The AWSP
Leadership Framework
To Support Principal Development

ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS

The AWSP
Leadership Framework

History and Introduction

With the establishment of state standards in 1992, the Association of Washington School Principals (AWSP) recognized that student achievement would become the primary measure of a school's effectiveness. Since then, a significant shift has taken place—a shift that has required the evolution of new school cultures, the understanding of new roles for teachers and the development of new student accountability performance standards established and measured outside of the classroom. Pivotal to the success of this shift is a new type of principal leadership.

With this in mind, AWSP assembled a task force of more than 20 principals to analyze this new type of leadership and create a new set of principal responsibilities to match it. The goal was to create a document showing the interrelationship between these responsibilities and district policies and practices. The task force realized that, as the principals' work changed, the districts' principal evaluation models would also need to change in order to provide the support critical for these school leaders.

The AWSP task force started by developing a philosophical statement which formed the basis for the work that followed:

Statement of Accountability
Student achievement in a performance-based school is a shared responsibility involving the student, family, educators and the community. The principal's leadership is essential. As leader, the principal is accountable for the continuous growth of individual students and increased school performance as measured over time by state standards and locally determined indicators.

Together, the task force members developed seven leadership responsibilities for principals, which provided the foundation for this document. In addition to the responsibilities, the task force generated examples of corresponding "essential components"—that is, knowledge and skills, evidence and measures, and system conditions that would allow a principal to successfully carry out that specific responsibility.

In 2010, AWSP's seven leadership responsibilities, listed as the first seven items on the following page, became the foundation for a new set of criteria for principal evaluation in Washington state. An eighth criterion—"Closing the Gap"—was added by the Legislature that same year. Pages 5-38 of this document offer several examples illustrating the eight evaluation criteria and their related essential components, as described on the next page.

The Eight Evaluation Criteria

1. *Creating a Culture:* Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.

2. *Ensuring School Safety:* Providing for school safety.

3. *Planning with Data:* Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.

4. *Aligning Curriculum:* Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.

5. *Improving Instruction:* Monitoring, assisting and evaluating effective instruction and assessment practices.

6. *Managing Resources:* Managing both staff and fiscal resources to support student achievement and legal responsibilities.

7. *Engaging Communities:* Partnering with the school community to promote student learning.

8. *Closing the Gap:* Demonstrating commitment to closing the achievement gap.

Framework Structure

The Framework is organized by criterion and each includes the following:

Rubrics

The intent of the framework and corresponding rubrics is to encourage growth through professional development. These rubrics are linked to primary and secondary sources and reflect the strong association between leadership performance and important school and student outcomes. The rubrics for this framework were constructed based on a four-tier scale (ranging from unsatisfactory to distinguished), to coincide with the legislative mandates.

Rubric rows 3.5 (Planning with Data), 5.5 (Improving Instruction) and 8.3 (Closing the Gap) include student growth, as required by Washington state law, and are so designated in red text.

Reflection Components of the AWSP Leadership Framework

The AWSP Leadership Framework contains four reflection components: 1) the knowledge and skills possessed by successful principals, 2) evidence used for measures, 3) support principals need to excel, and 4) the authority that principals need to excel in each responsibility. The details within each component are intended to be a starting point to stimulate discussion and assist principals and evaluators in examining factors that influence the principal's leadership. The components are followed by suggested questions designed to help initiate this discussion.

Knowledge and Skills: A principal's knowledge and skills enhance his or her understanding of details associated with each responsibility. This section is not intended to be a complete list of knowledge and skills needed, but rather one that would stimulate discussion in the district.

Evidence and Measures: Evidence and measures, which are an important aspect of any evaluation model, take conversations beyond the supervisor's "gut feeling." This section provides a sample of evidence or measures that principals and the district could use as a starting point for developing their own list.

Support: All principals need district support for developing their skills and knowledge in each of the responsibility areas. AWSP encourages principals and their supervisors to brainstorm what that support would look like. Examples of such support are provided in this section.

Authority: A principal's ability to succeed in each responsibility is dependent on having the authority to do just that. This section focuses on district policies and teacher collective bargaining agreements that might have an impact on a principal's authority.

Resources

Resources are currently being collected for each of the eight criteria through focus group discussions, formative assessments, pilot group case study reviews and individual interviews. These resources will include strategies, surveys, ideas, audio-visual tools, and best practices.

The next section will present each Criterion in order. First, the components of each criterion are detailed, followed by the evidence and measures for each of four levels. Lastly, the supporting research and learning resources are listed.

Appendix

ISLLC Standard Comparison: The six Interstate School Leaders Licensure Consortium (ISLLC) Standards are used as the Washington principal certification standards. These standards drive the certification process for current administrative interns and the certification renewal process for growing numbers of assistant principals.

The ISLLC Standards were used as a foundation in developing the AWSP Framework. In this section, you can see the alignment between the ISLLC Standards and the AWSP Framework, and thus the Washington state principal evaluation criteria.

Research: The framework and associated rubric language were developed using both primary and secondary research resources. A primary source is written by the individual who originated or is responsible for generating the ideas published. In empirical publications, a primary source is written by the person(s) who conducted the research. A secondary source summarizes or quotes content from primary sources. Only high quality research sources were selected, generally published in a reputable publication or peer-reviewed scholarly journal.
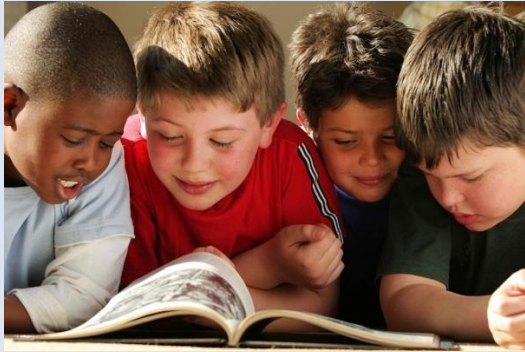
Criterion 1: Creating a Culture

Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.

Criterion 1 Rubric | *Creating a Culture*

Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.

"Leaders ask 'what is essential, what needs to be done and how can we get it done.' An effective leader maintains visibility and transparency and creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that promotes student learning and staff professional growth. They lead by 'creating powerful, equitable learning opportunities for students, professionals, and the system, and motivating or compelling participants to take advantage of these opportunities'" (Knapp, Copland, Talbert, 2003, p.12, as quoted in Murphy, 2006).

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching	Does not communicate mission, vision, and core values; tolerates behaviors and school activities in opposition to a culture of ongoing improvement	Vision and mission are developing; connections between school activities, behaviors and the vision are made explicit; vision and mission are shared and supported by stakeholders	Communicates a vision of ongoing improvement in teaching and learning such that staff and students perceive and agree upon what the school is working to achieve; encourages and supports behaviors and school activities that explicitly align with vision; shares enthusiasm and optimism that the vision will be realized; regularly communicates a strong commitment to the mission and vision of the school and holds stakeholders accountable for implementation	Is proficient AND provides leadership and support such that shared vision and goals are at the forefront of attention for students and staff and at the center of their work; communicates mission, vision, and core values to community stakeholders such that the wider community knows, understands and supports the vision of the changing world in the 21st Century that schools are preparing children to enter and succeed

