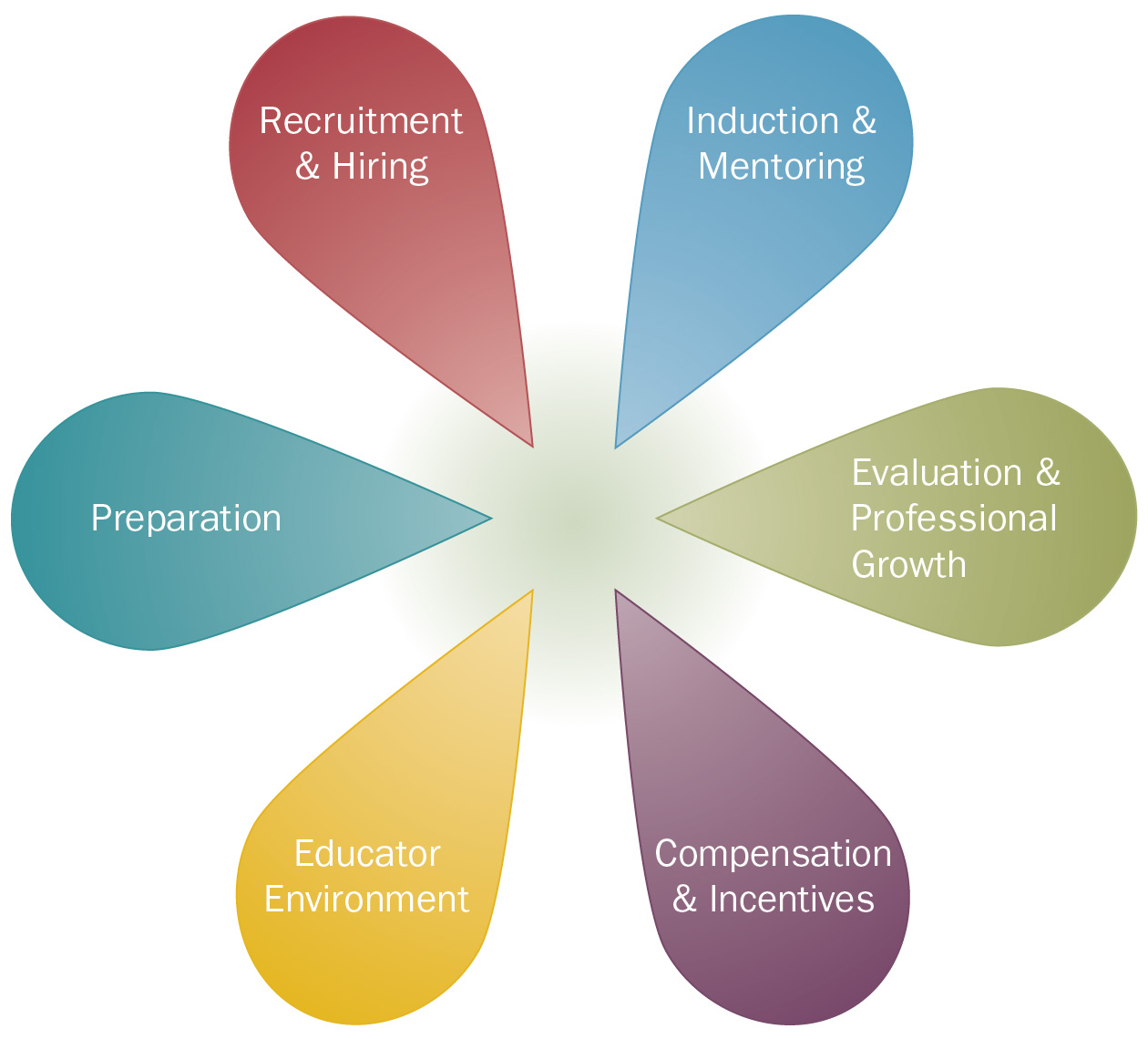
## Five Essential Practices of School Leadership Rubric

