. The leader understands the notion *that "the medium is the message"* and uses the right vehicle to communicate different key messages. The leader takes into account the *various audiences* when deciding how to frame the message and which vehicle to use.		

APPENDIX 3 – Summary of Competency Attestations

Summary of Competency Attestations (CA)

	Level C	Level B	Level A
Lead	• Proficient on Level C, modified CA1 performance rubric • Proficient on CA1 assessment[1] • Positive 360 evaluation	• Proficient on CA1 performance rubric • Proficient on CA1 assessment • Positive 360 evaluation	**Level B +** • Distinguished on CA1 performance rubric • At least 80% of the staff strongly agree or agree that the school has strong and effective leadership • Proficient on review of effective decision-making
Operate systemically	• Proficient on Level C, modified CA2 performance rubric • Proficient on CA2 assessment	• Proficient on CA2 performance rubric • Proficient on CA2 assessment • Proficient on School Action Plan	**Level B +** • Proficient on system review • At least 80% of the staff respond positively to relevant questions on the staff survey • Achieves "Effective School" or "Adaptive School" archetype
Build a high-perform. and adaptive culture	• Proficient on Level C, modified CA3 performance rubric • Proficient on CA3 assessment • Proficient on the articulation of an effective decision-making process	• Proficient on CA3 performance rubric • Proficient on CA3 assessment • Proficient on the articulation of an effective decision-making process • Increase in the no. of new strategies tried by teachers	**Level B +** • 90% of the outcomes and metrics were achieved through decisions of those accountable for the metric • Improvement in the percentage of teachers proficient in the "Professionalism" domain • Significant goal accomplishment • At least 80% of the staff respond positively to relevant questions on the staff survey
Design and execute action plans	• Proficient on Level C, modified CA4 performance rubric • Proficient on CA4 assessment • Proficient on development of needs assessment • Proficient on Action Plan design	• Proficient on CA4 performance rubric • Proficient on CA4 assessment • Proficient on development of needs assessment • Proficient on Action Plan design • Significant progress on Action Plan	**Level B +** • Significant goal accomplishment • At least 80% of the staff respond positively to relevant questions on the staff survey

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[1] All assessments include performance tasks.

	Level C	Level B	Level A
Guide instructional program	• Proficient on Level C, modified CA5 performance rubric • Proficient on CA5 assessment • Proficient in providing effective feedback • Improvement in staff effectiveness	• Proficient on CA5 performance rubric • Proficient on CA5 assessment • Proficient in providing effective feedback • Improvement in the quality of instruction	**Level B +** • Improvement in staff effectiveness • At least 80% of the staff respond positively to relevant questions on the staff survey • Improvement in student achievement results
Grow staff capacity and leadership	• Proficient on Level C, modified CA6 performance rubric • Proficient on CA6 assessment • Improvement in staff effectiveness	• Proficient on CA6 performance rubric • Proficient on CA6 assessment • Improvement in the quality of instruction • Improvement in staff instructional effectiveness	**Level B +** • Proficient on "Staff Capacity" and "Leadership Density" of the system assessment rubric • At least 80% of the staff respond positively to relevant questions on the staff survey
Recruit and retain effective teachers	• Proficient on Level C, modified CA7 performance rubric • Proficient on CA7 assessment • Proficient on articulation of recruitment criteria	• Proficient on CA7 performance rubric • Proficient on CA7 assessment • Proficient on articulation of recruitment criteria • Zero vacancies by end of May and beginning of the year	**Level B +** • 90% retention rate for teachers with a proficient or higher evaluation • At least 80% of new teachers meet recruitment criteria that predict success in achieving student achievement outcomes • At least 80% of the staff respond positively to relevant questions on the staff survey
Communicate with int. and ext. stakeholders	• Proficient on Level C, modified CA8 performance rubric • Proficient on CA8 assessment • Proficient communications plan	• Proficient on CA8 performance rubric • Proficient on CA8 assessment • Proficient communications plan • Proficient on the use of media	**Level B +** • At least 90% of the parents support the school leadership team and the direction of the school • At least 80% of the staff respond positively to relevant questions on the staff survey