1.2 Engages in essential conversations for ongoing improvement	Avoids conversations; does not make time for conversations; is not available to staff, students, other stakeholders, does not communicate high expectations and high standards for staff and students regarding ongoing improvement	Communication moderately reflects issues with members of the school community; reinforces two-way communication with staff and students; barriers to improvement are identified and addressed; conversations are mostly data-driven for the purposes of assessing improvement with infrequent high expectations for students	Assumes responsibility for accurate communication and productive flow of ideas among staff, students and stakeholders: provides leadership such that the essential conversations take place and in ways that maintain trust, dignity, and ensure accountability of participants; creates and sustains productive two-way communication that include staff members and students; regularly communicates high expectations and standards for staff and students regarding ongoing improvement	Is proficient AND establishes and promotes successful systems and methods for communication that extend beyond the school community; creates a productive feedback loop among stakeholders that keeps the dialogue ongoing and purposeful; methods are recognized and adopted for purposes beyond school; staff report confidence in their ability to engage in essential conversations for ongoing improvement; consistently communicates high expectations and standards for staff and students regarding ongoing improvement
1.3 Facilitates collaborative processes leading toward continuous improvement	Does not actively support or facilitate collaboration among staff; tolerates behaviors that impede collaboration among staff; fosters a climate of competition and supports unhealthy interactions among staff	Demonstrates some understanding of the value of collaboration and what it takes to support it (i.e. building trust); facilitates collaboration among staff for certain purposes; emerging consensus-building and negotiation skills	Actively models, supports, and facilitates collaborative processes among staff utilizing diversity of skills, perspectives and knowledge in the group; assumes responsibility for monitoring group dynamics and for promoting an open and constructive atmosphere for group discussions; creates opportunities for staff to initiate collaborative processes across grade levels and subject areas that support ongoing improvement of teaching and learning	Is proficient AND successfully creates systems that build the capacity of stakeholders to collaborate across grade levels and subject areas; is recognized by school community and other stakeholders for leadership that results in a high degree of meaningful collaboration
1.4 Creates opportunities for shared leadership	Offers no model or opportunity for shared leadership (i.e. delegation, internship, etc.); makes decisions unilaterally	Offers opportunities for staff and students to be in leadership roles; engages processes for shared decision-making; uses strategies to develop the capacity for shared leadership (.i.e. delegation, internship, etc.)	Provides continual opportunity and invitation for staff to develop leadership qualities; consistently engages processes that support high participation in decision-making; assesses, analyzes and anticipates emerging trends and initiatives in order to adapt shared leadership opportunities	Is proficient AND proactively cultivates leadership qualities in others; builds a sense of efficacy and empowerment among staff and students that results in increased capacity to accomplish substantial outcomes; involves staff in leadership roles that foster career development; expands opportunities for community stakeholders to engage in shared leadership

Criterion 1 Reflection Components | *Creating a Culture*

EXAMPLES OF KNOWLEDGE/SKILLS	EXAMPLES OF EVIDENCE/MEASURES	EXAMPLES OF SYSTEM CONSIDERATIONS	
		SUPPORT	**AUTHORITY**
Articulate and model a shared vision for continuous improvement and lifelong learning within the entire school community	Student/staff surveys, interviews and focus groups	Time designated to work with staff outside of instruction time	Authority to hire, reassign and non-renew staff
Develop and model an atmosphere of personal responsibility, trust and collaboration among students and staff	Meeting agendas and minutes/ norms, outcomes regarding learning and problem-solving	District supports enforcing codes of conduct and professional ethics	Authority to provide school administrator input to negotiation process
Understand the needs and strengths of the individuals and groups in the school	Incident/intervention review	Resources for staff training/ in-service	Authority to access district and community resources
Apply effective group-processing skills	Logs of classroom visits	District commitment to each school's uniqueness and implementation of district goals	Authority to sponsor and direct staff development to address collaboration and school culture improvement needs
Use authentic assessment data to measure culture and inform action of individuals, groups and the school system	Ability of staff and students to articulate the school vision	District awareness and recognition of school improvement efforts and accomplishments over time	
Recognize and celebrate efforts and achievements	Supervisor observation of building climate measures; measures and indicators discussed in evaluation meetings between principal and supervisor	Access to resources that assist administrators in meeting job performance targets for continuous student and staff improvements	
Develop and recognize the use of agreed-upon team norms	School plan, meeting agendas and minutes, and strategies that support building vision	District supports school's use of human and fiscal resources to enhance continuous learning	
Demonstrate use of and knowledge of "change process"	Indication from principal observations that teachers respond to student needs and background	District aligns professional development to support staff capacity-building for both teachers and principals	
	Décor that reflects the diversity of the student body		
	Principal portfolio of other evidence or work in progress		
	Sponsor, attend and actively participate in building professional development		

Criterion 1 Research | *Creating a Culture*

Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.

"Leaders ask 'what is essential, what needs to be done and how can we get it done.' An effective leader maintains visibility and transparency and creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that promotes student learning and staff professional growth. They lead by "creating powerful, equitable learning opportunities for students, professionals, and the system, and motivating or compelling participants to take advantage of these opportunities" (Knapp, Copland, Talbert, 2003, p.12, as quoted in Murphy, 2006).

SUPPORTING RESEARCH AND LEARNING RESOURCES	
1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching	**Establishing and sustaining a school climate of trust, strong relationships and stakeholder commitment are fundamental to school success. The school leader influences the school climate. There is a positive correlation to school effectiveness and school climate.** *Cotton, K. (2003). Principals and Student Achievement: What the Research Says. Alexandria VA: ASCD.* *Sergiovanni, T. (2000). The lifeworld of leadership: Creating culture, community and personal meaning in our schools. San Francisco: Jossey Bass.* *Shannon, G.S. & Bylsma, P. (2004). Characteristics of Improved School Districts: Themes from Research. Olympia, WA: OSPI.* *The Wallace Foundation. The Principal Story video and field guide retrieved from 20www.wallacefoundation.org/principal-story/Pages/default.aspx* *The NYC Leadership Academy, http://www.nycleadershipacademy.org/*
1.2 Engages in essential conversations for ongoing improvement	**Conversation between principals, teachers and students create a culture of ongoing improvement as well as fulfill our needs to connect with each other in the school in positive ways. Ongoing discourse helps to support first-year teachers as well as encourage teachers to mentor each other.** *Price, H. E. (2012). Principal-teacher interactions: How affective relationships shape principal and teacher attitudes. Educational Administrative Quarterly, 48(1), 39-85.* *Zmuda, Kuklis & Klein (2004). Transforming schools: Creating a culture of continuous improvement. Alexandria VA: ASCD.* *Mezirow. J. (2003). Transformative learning as discourse. Journal of Transformative Education, 1(1), 58-63.* Boreen, J., Johnson, M.K., Niday, D. & Potts, J. (2000). Mentoring beginning teachers: guiding, reflecting, coaching. York, Maine: Stenhouse Publishers.

1.3 Facilitates collaborative processes leading toward continuous improvement	**The development of a collective process designed to facilitate the purposefully examination, reflection and improvement of outcomes, can be used to empower teachers with voice and the ability to take action in the continuous improvement cycle in the school environment.** *Blankstein, A.M. (2004). Failure is Not an Option: Six Principles that Guide Student Achievement in High-Performing Schools. Thousand Oaks, CA: Corwin Press and HOPE Foundation* *Gordon, S. (2004). Professional development for school improvement: Empowering learning communities: Boston: Pearson Education.* *Leonard, L. & Leonard, P. (2005). Achieving professional community in schools: The administrator challenge. Planning and Changing, 36(1/2).* *Sullivan & Glanz (2006). Building effective learning communities: Strategies for leadership, learning and collaboration. Thousand Oaks, CA: Corwin Press.* *Fetterman, D. (1999). Reflections on empowerment evaluation: Learning from experience. The Canadian journal of program evaluation, pp. 5-37.* *Dufour & Eaker (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: National Education Service.*
1.4 Creates opportunities for shared leadership	**Effective principals distribute leadership among competent staff so improvements are sustainable and school-wide. Research suggests several specific behaviors that principals can employ to develop the existence of five elements of healthy school cultures: continual school-wide review, understanding change & innovation, high expectations, shared decision-making and shared supportive leadership.** *Servage, L. (2008). Critical and transformative practices in professional learning communities. Teacher Education Quarterly, 35(1).* *Lambert, L. (2003). Leadership capacity for lasting school improvement. Alexandria, VA: ASCD.* *Harris, A. & Muijs, D. (2005). Improving schools through teacher leadership. Berkshire, UK: Open University Press.* *Wahlstrom, K. L., Louis, K. S., Leithwood, K., & Anderson S. E. (2010). Investigating the links to improved student learning: Executive summary of research findings. The Wallace Foundation.* *Almeida, M. J. (2005). A middle school case study on principal behaviors effecting change in school culture. Dissertation & Theses Collection. Paper AAI3177194.* *Fullan, M., Bertani, A. & Quinn, J. (2004). New Lessons for Districtwide Reform. Retrieved July 3, 2012 at http://www.michaelfullan.ca/pdf/AU_04_Pre-read.pdf.*

Criterion 2: Ensuring School Safety

Providing for school safety.