The Five Essential Practices of School Leadership Framework

A great school principal in every school is essential to improving school practices, teaching, and learning. We know that great principals continue to learn over time and with support from central office administration, coaches and others. In the U.S. Virgin Islands, *systems of support* are being developed to provide school-level leaders with clear, consistent support throughout their careers. Systems of support include the following processes:



**System of Support**

* **Preparation** of school-level leaders by universities, colleges, and other programs
* **Recruitment and hiring** of principals and other leaders by school districts
* **Induction and mentoring** of leaders by coaches and other staff
* **Evaluation and professional learning**, which are interconnected and mutually informed
* **Compensation and incentives** for performance, which may be formal or informal
* **Educator environment**, which makes the teaching and learning environment safe and supportive

The Five Essential Practices of School Leadershipframework is the backbone of any leadership system of support because it clarifies what principals and other school-level leaders do and how well they do it in observable and measurable terms. Rubrics help principals better understand their strengths and how to improve their work, and rubrics communicate to assistant principals, teacher-leaders and other future school leaders what principals must know and do to be successful.

The Five Essential Practices of School Leadership framework is built from a strong research base and reflects U.S. Virgin Islands educator perspectives on leading schools. The framework is intended for use with principals (another rubric has been developed for assistant principals). The framework also aligns well with the Professional Standards for Educational Leadership.

**Design Drivers**

The Five Essential Practices of School Leadershiprubric reflects a set of design principles driven by and informed by our work with educators, the National Association of Elementary School Principals, and the National Association of Secondary School Principals. These design principles help to ensure that the framework is a useful tool for providing principals feedback and is applicable across diverse school contexts.

**Design driver 1. Focus on what matters most.** Principals are often responsible for a multitude of school leadership tasks, from performing playground duty to coaching teachers. No evaluation system can, or should, account for every work responsibility of the principal. In designing the Five Essential Practices of School Leadership framework, weprioritized instructional leadership, school management, and effective leadership practices, as identified by the latest research and national standards for professional practice. We also aligned the framework with national standards and work with states and districts to align the framework with local standards.

**Design driver 2. Created by and for principals.** TheNational Association of Elementary School Principals and National Association of Secondary School Principals (2013) research indicates that school-level leaders are not frequently engaged in designing their own performance evaluation systems. The Five Essential Practicesof School Leadership framework has been developed with extensive input from elementary, middle, and high school principals during a period of two years and has been vetted with content experts in the field to ensure that the framework indicators and elements represent relevant practice and attainable, appropriate performance levels.

**Design driver 3. Useful for improving practice.** The Five Essential Practices of School Leadership framework provides feedback on practice for all principals, regardless of experience level or career trajectory. Coaches, superintendents, and other educators can use the framework to give much needed focus to their support of principal progress.

**Design driver 4. Clearly defined performance levels.** Strong evaluation systems distinguish among levels of performance. We created a four-level framework to differentiate practice.

Framework Overview and Standards Alignment

The Five Essential Practices of School Leadership are as follows:

1. **Build shared purpose.** The most effective leaders develop a compelling, shared organizational vision and ensure the vision is lived in the daily work of educators.
2. **Focus on learning.** The leader engages in instructional leadership to develop and maintain student access to appropriate, ambitious, and strong instructional programs focused on academic excellence and social and emotional development.
3. **Manage organizational systems.** The leader acts strategically and systematically to create teaching and learning conditions that are safe and supportive by aligning financial resources, human capital, data, and other resources.
4. **Collaborate with community.** The leader ensures that parents and community organizations are engaged with the school.
5. **Lead with integrity.** The leader models professionalism by acting with integrity and making his or her learning visible.

The framework is **standards based** because it aligns Professional Standards for Education Leaders (National Policy Board for Educational Administration, 2015). The standards communicate what principals and other educational leaders should know, do and aspire to be. While the standards anchor the Five Essential Practicesof School Leadership rubric, the standards are not appropriate for principal evaluation, preparation, and professional development because the standards describe what educational leaders should know and do. Good rubrics are fine grained and aligned to the specific work of principals.