APPENDIX 4 – Example of a District Autonomy Plan

Levels of Autonomy

Category	Decision	Alpha 1	1B	Alpha 2	2B	Alpha 3	3B	Alpha 4	Notes
Staff/Hiring School decides on a staffing pattern that creates the best learning environment for the students it serves.	• Hire candidates of their choice	✓		✓		✓		✓	
	• Opt out of job fairs					✓		✓	
	• Interview and hire candidates from inside or outside the District	✓		✓		✓		✓	Alpha 1 schools receive guidance from EDs on staff hires and non-teaching duties
	• Determine non-teaching duties for staff			✓		✓		✓	
	• Re-define or expand individual roles					✓		✓	
	• Change the number and types of staff the school chooses							✓	
	• Create new staffing positions, job descriptions, or hiring criteria							✓	
Schedule/Calendar Schools have flexibility to build time into or to quickly modify the existing schedule and/or calendar to best serve their students.	• Alter the master schedule or schedule within the school day	✓		✓		✓		✓	
	• Increasing the amount or changing the use of common planning or PD time					✓		✓	All schools already have the ability to plan PD; higher autonomy levels address PD time that affects student-teacher contact time
	• Increasing teacher instructional hours per week (adding instructional time to the school day)					✓		✓	
	• Changing timing and length of the school year					✓		✓	
	• Changing the number, time, or place of parent-teacher meetings					✓		✓	
	• Use block scheduling					✓		✓	

Category	Decision	Alpha 1	1B	Alpha 2	2B	Alpha 3	3B	Alpha 4	Notes
Curriculum/ Assessment Schools have the freedom to structure curriculum and assessment practices.	• Decide what texts and resources to use	✓		✓		✓		✓	
	• Establishing an alternative curriculum (what students have to know and do)					✓		✓	Alpha 3 students must still take state and district common assessments, Alpha 4 students must still take state assessments
	• Offer on-line or other innovative courses					✓		✓	
	• Changing the timing of report cards							✓	
	• Opting out of or choose alternative tests (instead of ACPs)							✓	
	• Setting more rigorous promotion and/or graduation requirements							✓	
Instruction Schools have the freedom to structure instructional practices.	• Decide which teachers submit lesson plans	✓		✓		✓		✓	
	• Change the number of spot observations					✓		✓	Alpha 3 and 4 schools will still have some minimum number of required spot observations
	• Allow peer observers to conduct required spot observations					✓		✓	
	• Change or adjust the requirement to use multiple response strategies					✓		✓	This autonomy may apply to some Alpha 3 schools, but not others. Alpha 3 and 4 schools must still demonstrate that all students are engaged in learning
	• Implement school-wide, instructional programs			✓		✓		✓	

Category	Decision	Alpha 1	1B	Alpha 2	2B	Alpha 3	3B	Alpha 4	Notes
Professional Development Schools have the autonomy to establish professional development that aligns with the instructional program and best suits the needs of the school community.	• Specify the amount of professional development and collaborative time teachers spend	✓		✓		✓		✓	This applies to school-level PD; higher autonomy levels address PD time that affects student-teacher contact time
	• Determine the topics and agenda for district-scheduled professional development time					✓		✓	Alpha 1 and 2 have limited autonomy for district-scheduled PD
	• Opt into or out of district-provided/mandated professional development services or session agendas					✓		✓	
	• Establish formal relationships (via MOUs, contracts, etc.) with vetted providers							✓	
Budget Schools have a lump sum per pupil budget in which it has discretion to spend in a manner that provides the best programs and services.	• Decide on use of discretionary school budget	✓		✓		✓		✓	
	• Decide on use of donated funds	✓		✓		✓		✓	
	• Rollover funds allocated by the District from year to year					✓		✓	
	• Repurpose allocations to establish additional unrestricted funds							✓	
	• Convert staff positions to dollars or dollars to staff							✓	
	• Purchase certain services or staff from outside partners							✓	
	• Buy back certain discretionary services from the District							✓	
	• Budget using average or actual teacher salary							✓	

Category	Decision	Alpha 1	1B	Alpha 2	2B	Alpha 3	3B	Alpha 4	Notes
Other Allow campuses to propose additional requests and approve on a case by case basis.	• Opting out of district-mandated record-keeping and/or paperwork							✓	
	• Setting alternative attendance regulations					✓		✓	All schools must follow Board policies with regard to attendance
	• Setting alternative student discipline codes					✓		✓	All schools must follow Board policies with regard to student discipline
	• Allocate stipends based on individual teacher/ school-site position responsibilities							✓	
	• Opting out of Executive Director or Asst. Superintendent meetings							✓	
	• Attend conferences and PD outside of the District								

Non-negotiables

1. All schools will use the District principal and teacher evaluation systems.
   - However, some adjustment to the evaluation system may be allowed.
   - Spot observations must be conducted per the evaluation system.

2. All schools will ensure good, first instructional practices as defined by the District.

3. All schools will implement minimal, core instructional practices as defined by the District.