Criterion 2 Rubric | *Ensuring School Safety*

Providing for school safety.

An effective leader supports the community (both in and out of school) to develop a more nuanced/expanded understanding of what it means to be safe. Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place.

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2.1 Provides for Physical Safety	Neglects to consider the physical safety of students and staff; does not maintain and/or implement a current school safety plan; plan in place is insufficient to ensure physical safety of students and staff; major safety and health concerns	Maintains and implements a school safety plan monitored on a regular basis; minor safety and sanitary concerns in school plant or equipment; problems might be identified but are not always resolved in a timely manner: an emergency operations plan is reviewed by appropriate external officials and posted in classrooms, meeting areas and office settings	Implements a school safety plan that is based upon open communication systems and is effective and responsive to new threats and changing circumstances; problems are identified and principal is persistent in resolving them; proactively monitors and adjusts the plan in consultation with staff, students, and outside experts/consultants; staff proficiency in safety procedures are measured and monitored by group assessments followed by group reflection	Is proficient AND serves as a resource for others in leadership roles beyond school who are developing and implementing comprehensive physical safety systems to include prevention, intervention, crisis response and recovery
2.2 Provides for social, emotional and intellectual safety	Neglects the social, emotional or intellectual safety of students and staff; does not have an anti-bullying policy or behavior plan in place that promotes emotional safety; does not model an appreciation for diversity of ideas and opinions	Strives to provide appropriate emotional support to staff and students; policies clearly define acceptable behavior; demonstrates acceptance for diversity of ideas and opinions; anti-bullying prevention program in place	Assumes responsibility for creating practices which maximize the social, emotional and intellectual safety of all staff and students; supports the development, implementation, and monitoring of plans, systems, curricula, and programs that provide resources to support social, emotional and intellectual safety; reinforces protective factors that reduce risk for all students and staff	Is proficient AND makes emotional and intellectual safety a top priority for staff and students; ensures a school culture in which students and staff are acknowledged and connected; advocates for students to be a part of and responsible for their school community; ensures that school community members are trained and empowered to improve and sustain a culture of emotional safety; cultivates intellectual safety of students and staff by advocating for diversity of ideas, respecting perspectives that arise, promoting an open exchange of ideas; involves school community in active intellectual inquiry

Criterion 2 Reflection Components | *Ensuring School Safety*

EXAMPLES OF KNOWLEDGE/SKILLS	EXAMPLES OF EVIDENCE/MEASURES	EXAMPLES OF SYSTEM CONSIDERATIONS	
		SUPPORT	**AUTHORITY**
Review, analyze and implement school safety and discipline plans based on school data	School safety committee members, minutes and agendas	Training in best practices for prevention and intervention of violence, including issues/ideas that are community-specific	Authority to access district and community resources to assist with difficult student behaviors
Supervise teachers' instructional practices, classroom management and discipline to ensure a safe classroom environment	Incident review notes	District and community support of principal decisions that follow district policy and best practices to ensure a safe environment	Authority to direct staff development toward student safety needs
Supervise building to ensure safe campus environment	Summaries of student/ staff surveys	Advice, assistance and resources for specific student safety and discipline issues	Authority to assign to staff responsibilities for maintaining a safe and orderly school environment and to evaluate staff performance in this area
Apply legal and district policy requirements regarding discipline and safety	Documents describing systems, structures, programs and procedures to assist students/ adults	District and community resources that complement one another to assist students and staff	
Develop open communication systems that allow for proactive identification and intervention of potential incidents	Documents showing partnership with local agencies; coordination of drills and incidents with follow-up review and planning	School board policy aligned with expected practice	
Establish and implement crisis plans and follow up in a timely and appropriate manner	Documentation of drills for prevention and intervention	Assistance with data collection and analysis for a comprehensive picture of the safety and order of the school environments (rather than simply counting suspensions, etc.)	
Communicate so that students, parents and community members are confident the school is safe	Communication with parents regarding school safety	Up-to-date information and training on changing legal and district policy related to student safety and discipline	
Know and apply special education discipline/504 regulations and laws	Ability of students, staff and parents to articulate crisis procedures	Human and/or fiscal resources to provide for adequate campus supervision	
Identify and use community resources to support comprehensive safe schools plan	Reduction in bullying, fighting and harassment incidents	District support for working with disruptive students, including those in special populations	
Facilitate the development of a discipline plan that promotes problem-solving skills	School mapping	District overall crisis plan aligned with all schools	
		District provides crisis/ emergency training for appropriate building staff	

Criterion 2 Research | *Ensuring School Safety*

Providing for school safety.

An effective leader supports the community (both in and out of school) to develop a more nuanced/expanded understanding of what it means to be safe. Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place.

SUPPORTING RESEARCH AND LEARNING RESOURCES	
2.1 Provides for Physical Safety	**Increased knowledge about the current threats in our schools is a way to provide for increased physical safety for students, teachers and staff in the school. The following resources provide timely information about ways to increase physical safety.** *www.keepschoolssafe.org* *Travis, L.F. & Coon, J.K. (2005). The Role of Law Enforcement in Public School Safety: A National Survey. Rockville, MD: National Institute of Justice.* *Clifford, M., Menon, R., Gangi, T., Condon, C., & Hornung, K. (2012). Measuring School Climate for Gauging: Principal Performance: A Review of the Validity and Reliability of Publicly Accessible Measures. Washington, D.C.: American Institutes for Research.* *Johnson, D.W. & Johnson, R.T. (1995). Reducing School Violence through Conflict Resolution.* *Alexandria, VA: ASCD.*
2.2 Provides for social, emotional and intellectual safety	**Trust among staff is one of the factors that contribute to the social, emotional and intellectual safety of the school staff and students. Principals can help to foster trust to bring out the best in teachers and improve student learning.** *Bryk, A.S. & Schneider, B. (2002). Trust in Schools: A Core Resource for Improvement. New York:* *Russell Sage Foundation.* *Tschannen-Moran, M. (2004). Trust Matters: Leadership for Successful Schools. San Francisco, CA:* *Jossey-Bass.* *Blasé, J. & Kirby, P.C. (2009). Bringing out the Best in Teachers: What Effective Principals Do. Thousand Oaks, CA: Corwin Press Inc.*

Criterion 3: Planning with Data

Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.

Criterion 3 Rubric | *Planning with Data*

Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.

Data refers to any type of information. Information or data can be represented numerically; data is also qualitative, the result from a relevant conversation with any stakeholder. Effective leaders rely on data to promote improvement in multiple aspects of school and across all of the eight Criteria. A leader influences others to achieve mutually-agreed upon purposes for the improvement of teaching and learning through consistent use of data. Acting on knowledge achieved through data becomes a cultural norm across the school.