**Levels of Performance.** The frameworkdescribes principal practice along a continuum of four distinct performance levels: *unsatisfactory*, *basic*, *proficient*, and *distinguished*. The levels of performance are cumulative, meaning that raters should consider principal performance by beginning to read the rubric at the basic level. If a principal meets all indicators at the basic level, then raters should progress to proficient and distinguished indicators. If a principal does not meet all basic indicators, then performance is unsatisfactory. A principal cannot be considered distinguished in a given indicator unless he or she meets all criteria for being proficient and basic. Figure A1 provides a general overview of the behaviors, practices, and skills that characterize each performance level. The actual performance level descriptions in the framework are tailored specifically for each leadership practice and quality indicator.

Figure A1. Performance-Level Descriptors

Planning

Managing

Monitoring

Complying

Improving

Distributing

Integrating

Advocating

Coaching

Basic

Proficient

Distinguished

*Unsatisfactory* means that principals do not demonstrate one or more practices at the basic level.

The Five Essential Practices of School Leadership framework is below.

The Five Essential Practices of School Leadership Framework

Leadership Practice 1: Build Shared Purpose

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Indicator 1.1:Implement a Vision, Mission, and Goals Aligned to School Improvement Plans** | | | |
| **Element** | **Unsatisfactory**  The principal performing at the  ***unsatisfactory*** level… | **Basic**  The principal performing at the  ***basic*** level… | **Proficient**  The principal performing at the ***proficient*** level also… | **Distinguished**  The principal performing at the ***distinguished*** level also… |
| School improvement planning | * May not have completed the school improvement plan, the written school improvement plan lacks specificity or the alignment between district goals/initiatives and school improvement efforts may not be clear in the written plan. * Sets low or unclear expectations for others to use the school vision, mission and goals as a decision-making tool. * Reports little to no progress on annual objectives within the school improvement plan. | * Has completed a written school improvement plan that aligns the school vision, mission, and annual objectives with district goals/initiatives. * Ensures school leadership teams and others use the school vision, mission, and goals as a rationale for decision-making.[[1]](#footnote-1) * Shows evidence of addressing all annual objectives through planned programs and initiatives. | * Uses data to monitor progress on school improvement goals and annual objectives, and to identify areas for future improvement, with particular attention to the educational attainment of students performing below grade level. * Regularly sets aside time within school leadership teams or other staff meetings to systematically reflect on how well the school is meeting its mission and goals.[[2]](#footnote-2) | * Coaches teacher leaders, assistant principals, or other principals on developing, enacting, and monitoring a mission, vision, and school improvement plan, OR * Contributes to the district improvement plan. |