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3.1 Recognizes and seeks out multiple data sources	Does not recognize multiple sources or quality of data or has a limited understanding of the power and meaning of data	Seeks multiple sources of data to guide decision making; emerging knowledge of what constitutes valid and reliable sources of data and data integrity	Systematically collects valid and reliable data from at least three sources to be used in problem solving and decision making; builds capacity of staff to recognize information as data by providing examples of using data throughout the building and in staff meetings; systematically gathers data on grades, attendance, behavior and other variables to inform efforts	Is proficient AND explores and uses a wide variety of monitoring and data collection strategies; responds to an identified need for timely data by putting new data collection processes in place to collect reliable and valid data
3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts	Reviews and shares limited school-level data only as required; interpretation of data may be incorrect or incomplete; misuses data	Uses numerous data analysis methods and eager to broaden knowledge of data analysis and interpretation; uses school-level data to inform improvement across eight criteria	Analysis includes multiple years of data, including state, district, school and formal and informal classroom assessments; interprets available data to make informed decisions about strengths and areas of need; provides teacher teams with previous year's data and asks them to assess students' current needs	Is proficient AND consistently leads in data interpretation, analysis, and communication; links multiple years of student data to teachers and builds capacity of staff to understand and use their data for improved teaching and learning; practices a high standard for data reliability, validity and fairness and keeps these concepts in the forefront of conversations with staff

3.3 Implements data driven plan for improved teaching and learning	Plan is limited, not data driven and/or not aligned with the needs of the school; little stakeholder involvement and commitment	Plan is monitored, evaluated and revised resulting in data driven changes; works to build stakeholder involvement and commitment; models data-driven conversations in support of plan	Provides leadership such that plan is clearly articulated and includes action steps and progress monitoring strategies, and strategies in the plan are directly aligned with the data analysis process and are research based; leads ongoing review of progress and results to make timely adjustments to the plan; data insights are regularly the subject of faculty meetings and PD sessions	Is proficient AND creates a school culture of using data for decisions and continuous improvement in aspects of school life; orchestrates high-quality, low-stakes action planning meetings after each round of assessments; data driven plan specifically documents examples of decisions made on the basis of data analysis and results are documented to inform future decisions; provides assistance or coaching to other school administrators to improve their data driven plan and analysis
3.4 Assists staff to use data to guide, modify and improve classroom teaching and student learning	Does not assist staff to use data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward is appropriate	Occasionally assists staff to use multiple types of data to reflect on teaching to determine whether re-teaching, practice or moving forward is appropriate; strategies result in incomplete relationship between the actions of teachers and the impact on student growth	Regularly assists staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction (highly achieving as well as non-proficient) and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level; strategies result in clear relationship between the actions of teachers and the impact on student growth	Is proficient AND demonstrates leadership by routinely and consistently leading teachers to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level
3.5 Provides evidence of student growth that results from the school improvement planning process*	School improvement planning process results in no improvement in student academic growth	School improvement planning process results in minimal improvement in student academic growth	School improvement planning process results in measurable improvement in student academic growth	School improvement planning process results in significant improvement in student academic growth

Student growth rubric rows are designed to focus on actual student growth, rather than principal actions. Element 3.5 is intended to analyze the growth of all or most of the students in the school. Element 5.5 is designed to analyze the growth of students assigned to a subset of teachers that a principal identifies. Element 8.3 is designed to analyze subsets of the student population that are identified for the purpose of closing achievement gaps between them and the student population as a whole.

Criterion 3 Reflection Components | *Planning with Data*

EXAMPLES OF KNOWLEDGE/SKILLS	EXAMPLES OF EVIDENCE/MEASURES	EXAMPLES OF SYSTEM CONSIDERATIONS	
		SUPPORT	AUTHORITY
Ensure the creation of a School Improvement Plan (SIP) Know components and purpose of the SIP Mobilize staff to implement the SIP Ensure the SIP is focused, feasible and implementable Clearly communicate the elements of the SIP with constituent groups (staff, parents, board and community) Utilize a variety of assessment data Analyze data to assess the effectiveness of the SIP Collaborate, problem-solve and build consensus with individuals and groups	Individual student achievement data Compilation of classroom data, including collection of and response to measures of classroom achievement Principal observation notes of teachers and students regarding learning goals and teachers' use of assessment data to inform subsequent instruction Results of a focused short-term/long-term data-driven plan Student/family involvement in student achievement plans Teacher/student self-evaluation Individual student intervention plans Establish a building data dashboard to monitor progress	Parent and community support of the SIP in schools and district District support of school needs for personnel, time and resources, including time for collaboration District expectations that require collaborative behavior of teachers District provides training and support in how to use data to influence instruction District provides time with staff outside instruction day for collaboration and data analysis	Authority to require teachers to teach essential learnings as defined by state and local curriculum Authority to require teachers to use authentic assessments and the data from their assessments to drive instruction Authority for staff and principal to modify the SIP based on data results (e.g., remediation needs while still maintaining high academic standards)

Criterion 3 Research | *Planning with Data*

Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.

Data refers to any type of information. Information or data can be represented numerically; data is also qualitative, the result from a relevant conversation with any stakeholder. Effective leaders rely on data to promote improvement in all aspects of school and across all of the eight Criteria. A leader influences others to achieve mutually-agreed upon purposes for the improvement of teaching and learning through consistent use of data. Acting on knowledge achieved through data becomes a cultural norm across the school.

SUPPORTING RESEARCH AND LEARNING RESOURCES	
3.1 Recognizes and seeks out multiple data sources	**These resources explain the reasons to use multiple measures and the importance of triangulating data. The fundamentals of education measurement are reviewed to help guide the analysis, interpretation and communication of data results.** *Mintz, E., Fiarman, S.E., & Buffett, T. (2005). Digging into data. In K. P. Boudett, E.A. City, & R.J. Murnane (Eds.), Datawise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 81-96). Cambridge, MA: Harvard Education Press.* *Goldberg, G. L. & Roswell, B. S. (2001). Are multiple measures meaningful? Lessons from a statewide performance assessment. Applied Measurement in Education, 14(2), 125-150.* *Frisbie, D. A. (2005). Measurement 101: Some fundamentals revisited. Educational Measurement: Issues & Practice, 21-29.* *Pelligrino, J.W. , Chudowsky, N. & Glaser, R. (2001). Knowing What Students Know: The Science and Design of Educational Assessments. Washington, D. C.: National Academies Press.* *Technical Education Research Center (TERC).* www.terc.edu*. Using Data for Meaningful Change Blog, http://usingdata.wordpress.com/category/practical-tips-on-using-data/*
3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts	**Using data in a systematic way can provide insight into students' thinking; thus, informing classroom instruction to assist moving students' toward the learning targets.** *Wahlstrom, K. L., Louis, K. S., Leithwood, K., & Anderson S. E. (2010). Investigating the links to improved student learning: Executive summary of research findings. The Wallace Foundation.* *Bernhardt, V.L. (2000). Designing and Using Databases for School Improvement. Larchmont, NY: Eye on Education, Inc.* *Bernhardt, V.L. (1998). Data Analysis for Comprehensive Schoolwide Improvement. Larchmont, NY: Eye on Education, Inc.* *City, E.A., Kagle, M., & Teoh, M.B. (2005). Examining instruction. In K. P. Boudett, E.A. City, & R.J. Murnane (Eds.), Datawise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 97-115). Cambridge, MA: Harvard Education Press.* Langer, G.M., Colton, A.B., & Goff, L.S. (2003). *Collaborative Analysis of Student Work*: *Improving Teaching and Learning*. Alexandria, VA: ASCD.
3.3 Implements data driven plan for improved teaching and learning	**These guides help clarify the foundational understandings needed to create a systematic way to collect and interpret data accurately.** *Halverson, R., Grigg, J., Prichett, R. & Thomas, C. (2006). The New Instructional Leadership: Creating Data-Driven Instructional Systems in Schools. University of Wisconsin-Madison. Presented at the Annual Meeting of the National Council of Professors of Educational Administration, July 2005 in Washington, D.C.* *Hodge, S.T., & Willett, J.B. (2005). Creating a data overview. In K. P. Boudett, E.A. City, & R.J. Murnane (Eds.)., Datawise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 59-79). Cambridge, MA: Harvard Education Press.* *Love, N, Stiles, K. E., Mindry, S. E., DiRanna, K., & Mundry, S. (2008). The Data Coach's Guide to Improving Learning for All Students. Thousand Oaks, CA:Corwin Press.*

	Technical Education Research Center (TERC). www.terc.edu. http://usingdata.wordpress.com/category/data-driven-decision-making/ http://www.youtube.com/results?search_query=school+using+data+to+improve+teaching+and+learning
3.4 Assists staff to use data to guide, modify and improve classroom teaching and learning	**Many different types of qualitative and quantitative data can be used to examine classroom teaching and learning. Student data can be disaggregated by gender or proficiency level, for example, to uncover the effects of teaching interventions on different subgroups of students and guide instructional strategies. Students get the same assessment question incorrect for different reasons but there are methods to solicit students' misconceptions and correct them.** *City, E.A., Kagle, M., & Teoh, M.B. (2005). Examining instruction. In K. P. Boudett, E.A. City, & R.J. Murnane (Eds.), Datawise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 97-115). Cambridge, MA: Harvard Education Press.* *Mintz, E., Fiarman, S.E., & Buffett, T. (2005). Digging into data. In K. P. Boudett, E.A. City, & R.J. Murnane (Eds.), Datawise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 81-96). Cambridge, MA: Harvard Education Press.* *Protheroe, N. (2002). Improving instruction through teacher observation. Principal, 82, 48-51.* *D'Agostino, J. V., Welsh, M.E. & Corson, M. E. (2007). Instructional sensitivity of a state's standards-based assessment. Educational Assessment, 12, 1-22.* *Pelligrino, J.W., Chudowsky, N. & Glaser, R. (2001). Knowing What Students Know: The Science and Design of Educational Assessments. Washington, D. C.: National Academies Press.*

Criterion 4: Aligning Curriculum

Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.