Leadership Practice 2: Focus on Learning

|  | | **Indicator 2.1:Improve the Instructional Program** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Element** | | **Unsatisfactory**  The principal performing at the  ***unsatisfactory*** level… | | **Basic**  The principal performing at the ***basic*** level… | | **Proficient**  The principal performing at the ***proficient*** level also… | **Distinguished**  The principal performing at the ***distinguished*** level also… |
| Instructional planning | | * Supports teachers’ development of instructional plans but shows no evidence of requiring instructional plans to reflect teaching standards. * Does not provide time and guidance to support personnel and other staff to coordinate services, particularly for students performing below grade level. * Instruction, curriculum and assessment improvement is not systematic or routine in the school, and may occur as teachers believe it necessary, without a set schedule, form or process. | | * Requires and checks that teachers develop instructional plans that reflect standards for teaching. * Requires and checks that specialized instructional support personnel and other staff coordinate services, particularly for students performing below grade level. * Personally, or through others, ensures teachers implement individualized or other learning plans for students. * Establishes/maintains a system for improving instruction and assessment to meet student needs that involves many teachers working together routinely with data. | | * Requires teachers to use student social, emotional, academic, disciplinary, or other data for instructional improvement. * Routinely works with others to systematically improve instruction and assessment according to school district and student performance priorities. * Connects teachers with professional learning, research and expertise to improve instruction and assessment plans.[[3]](#footnote-3) * Considers improvements to instruction and assessment planning processes to be more inclusive, efficient and effective.[[4]](#footnote-4) | * Advocates for district policy and procedures to ensure all students have equal access to effective curricula and instruction, OR * Coaches teacher leaders, assistant principals, or other principals to support instructional effectiveness among teachers. |
| Student performance data management | | * Does not collect and report student social, emotional, academic learning, disciplinary, or other data on time or according to procedures on one or more occasions. * Has not protected, personally identifiable student data on one or more occasions. | | * Collects and properly manages student social, emotional, academic learning, disciplinary, or other data. * Provides the school leadership team and teachers access to student social, emotional, academic learning, disciplinary, or other data for planning purposes, according to subgroups. | | * Models correct use and interpretation of student data to identify areas improvement and root causes.[[5]](#footnote-5) * Provides adequate teacher support for accessing, analyzing and using student data for modifying instruction, assessment and other programs.[[6]](#footnote-6) * Routinely assesses and improves schoolwide processes for student data management, access and use for planning. | * Coaches teacher leaders, assistant principals, or other principals on effective student data analysis, including disaggregating data by student subpopulations, OR * Advocates at the district level for appropriate use and analysis of student data (e.g., formative assessments, summative assessments, and data on student behavior). |
| Positive school and classroom climate | * Rarely, if ever, initiates schoolwide dialogue about supporting positive school/classroom climate to promote student social, emotional and academic development. * Does not gather information from students, staff or community about school/classroom climate quality and disciplinary incidents. | | * Sets schoolwide expectations for maintaining a positive, supportive and safe classroom climate that promotes student social, emotional and academic development. * Annually gathers information from students, staff or community about school/classroom climate quality and disciplinary incidents. * Monitors student discipline referrals and academic programming for disproportionality. | | * Uses climate and student disciplinary data to plan and revise programs/practices to improve schoolwide and classroom climate. * Connects teachers with relevant research and professional development on creating positive learning environments that support student social, emotional and academic development. | | * Coaches assistant principals teacher-leaders or other principals to establish and improve positive school and classroom climate, OR * Advocates at the district level for all students to regularly experience a positive classroom climate that promotes students’ social and emotional learning. |
| Culturallyresponsive and inclusive climate | * Highlights the importance of student learning about different cultures, interacting with students of different races, ethnicities and backgrounds, but provides little to no process for monitoring and adjusting curriculum, instruction, and assessment to avoid discriminatory content. | | * With others, routinely analyzes changing student population learning background and needs. * Maintains processes to review and remove discriminatory language and practices from curriculum, instruction and assessments. * Encourages teachers and others to employ inclusive teaching methods that integrate student cultural and personal histories in instructional plans. | | * Leads collaborative planning on schoolwide programs and instruction to address student background and learning needs data. * Ensures that students have opportunities to learn about different cultures and interact with students of different races, ethnicities, and backgrounds through classroom and schoolwide activities. * Provides teachers and others access to research, expertise, and models of culturally responsive and inclusive instruction. | | * Coaches assistant principals, teacher-leaders and others on establishing instructional practices and systems that avoid discrimination, support culturally-responsive teaching, OR * Advocates at the district and/or state level for programs, procedures and policies that address discriminatory practices and celebrate students’ race, ethnicity, cultures, and other sources of differences. |

|  | **Indicator 2.2:Support Teachers’ Development of a Positive Classroom Climate** | | | |
| --- | --- | --- | --- | --- |
| **Element** | **Unsatisfactory**  The principal performing at the  ***unsatisfactory*** level… | **Basic**  The principal performing at the ***basic*** level… | **Proficient**  The principal performing at the ***proficient*** level also… | **Distinguished**  The principal performing at the ***distinguished*** level also… | |
| Positive school and classroom climate | * Rarely, if ever, initiates schoolwide dialogue about supporting positive school/classroom climate to promote student social, emotional and academic development. * Does not gather information from students, staff or community about school/classroom climate quality and disciplinary incidents. | * Sets schoolwide expectations for maintaining a positive, supportive and safe classroom climate that promotes student social, emotional and academic development. * Annually gathers information from students, staff or community about school/classroom climate quality and disciplinary incidents. * Monitors student discipline referrals and academic programming for disproportionality. | * Uses climate and student disciplinary data to plan and revise programs/practices to improve schoolwide and classroom climate. * Connects teachers with relevant research and professional development on creating positive learning environments that support student social, emotional and academic development. | * Coaches assistant principals teacher-leaders or other principals to establish and improve positive school and classroom climate, OR * Advocates at the district level for all students to regularly experience a positive classroom climate that promotes students’ social and emotional learning. | |
| Culturally responsive and inclusive climate | * Highlights the importance of student learning about different cultures, interacting with students of different races, ethnicities and backgrounds, but provides little to no process for monitoring and adjusting curriculum, instruction, and assessment to avoid discriminatory content. | * With others, routinely analyzes changing student population learning background and needs. * Maintains processes to review and remove discriminatory language and practices from curriculum, instruction and assessments. * Encourages teachers and others to employ inclusive teaching methods that integrate student cultural and personal histories in instructional plans. | * Leads collaborative planning on schoolwide programs and instruction to address student background and learning needs data. * Ensures that students have opportunities to learn about different cultures and interact with students of different races, ethnicities, and backgrounds through classroom and schoolwide activities. * Provides teachers and others access to research, expertise, and models of culturally responsive and inclusive instruction. | * Coaches assistant principals, teacher-leaders and others on establishing instructional practices and systems that avoid discrimination, support culturally-responsive teaching, OR * Advocates at the district and/or state level for programs, procedures and policies that address discriminatory practices and celebrate students’ race, ethnicity, cultures, and other sources of differences. | |