Criterion 4 Rubric | *Aligning Curriculum*

Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.

An effective leader assumes responsibility such that state and district learning goals align with curriculum, curriculum aligns with best instructional practice, and best instructional practices align with assessment practices.

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4.1 Assists staff in aligning curricula to state and local district learning goals	Has incomplete or insufficient knowledge of state and local district learning goals across grade levels and content areas; has insufficient knowledge to evaluate curricula; does not effectively assist staff to align curricula to state and district learning goals	Has emerging knowledge and understanding of state and local district learning goals across grade levels and content areas to facilitate some alignment activities with staff	Systematically focuses staff on alignment of their lessons to approved learning targets; establishes a system that uses feedback from the assessments to make adjustments to curricula	Is proficient AND provides leadership and support such that teachers have fully aligned curriculum materials and training on how to use them; staff takes ownership of the alignment processes of goals to curricula; staff understand alignment of curricula to state and local district learning goals as foundational to the improvement of teaching and learning
4.2 Assists staff in aligning best instructional practices to state and district learning goals	Has incomplete or insufficient knowledge of best instructional practices across grade levels and content areas; does not effectively assist staff to align instructional practices to state and district learning goals	Has sufficient knowledge and understanding of best instructional practices across grade levels and content areas to facilitate some alignment activities with staff; emerging knowledge of culturally-relevant teaching & learning methodologies	Has deep knowledge of best instructional practices for diverse populations and how to align these with curricula; systematically focuses staff on alignment; establishes a system for ongoing alignment that involves staff; continually supports, monitors alignment and makes adjustments; has teacher teams cooperatively plan aligned units, reviews them and then gives teachers feedback; reads and shares research that fosters an ongoing, school-wide discussion on best practices for non-proficient to above-proficient students	Is proficient AND provides leadership and support such that staff understand alignment of best instructional practice to state and district learning goals as foundational to the improvement of teaching and learning; teachers design high quality, aligned units to discuss with their teams; ensures that staff is current on professional literature regarding curriculum alignment

4.3 Assists staff in aligning assessment practices to best instructional practices	Has incomplete or insufficient knowledge of assessment in terms of reliability, validity and fairness; does not effectively assist staff to align assessments to instructional practices	Has emerging knowledge and understanding of assessment in terms of reliability, validity and fairness; facilitates the implementation of certain aspects of a balanced (diagnostic, formative and summative) assessment system; facilitates the alignment of assessment to best instructional practices in some grade levels	Has deep knowledge of assessment; every course has a document (syllabus, course outline or learning objectives) that identifies the learning outcomes in language accessible to students and parents; student work created in response to teachers' assessments of the learning outcomes accurately reflect the state standards and district learning goals/targets; continually provides support to systematically focus staff on alignment of assessment to instruction using best practices; establishes a system for ongoing alignment of formative and summative assessment that involves staff members	Is proficient AND provides leadership and support such that staff takes ownership of the alignment processes of assessment to instructional practices; staff understand the alignment of assessment to teaching as foundational to the improvement of teaching and learning

Criterion 4 Reflection Components | *Aligning Curriculum*

EXAMPLES OF KNOWLEDGE/SKILLS	EXAMPLES OF EVIDENCE/MEASURES	EXAMPLES OF SYSTEM CONSIDERATIONS	
		SUPPORT	AUTHORITY
Know state performance expectations Use a variety of assessments to diagnose learner needs and to design appropriate learning intervention to improve success on state, local and classroom measures Focus staff on learning and teaching priorities Guide staff in curriculum alignment process Assist staff in adjusting to and accepting curriculum, instruction and assessment changes Guide staff in alignment processes within and across curriculum areas and grade levels Have knowledge of best practices of instruction and assessment Engage instructional staff in frequent conversations/ reflection about classroom practice	Communications used for disseminating information on state and local goals Schedules and meeting agendas/minutes for staff planning and collaboration Logs of formal and informal observations, feedback conferences and principal's plan to coach and assist teachers Calendar of professional and school activities Records of brief informal observations Principal portfolio of other evidence or work in progress	Time and resources designated for: staff development for teachers and administrators; curriculum alignment activities; and staff collaboration in the development of instructional and assessment plans and materials Materials and in-service supporting reform efforts provided by district, regional and state agencies, and professional associations Assistance, recognition and encouragement for progress in aligning curriculum, instruction and assessment Creation of a sense of ownership and a shared accountability among school and district staff for the alignment of the district curriculum	Authority to assign and reassign staff within school to facilitate delivery of effective instruction Authority to direct budget toward student achievement goals Authority to report misalignments in the curriculum and inappropriate curriculum materials

Criterion 4 Research | *Aligning Curriculum*

Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.

An effective leader assumes responsibility such that state and district learning goals align with curriculum, curriculum aligns with best instructional practice, and best instructional practices align with assessment practices.

SUPPORTING RESEARCH AND LEARNING RESOURCES	
4.1 Alignment of curricula to state and local district learning goals	**The alignment of curricula to local district and state learning goals shows a powerful connection to student learning and resulting achievement scores. The degree of alignment can vary from district to district creating an uneven playing field for students. Deep alignment can be realized by utilizing a variety of supplemental learning materials (high quality internet materials, multimedia, etc.) to fill in the gaps between the learning goals and textbooks.** *Edvantia Research Brief (2005). Aligned Curriculum and Student Achievement. Charleston, WV: Appalachia Educational Laboratory at Edvantia. Retrieved from:* <u>http://www.edvantia.org/pdta/pdf/Aligned.pdf</u> *Anderson, S. E. (2003). The school district role in educational change: A review of the literature. International Centre for Educational Change.* *English, F.W. & Steffy, B.E. (2001). Deep Curriculum Alignment, Creating a Level Playing Field for All Children on High-Stakes Tests of Educational Accountability. Lanham, MD: Scarecrow Press, Inc.* *Kendall, J. (2011). Understanding Common Core State Standards. Alexandria, VA: ASCD.*
4.2 Alignment of best instructional practices to state and district learning goals	**The principal's instructional leadership tasks include assisting teachers in both the "what" and "how" to teach in the alignment process. Instructional practices coupled with best teaching strategies, must be tightly linked to the content knowledge and skills needed to move from a novice understanding to a proficient or above proficient understanding of the learning targets.** *Carr, J.F. & Harris, D.E. (2001). Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning. Alexandria, VA: ASCD.* *Hallinger, P. (2007). Instructional leadership and the school principal: A passing fancy that refuses to fade away. Leadership & Policy in Schools, 4(3), 221-239.* *McTighe, J. & Wigging, G. (2012). The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units, Alexandria, VA: ASCD.* *Tweed, A. (2007) McREL Program Workshop: Aligning curriculum, instruction and assessment to standards. Retrieved from: http://www.dpi.state.nd.us/title1/progress/present/handouts/curriculum.pdf*
4.3 Alignment of assessment practices to best instructional practices	**Well-designed assessments are tightly linked to instruction so that students can demonstrate where they are in their journey toward the learning targets. This is called "instructional sensitivity" of the assessment instrument. The more instructional sensitivity, the more likelihood that the assessment will register improvements in instructional strategies. Well-designed assessments offer multiple ways for students to show what they know.** *Pelligrino, J.W., Chudowsky, N. & Glaser, R. (2001). Knowing What Students Know: The Science and Design of Educational Assessments. Washington, D. C.: National Academies Press.* *Ruiz-Primo, M.A., Shavelson, R.J., Hamilton, L. & Klein, S. (2002). On the evaluation of systemic science education reform: Searching for instructional sensitivity. Journal of Research in Science Teaching, 39(5), 369-393.* *D'Agostino, J. V., Welsh, M.E. & Corson, M. E. (2007). Instructional sensitivity of a state's standards-based assessment. Educational Assessment, 12, 1-22.* *Ahmed, A. & Pollitt, A. (2007). Improving the quality of contextualized questions: an experimental investigation of focus. Assessment in Education, 14(2), 201-232.*

Criterion 5: Improving Instruction

Monitoring, assisting, and evaluating effective instruction and assessment practices.