Leadership Practice 3: Manage Organizational Systems

|  | **Indicator 3.1:Manage the Organizational Structure** | | | | |
| --- | --- | --- | --- | --- | --- |
| **Element** | **Unsatisfactory**  The principal performing at the  ***unsatisfactory*** level… | **Basic**  The principal performing at the ***basic*** level… | **Proficient**  The principal performing at the ***proficient*** level also… | **Distinguished**  The principal performing at the ***distinguished*** level also… |
| School safety | * May have a school safety plan in place but has not allocated appropriate staff to lead school safety, discipline, and equitable access to learning. * Does not follow school safety policies, procedures or laws on one or more occasion. | * Implements a plan to ensure that students and staff are safe. * Complies with pertinent laws and policies regarding school safety by creating a detailed safety plan, which addresses potential physical and emotional threats. * Establishes and communicates expectations for social interactions and school safety to staff and students. * Allocates responsibility to appropriate staff to lead school safety and student discipline programs/processes. * Uses school walkthroughs and other approaches to monitor school safety and safety plan implementation. | * Models communications and social interactions with staff and students. * Revises the school safety plan and its implementation, as needed and in light of data or feedback.[[7]](#footnote-7) * Engages faculty, staff, students, and parents in identifying school safety concerns and improves the safety plan. | * Advocates for and contributes to improved school safety and educational equity throughout the district by sharing or working to improve policies, practices and procedures, OR * Coaches assistant principals, teacher-leaders and others to act on school safety, student discipline, student program participation, and student matriculation data to optimize student equity and development. |
| Distributes leadership | * Does not have a school leadership team in place that regularly meets or does not personally lead the school leadership team. | * Directs the school leadership team by setting agendas, convening meetings, and allocating tasks to appropriate formal and informal leaders. | * Strategically distributes responsibilities among school leadership team members to support school management or special initiatives.[[8]](#footnote-8) * Coordinates communications from the school leadership team to staff about schoolwide initiatives. | * Leads or contributes to districtwide efforts to improve teacher-leadership or use of school leadership teams, OR * Coaches assistant principals or teacher-leaders on effective practices for delegating responsibility. |
| Teacher teams | * Provides little to no monitoring or support of teacher team activities. * Infrequently initiates schoolwide communications among faculty or does not have a formal communications process in place. | * Supports teacher teams (e.g., departments, grade levels) with consistent meeting time, leaders, and material resources. * Uses schoolwide communications (e.g., newsletter, e-mail) and leadership meetings to keep staff informed about policies, procedures, awards, and other news. * Establishes and maintains professional traditions and practices in the school that engage all staff in celebrating accomplishments. | * Works with others to optimize teacher team time for collaborative planning, substantive conversation about student learning, and continuous improvement. * Works to improve trust among students, staff, and administration through timely, routine, interpersonal communication. * Actively raises questions about professional activities and behaviors to disrupt stereotypes or biases that can affect staff and student engagement in school activities and equitable access to services. | * Works with other school or district leaders to engage teachers in professional learning community activities, OR * Supports assistant principals, teacher-leaders, and others to establish and evaluate teacher professional community activities. |
| Educator talent support | * Rarely, if ever, uses educator evaluation, professional growth plan, and other staffing data to plan professional development. * New and returning educators are not oriented to the school each year. | * Uses teacher and staff data to monitor and support schoolwide, coordinated educator professional development. * Annually convenes a school orientation for new and returning teachers and staff. | * Evaluates and continuously improves schoolwide staff orientation, professional development and performance evaluation processes to increase coherence, efficiency, and effectiveness. | * Leads or contributes to districtwide efforts to evaluate and improve educator systems of support, OR * Coaches assistant principals, teacher-leaders or others to take substantive roles in staff orientation and professional development. |

|  | **Indicator 3.2: Lead and Develop Personnel** | | | |
| --- | --- | --- | --- | --- |
| **Element** | **Unsatisfactory**  The principal performing at the  ***unsatisfactory*** level… | **Basic**  The principal performing at the ***basic*** level… | **Proficient**  The principal performing at the ***proficient*** level also… | **Distinguished**  The principal performing at the ***distinguished*** level also… |
| Professional growth plans | * Oversees teacher and assistant principal completion of annual professional growth plans, but not all teachers or assistant principals submit plans. * Encourages alignment between teacher and assistant principal professional growth plans, performance evaluation results, and career advancement goals, but many professional growth plans do not display strong alignment or some plans may be incomplete. * Does not actively attempt to reduce/eliminate barriers to professional growth plan completion for educators. | * Encourages teachers, assistant principals, and other staff successfully complete professional growth plans by the deadline. * Reviews and requires edits to teacher and assistant principal professional growth plans for full completion and alignment between the plans, performance evaluation results, and career goals. * Actively attempts to reduce/eliminate barriers to professional growth plan completion for teachers, assistant principals, or other staff. * Leads and facilitates reflective conversations with teachers about professional growth and career paths. | * Creates structured opportunities for teachers and other staff to lead learning for colleagues in the school. * Connects assistant principals, teachers, or other staff with research, guidance documents, and experts to meet their professional development goals, as described in educator professional growth plans, as needed. * Evaluates individual educator completion of professional growth plans and takes action to improve completion as needed, through individual or systems-level changes. | * Leads or contributes to districtwide efforts at designing professional development delivery systems and/or promote better career opportunities for teacher leaders through coaching programs or other means, OR * Coaches teacher leaders, assistant principals, or other principals in best practices for developing professional growth plans with staff. |
| Performance evaluation | * Oversees or personally evaluates teacher or other staff performance, although not all teachers are evaluated according to district procedure. * Does not fully complete assistant principal performance evaluation processes. | * Formally evaluates teachers, assistant principals, and others according to district policies. * Provides instructional feedback to teachers at a low level of quality (“basic” on the instructional feedback observation tool). | * Informally observes teachers, assistant principals, and others between formal evaluation periods to help them improve. * Provides high-quality instructional feedback to teachers (either developing, proficient, or distinguished on instructional feedback observation tool). | * Contributes to the district’s ongoing efforts to improve the effectiveness and fairness of performance evaluation systems, OR * Coaches assistant principals or other principals to improve observation accuracy, evaluation completion, or feedback quality. |