Criterion 5 Rubric | *Improving Instruction*

Monitoring, assisting, and evaluating effective instruction and assessment practices.
An effective leader is knowledgeable about and deeply involved in the design and implementation of the instructional program; prioritizes effectiveness in teaching by visiting classrooms regularly and working with teachers on instructional issues; consistently supports colleagues in their efforts to strengthen teaching and learning in classrooms; works tirelessly to support staff in doing their best work.

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
5.1 Monitors instruction and assessment practices	Does not adequately monitor instruction and assessment practices of staff; untimely and irregular evaluations; provides insufficient feedback to staff regarding instruction and assessment practices; feedback given is ineffective in improving instruction and assessment practices	Monitors instruction and assessment to meet the minimum frequency and procedural requirements; feedback given to staff regarding instruction and assessment is generic and inconsistently effective in improving instruction and assessment practices	Develops and uses observable systems and routines for regularly monitoring instruction and assessment; uses data consistently to provide staff meaningful, personal feedback that is effective for improving instruction and assessment practices	Is proficient AND consistently demonstrates leadership in the practice of monitoring effective instruction and assessment practices; develops exemplary systems and routines for effective observation of staff; shares systems and routines with colleagues and stakeholders; regularly monitors, reflects on and develops or adjusts systems as needed to improve assessment practices
5.2 Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness	Does not meet with faculty members to develop, review and modify student growth plans; student growth plans do not meet minimum requirements; does not assist staff in the identification of performance indicators or performance indicators are not sufficient	Meets minimum teachers' contract requirements to develop, review and modify student growth plans (individual or group plans) based on identified areas of need; assists identification of performance indicators to monitor and benchmark progress	Meets with faculty members regularly to develop, review and modify student growth plans (individual or group plans); assists identification of performance indicators to benchmark progress; research-based planning and performance-linked goal setting strategies are used, allowing timely feedback to make mid-course corrections and improve teacher practice	Is proficient AND consistently demonstrates leadership in the practice of developing comprehensive student growth plans; regularly meets with faculty members to reflect on student growth plans and progress

5.3 Assists staff in implementing effective instruction and assessment practices	Does not fully support staff in their efforts to improve teaching and assessment; does not have knowledge or understanding of best instruction and assessment practices; does not make assisting staff in improved teaching and assessment a priority	Facilitates staff in the implementation of effective instruction and assessment practices; emerging knowledge of applied learning theories to create a personalized and motivated learning environment	Facilitates and supports staff in the implementation of effective instruction and assessment practices; has deep and thorough knowledge and understanding of best practices in instruction and assessment; devotes time and effort to the improvement of instruction and assessment; assists staff to use the most effective and appropriate technologies to support teaching and learning	Is proficient AND serves as a driving force to build capacity for staff to initiate and implement improved instruction and assessment practices; encourages staff to conduct action research; seeks ways to extend influence of knowledge and contribute to the application of effective instruction and assessment practices
5.4 Evaluates staff in effective instruction and assessment practices	Evaluations lack strong evidence yielding potentially unreliable staff evaluations; makes claims about staff performance that lack evidence; does not establish systems or routines that support improved instruction and assessment practices; little to no understanding of student diversity and its meaning in instruction and assessment	Regularly and systematically evaluates all staff yielding valid and reliable results; recommendations lead staff to some improvement in instruction and assessment practices; developing understanding of student diversity (culture, ability, etc.) and its meaning in instruction and assessment	Evaluates staff reliably and validly; provides data evidence to support claims; recommendations are effective and lead to consistently improved instruction and assessment practices; demonstrating knowledge of student diversity (culture, ability, etc.) and its meaning in instruction and assessment	Is proficient AND consistently demonstrates leadership in the practice of thoroughly, reliably and validly evaluating staff in such a way that continuous improvement in instruction and assessment becomes the professional standard; provides detailed, formative assessment with exemplary feedback that leads to improvement; builds capacity in staff to accurately and validly assess self and others, promoting a culture of continual improvement due to ongoing evaluation of effective instruction and assessment practices
5.5 Provides evidence of student growth of selected teachers*	Multiple measures of student achievement of selected teachers show no academic growth	Multiple measures of student achievement of selected teachers show minimal academic growth	Multiple measures of student achievement of selected teachers show measurable academic growth	Multiple measures of student achievement of selected teachers show significant academic growth

*Student growth rubric rows are designed to focus on actual student growth, rather than principal actions. Element 3.5 is intended to analyze the growth of all or most of the students in the school. Element 5.5 is designed to analyze the growth of students assigned to a subset of teachers that a principal identifies. Element 8.3 is designed to analyze subsets of the student population that are identified for the purpose of closing achievement gaps between them and the student population as a whole.

Criterion 5 Reflection Components | *Improving Instruction*

EXAMPLES OF KNOWLEDGE/SKILLS	EXAMPLES OF EVIDENCE/MEASURES	EXAMPLES OF SYSTEM CONSIDERATIONS	
		SUPPORT	**AUTHORITY**
Persistently advance the School Improvement Plan (SIP) Engage each staff member in their appropriate implementation of the SIP Utilize teacher-leaders to focus and model the improvement of practice Evaluate in a way that distinguishes effective teachers from ineffective teachers Guide staff through the change process while maintaining focus on student learning goals Assist staff in self-reflection leading to effective practice Use a variety of data to inform and support decisions about instruction and assessment of learning Use a variety of monitoring structures (e.g., informal observation, assessment and lesson plan analysis, formal lesson observation) to improve instruction and assessment of learning Clearly communicate effective instructional and assessment practices for staff Develop collaboration and peer mentoring among staff Develop an induction process for new staff Seek opportunity to support capacity-building for individuals and teams	Effective employee evaluations that follow contractual and legal requirements and timelines Planning/scheduling for new teacher mentoring and meetings Evidence of agendas of staff/ department/grade-level meetings and staff development Achievement data trends over time Staff development plans that address identified needs Examples of growth in specific staff members	Superintendent who shares vision and assists in follow-through on a long-term basis versus viewing the short-term problem District personnel, including superintendent, who under-stand the complexity, legal liability and political elements of change and remain supportive of school efforts Administrator's job description that reflects priority of student achievement goals Reduction of tasks that are not directly related to achievement goals from administrator performance expectations Training in performance-based evaluation and development of the SIP Training/collaboration among school administrators to define and apply evaluative criteria consistently for all staff District support for writing and implementing plans of improvement Time and resources for staff collaboration Supplemental summer and after-school programming District support for non-renewal process Support for teachers: mentors and coaches	Authority to provide input to alter negotiated agreements for consistency of effective school practices and maximizing student achievement Authority to match staff selection and retention to building and program needs Authority to select staff assigned to school based upon demonstrated skill in promoting student achievement

Criterion 5 Research | *Improving Instruction*

Monitoring, assisting and evaluating effective instruction and assessment practices.

An effective leader is knowledgeable about and deeply involved in the design and implementation of the instructional program; prioritizes effective teaching by visiting classrooms regularly and working with teachers on instructional issues; consistently supports colleagues in their efforts to strengthen teaching and learning in classrooms; works tirelessly to support staff in doing their best work.

SUPPORTING RESEARCH AND LEARNING RESOURCES	
5.1 Monitors instruction and assessment practices	**The data resulting from formative and summative student assessments is useful for teachers to use to monitor and reflect on their instructional practices.** *Zurawski, C. (2004). Teachers matter: Evidence from value-added assessments. Washington D.C.: American Education Research Association.* *Protheroe, N. (2002). Improving instruction through teacher observation. Principal, 82, 48-51.* *Zimmerman, S. (2003). Five steps for improving teacher evaluation: Focusing on the continual improvement of teaching and learning. Professional Educator, 25(2), 43-53.* *Zimmerman, S. & Deckert-Pelton, M. (2003). Evaluating the evaluators: Teachers' perceptions of the principal's role in professional evaluation, NASSP Bulletin; 87 (636) http://www.ctu.edu.vn/centers/cfl/teaching/ebooks/28.pdf*
5.2 Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness	**There are a number of ways to measure student academic growth; from formal assessments to reflective lessons. A solid student growth plan includes multiple sources of evidence taken at multiple times throughout the academic year. Valid sources of evidence are closely aligned to curriculum and instruction and have a high degree of "instructional sensitivity."** *Herman, J., Heritage, M. & Goldschmidt, P. (2011). Developing and Selecting Assessments of Student Growth for Use in Teacher Evaluation Systems. Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).* *Pelligriino, J. W. (2012). The design of an assessment system focused on student achievement: A learning sciences perspective on issues of competence, growth and measurement in Making in Tangible: Learning Outcomes in Science Education (Bernholt, S., Neumann, K. & Nentwig, P. editors). Munster, Germany: Waxmann Publishers.* *Ayala, C. C., Shavelson, R. J., Araceli Ruiz-Primo, M., Brandon, P.R., Yin, Y., Furtak, E., Young, D. B., & Tomita, M. K. (2008). From formal embedded assessments to reflective lessons: The development of formative assessment studies. Applied Measurement in Education, 21(4), 315-334.* *Fernandez, K. (2011). Evaluating school improvement plans and their effect on academic performance. Educational Policy, 25(2), 338-367.*
5.3 Assists staff in implementing effective instruction and assessment practices	**The following resources provide information on how to facilitate teachers to move the conversation from the student to the learning task and teacher instruction and assessment practices.** *Hoy, W.K. & DiPaola, M. (2010). Analyzing School Contexts: Influences of Principals and Teachers in the Service of Students. Charlotte, N.C.: Information Age Publishing.* *Joyce, B. & Showers, B. (2002). Student achievement through staff development. Alexandria VA: ASCD.* *Matsumura, L. C., Garnier, H. E. & Resnick, L. B. (2010). Implementing literacy coaching: The role of school social resources. Educational Evaluation & Policy Analysis, 32(2), 249-272.* *City, E. A., Kagle, M. & Teoh, M.B. (2005). Examining instruction. In K. P. Boudett, E.A. City, & R.J. Murnane (Eds.), Datawise: A step-by-step guide to using assessment results to improve teaching and learning (pp. 97-115). Cambridge, MA: Harvard Education Press.*

5.4 Reliably and validly evaluates staff in effective instruction and assessment practices	An objective evaluation can help teachers grow and improve their professional teaching practice. The following resources offer a framework to assist principals in the process of improving teacher effectiveness.
	Blasé, J. & Kirby, P.C. (2009). Bringing Out the Best in Teachers: What Effective Principals Do. Thousand Oaks, CA: Corwin Press Inc.
	Kaplan, L.S. & Owings, W.A. (2001). Teacher Quality and Student Achievement: Recommendations for Principals. NSSPB, 85(628). http://www.nassp.org/news/bltn_tch_qul_stdnt_ach1101.html
	Rice, J.K. (2003). Teacher Quality: Understanding the Effectiveness of Teacher Attributes. Washington, DC: Economic Policy Institute.

Criterion 6: Managing Resources

Managing both staff and fiscal resources to support student achievement and legal responsibilities.

Criterion 6 Rubric | *Managing Resources*

Managing both staff and fiscal resources to support student achievement and legal responsibilities.
An effective leader manages human and fiscal resources in transparent ways such that the capacity of the school community to make complicated decisions grows. Decisions are made about resources that result in improved teaching and learning while allowing staff to feel empowered throughout the process.

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
6.1 Managing human resources (assignment, hiring)	Does not adequately address issues in hiring and placement of staff for the benefit of students in classrooms; does not put student needs at the forefront of human resource decisions; does not make an effort to ensure quality personnel in each position	Places the needs of students at the center of some human resource decisions with moderate effect; possesses some skills and knowledge required to recruit and hire highly qualified individuals in school positions	Places students' needs at the center of human resource decisions and decisions regarding hiring and placement of staff; conducts a rigorous hiring process when choosing staff; focuses energy on ensuring productivity through staff placement	Is proficient AND optimizes the school's human resources and assets of staff members to maximize opportunities for student growth; is distinguished in management of human resources and is called upon to share those successful processes outside of school; efforts produce a positive work environment that attracts outstanding talent; continuously searches for staff with outstanding potential as educators and provides the best placement of both new and existing staff to fully benefits from their strengths in meeting the needs of a diverse student population
6.2 Managing human resources (ongoing professional development)	Staff receive inadequate opportunities for professional development to meet students' and staffs' needs; professional development offered is not of sufficient quality to be effective	Professional development plan somewhat aligns to organization's vision and plan; PD is partly effective in leading to minor improvements in staff practice; little or no documentation of effectiveness of past professional development offerings and teacher outcomes	Professional development plan has three to four areas of emphasis, job embedded, ongoing and linked to the organization's vision and plan; systematic evaluation of the effectiveness of past PD offerings and outcomes; creates and supports informal professional development (i.e. professional learning communities); offers PD that meets teachers' needs and has elements of high-quality PD (sufficient duration, content, etc.)	Is proficient AND has adopted research-based strategies for evaluating the effectiveness of PD documenting growth in teacher knowledge to student outcomes; can identify specific PD offerings of prior years that were systematically reviewed and either eliminated or modified to support organizational goals

6.3 Managing fiscal resources	Does not make fiscal decisions that maximize resources in support of improved teaching and learning; provides little or no evidence of lists of milestones or deadlines in managing time or fiscal resources; does not work with teachers to establish goals for student achievement linked to individual teacher professional development	Fiscal decisions occasionally support some aspects of improved teaching and learning; projects are managed using milestones and deadlines but not updated frequently; does not always meet project deadlines and impact not frequently documented	Engages others in dialogue on budget decisions based on data, School Improvement Plan, and district priorities that support learning; makes fiscal decisions that maximize resources and supports improved teaching and learning; uses defined process to track expenditures; frequently monitors data, documents and evaluates results; uses findings to improve fiscal decisions; documented history reveals ability to manage complex projects and meet deadlines within budget; regularly works with teachers to establish goals for student achievement linked to individual teachers professional development	Is proficient AND demonstrates leadership in the design and successful enactment of uniquely creative approaches that regularly save time and money; results indicate that strategically redirected resources have positive impact in achieving priorities; guides decision-making such that efficacy grows among stakeholders for arriving at fiscal decisions for improvement of teaching and learning; augments resources by writing successful state and/or federal grants; seeks numerous external funding sources; consistently works with teachers to establish goals for student achievement linked to individual teachers professional development
6.4 Fulfilling legal responsibilities	Fails to demonstrate adequate knowledge of legal responsibilities; exhibits behaviors and policies that conflict with the law; tolerates behavior from self or staff that conflicts with the law	Demonstrates basic knowledge and understanding of legal responsibilities; makes resource management decisions consistent with that knowledge; does not entertain behaviors and policies that conflict with the law	Demonstrates a deep and thorough knowledge and understanding of the law and its intent; makes resource management decisions consistent with that knowledge ; operates with deep and thorough knowledge and understanding of district policies and collective bargaining agreements; consistently holds self and staff to legal standards	Is proficient AND consistently demonstrates leadership for developing systems that communicate and support staff in upholding legal responsibilities; creates a culture of shared legal responsibility among students and staff; involves stakeholders in the creation of a school culture that thrives upon and benefits from addressing legal responsibilities