|  | **Indicator 3.3: Manage Resources** | | | |
| --- | --- | --- | --- | --- |
| **Element** | **Unsatisfactory**  The principal performing at the  ***unsatisfactory*** level… | **Basic**  The principal performing at the ***basic*** level… | **Proficient**  The principal performing at the ***proficient*** level also… | **Distinguished**  The principal performing at the ***distinguished*** level also… |
| School finance | * Reviews the school budget but does not operate the school within established budgetary guidelines. * Allocates fiscal, human, and material resources ineffectively, in ways that establish/maintain inequities, or in a manner that is misaligned with the school mission and goals. | * Monitors the school budget and ensures that the school operates within established budgetary guidelines. * Allocates available fiscal, personnel, and material resources in an effective, legal, and equitable manner that supports the school’s vision, mission, and goals. | * Evaluates the effective, legal, and equitable use of fiscal, personnel, space, and material resources. * Collects and analyzes data from a variety of sources—including feedback from leadership team members—in evaluating resource allocations. * Modifies school processes to increase efficiency while achieving the school mission. | * Contributes to district or statewide efforts to improve the effective and efficient use of resources, OR * Secures grant and other funds for new resources to improve student achievement, OR * Coaches teacher leaders, assistant principals, or other principals in effective strategies and systems for managing school resources effectively and equitably. |
| Teaching time | * Creates teaching schedules that are confusing, or do not reflect instructional/program demands. * Makes teaching assignments based on teacher or other preferences rather than teacher data on expertise or student learning needs. * May access educator professional development and staffing data, but rarely, if ever, uses data to strategically coordinate teacher professional development. | * Creates teaching schedules that are clear for quality teaching and learning demands. * Protects collaborative teacher planning time. * Makes strategic teaching assignments based on teacher expertise and student learning needs. * Makes strategic decisions about professional development time based professional development, performance evaluation, or other staffing data. * Protects instructional time usage by teachers. | * Works with teachers to continuously improve instructional time and collaborative planning time in light of data and feedback. * Encourages collaborative planning time be used for substantive conversation about instruction and student learning, rather than administrative updates. * Collaborates with staff to improve school schedules that strategically allocate teacher expertise to meet student learning needs. * Uses teacher evaluation and professional development data to continuously improve school-level professional development. | * Coaches teacher-leaders, teachers, assistant principals, or other principals to improve instruction and use of instructional time. |

Leadership Practice 4: Collaborate With Community

|  | **Indicator 4.1:Collaborate With Families and Stakeholders, and Respond to Diverse Community Needs** | | | | |
| --- | --- | --- | --- | --- | --- |
| **Element** | **Unsatisfactory**  The principal performing at the  ***unsatisfactory*** level… | **Basic**  The principal performing at the ***basic*** level… | **Proficient**  The principal performing at the ***proficient*** level also… | **Distinguished**  The principal performing at the ***distinguished*** level also… |
| Community engagement | * Occasionally, engages with others in bringing community events to the school. * Does not have a community communications plan in place. | * Identifies opportunities to collaborate and addresscommunity needs within the school. * Has a community engagement plan in place and is implementing the plan systematically. * Oversees teacher/staff communications with community members for frequency and quality. | * Initiates communications to inform the community about school activities and invite engagement. * Based on evidence, improves collaboration among educators, families, and the community. * Grows and improves mutually beneficial partnerships with businesses and community-based organizations that are aligned with the school mission. * Encourages teachers and staff to substantively engage community members in curriculum and instruction. | * Advocates for and contributes to efforts at the district or state level to effectively collaborate with families and community, OR * Coaches teacher leaders, assistant principals, or other principals or administrators in effective strategies for responding to family and community needs. |
| Partnerships for student support | * Does not actively grow community partnerships to improve supplementary academic, health, social, safety, or other student services. | * Maintains community partnerships for supplementary academic health, social, safety, or other student services. * Assesses how well supplementary services meet student academic, health, social, and safety support needs. | * Grows community partnerships with others to meet emerging, supplementary academic, health, social, and safety student services. | * Engages with community leaders to co-plan supplementary student services in light of community safety, social and economic data, OR * Advocates for the better use of community assets at the school or district level. |

Leadership Practice 5: Lead With Integrity

Principals lead with integrity and model responsibility through pursuit of professional learning.

|  | **Indicator 5.1:Demonstrate Personal and Professional Responsibility** |
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| **Element** | **Unsatisfactory**  The principal performing at the  *unsatisfactory* level… | **Basic**  The principal performing at the *basic* level… | **Proficient**  The principal performing at the *proficient* level also… | **Distinguished**  The principal performing at the *distinguished* level also… |
| --- | --- | --- | --- | --- |
| Professional ethics | * On one or more occasions, has not adhered to ethical and legal principles, based on state and district policies and collective bargaining agreements. * On one or more occasions, has not demonstrated respect, confidentiality, or honesty in interactions with others. | * Adheres to ethical and legal principles, based on state and district policies, and collective bargaining agreements * Demonstrates respect for others, honors confidentiality, and engages in honest interactions that reflect ethical and legal principles. | * Gathers and utilizes others’ input on the ethics and integrity of personal leadership practices. * Models collective responsibility by publicly taking personal responsibility for professional learning and mistakes. | * Coaches assistant principals, or other principals, or other leaders to adhere legal principles, based on state and district policies, and collective bargaining agreements. |
| Professional learning | * Has not completed a professional growth plan or has not met one or more professional growth goals included in the plan. | * Completes the professional growth plan according to district policy. * Sets and meets professional goals that are aligned to district and school needs. | * Models self-reflection by evaluating one’s practice and adjusting it accordingly. * Pursues professional development and training to support and lead key programs and efforts in the school. * Applies learning gained from the professional growth plan to change personal practices. | * Contributes to district efforts to improve principal professional development, OR * Shares professional learning with others. |

1. Principals can set team performance expectations and hold teams accountable in many different ways. A principal may, for instance, require teams to submit written proposals for additional resources or new approaches with a justification about how the new approach/resources will help the school meet its vision, mission, or objectives. Principals or leadership team members may also routinely reference vision, mission, and objectives when making daily or programmatic decisions. [↑](#footnote-ref-1)
2. This might occur annually as a whole-school meeting or a department/grade-level meeting, where school performance data are shared and discussed. [↑](#footnote-ref-2)
3. A principal could provide an article, website, or webinars/presentations that include research on best instructional and assessment practices. The principal could also connect staff with researchers or specialists, who share research information. [↑](#footnote-ref-3)
4. The principal could annually or semiannually collect teacher survey data on the effectiveness of planning processes, or might convene department or grade-level chairs in discussion. The principal also will consider, with input from others, how to improve planning processes. [↑](#footnote-ref-4)
5. The principal could model correct data use and interpretation by leading data discussions with teachers, instructional leadership team members or others, routinely. [↑](#footnote-ref-5)
6. The principal might survey or ask teachers if data access and support is adequate via survey or formal discussion. Evidence can be included in the principal portfolio. [↑](#footnote-ref-6)
7. To meet the indicator, the principal will need to show that the school safety plan has been adjusted to reflect data or that the safety plan does not need to be adjusted, as indicated by data. [↑](#footnote-ref-7)
8. For evidence, a principal might provide an organizational chart showing how leadership responsibility is distributed and criteria for selection of leadership team or task force members. [↑](#footnote-ref-8)