Criterion 6 Reflection Components | *Managing Resources*

EXAMPLES OF KNOWLEDGE/SKILLS	EXAMPLES OF EVIDENCE/MEASURES	EXAMPLES OF SYSTEM CONSIDERATIONS	
		SUPPORT	AUTHORITY
Gather, analyze and use data to create, evaluate and manage a school budget plan Involve staff in developing the budget plan Possess knowledge of laws related to special areas (e.g., ASB, special programs, grants) Possess skills in recruiting and securing the best applicants for the job Use effective staff development and improvement strategies Have knowledge of effective practices as well as rules and regulations related to staff supervision, coaching and evaluation Have skills and knowledge to take someone through probation and non-renewal Effectively address difficult issues and conduct difficult discussions Focus financial, human and time resources in an efficient manner	A School Improvement Plan that reflects appropriate use of building resources—people, time and money Budget documents/plans showing funding of identified priorities Balanced budget Legal, contractual and budgetary timelines that are met Hiring packets or protocols that reflect student achievement goals Buildings and campus are clean, maintained and safe Staff retention rates In and out staff transfer request data Desire to work at school	District, state and federal funds to accomplish student achievement goals Training for hiring and budgeting as well as understanding legal and contractual requirements District resources (e.g., time) for recruiting staff and district procedures and timelines compatible with hiring quality staff Support of principal from all central office administrators in supervision and evaluation to prevent the transfer of unsatisfactory staff into the principal's school Provision of organizational support and resources for staff development, evaluation, probation and non-renewal decisions Time made available for supervision and improvement of instruction as a major focus of the principal's job Clear delineation of non-negotiables	Authority to determine where school resources are allocated Authority to have the final decision on accepting staff transfers Authority to manage the hiring process and select staff Authority to develop building programs and assign staff accordingly Authority to prioritize building resources

Criterion 6 Research | *Managing Resources*

Managing both staff and fiscal resources to support student achievement and legal responsibilities.

This criterion primarily covers human resources and addresses principal power, to the extent that the principal can impact decisions of hiring. An effective leader manages human and fiscal resources in transparent ways such that the capacity of the school community to make complicated decisions grows. Decisions are made about resources that result in improved teaching and learning while allowing staff to feel empowered throughout the process.

Supporting Research & Learning Resources	
6.1 Manages human resources (assignment and hiring)	**The principal's role requires successful management of organizational behavior, which leads to the recruitment and retention of highly qualified teachers.** *Hersey, P., Blanchard, K.H. & Johnson, D. E. (2000). Management of organizational behavior: Utilizing human resources (8th ed). Upper Saddle River: NJ: Prentice Hall.* *Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S. & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions, American Education Research Journal, 48(2), 303-333.* *Darling-Hammond, L. (2000). Teacher Quality and Student Achievement: A Review of State Policy Evidence. Education Policy Analysis Archives. 8(1). http://epaa.asu.eduepaa/v8n1* *Cotton, K. (2003). Principals and Student Achievement: What the Research Says. Alexandria VA: ASCD.*
6.2 Manages human resources (ongoing professional development)	**High quality in-service professional development for teachers is facilitated by certain policy mechanisms and processes that districts can use. Certain management/implementation strategies, such as aligning professional development to district's learning goals and assessments, continuous improvement efforts, and teacher involvement in planning, are associated with the provision of higher quality professional development for teachers.** *Huxley, A., Johnston, K., Murchan, D., Fitzgerald, H. & Quinn, M. (2007). The role of whole-school contexts in shaping the experiences and outcomes associated with professional development, Journal of In-Service Education, 33(3), 265-285.* *Desimone, L., Porter, A.C., Birman, B.F., Gareet, M.S. & Yoon, K.S. (2002). How do district management and implementation strategies relate to the quality of professional development that districts provide to teachers? Teachers College Record, 104(7), 1265-1312.* *Blasé, J. & Blasé, J. (2001). Empowering Teachers: What Successful Principals Do. Thousand Oaks, CA: Corwin Press Inc.* *Drago-Severson, E. (2004). Helping Teachers Learn: Principal Leadership for Adult Growth and Development. Thousand Oaks, CA: Corwin Press.*
6.3 Manages fiscal resources	**The alignment of a school budget with district resources focused on intended student outcomes is an essential element in effective school operations and leadership. Highly successful principals engage staff in budget development toward a meaningful decision-making process. Effective principals ensure that the highest priority for budget development is focused on improved student learning.** *Drago-Severson, E.E. & Pinto, K.C. (2009). School leadership in support of teachers' learning: The dramatic differences that financial resources make. Leadership and Policy in Schools, 8(4), 446-476.* *Sorenson, R.D. & Goldsmith, L.M. (2006). The principal's guide to school budgeting. Thousand Oaks: CA: Corwin Press.* *Kedro, M. J. (2004). Aligning resources for student outcomes: School-based steps to success. Latham, Rowman Education.*

6.4 Fulfills legal responsibilities	**Highly successful principals possess a common set of legal knowledge allowing for confident decision-making while providing for the safety and security of their schools. The changing nature of school law requires principals to maintain a comprehensive review of legal decisions impacting student achievement.**
	Dunklee, D.R. & Shoop. R. J. (2006). The principal's quick reference to school law: Reducing liability, litigation, and other potential legal tangles. Thousand Oaks: CA: Corwin Press.
	Bosher, W.C., Kaminski, K.R., & Vacca, R.S. (2004). School law handbook: What every leader needs to know. ASCD: Alexandria, VA.

Criterion 7: Engaging Communities

Partnering with the school community to promote student learning.

Criterion 7 Rubric | *Engaging Communities*

Partnering with the school community to promote student learning.

An effective leader engages with the community in sensitive and skillful ways such that the community understands the work of the school and is proud to claim the school as their own. An effective leader understands the greater community to be a valuable resource and works to establish a genuine partnership model between home and school. An effective leader understands that aligning school and community efforts and values is an ongoing work in progress that must be nurtured, sustained, and monitored, and is able to influence others to adopt the same understanding.

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
7.1 Communicates with community to promote learning	Communication is sparse and opportunities for community involvement are not fully realized or made available; not visible in community or perceived as community advocate	Communication with the community is regular, yet is mainly informational rather than two-way; channels of communication are not accessible to all families; practices some discretion when dealing with personal information about students and staff	Builds effective communication systems between home, community and school that are interactive and regularly used by students, school staff and families and other stakeholders; uses multiple communication channels appropriate for cultural and language differences that exist in the community; practices a healthy discretion with personal information of students and staff	Is proficient AND moves beyond typical communication practices to proactively develop relationships with parents/guardians and community through such things as home visits, innovative technology, visiting community groups, etc.; establishes a feedback loop that is invitational, transparent, effective and trusted by members of the community including open forums, focus groups or surveys; employs successful models of school, family, business, community, government and higher education partnerships to promote learning ; use of exemplary education marketing skills to establish partnerships to mobilize wealth of community resources

7.2 Partners with families and school community	Demonstrates little effort to engage families or the community in school activities; fails to share the vision of improved teaching and learning beyond school; does not identify and utilize community resources in support of improved student learning	Encourages and supports involvement of community and families in some school activities; shares the vision for improving teaching and learning with some families and communities; identifies and utilizes some community talent and resources in support of improved teaching and learning; limited family participation in some school decision-making processes and engagement activities	Encourages and supports consistent and ongoing community and family engagement for stakeholders in school activities; consistently implements effective plans for engaging community outside of school to participate in school decision making to improve teaching and learning; community resources are identified and utilized in support of improved teaching and learning; actively monitors community involvement and adjusts, creating new opportunities for families and community to be a part of the vision of improving teaching and learning	Is proficient AND consistently demonstrates leadership in the area of effectively engaging families and the greater community in support of students, staff and the vision of improved teaching and learning; is recognized outside of school for developing and implementing programs that partner with school, family and greater community, or programs are held as a model for other schools to adopt and follow; builds capacity in the community for initiating new and beneficial forms of community involvement in school; to the extent possible, facilitates access of community services to students in the school

Criterion 7 Reflection Components | *Engaging Communities*

EXAMPLES OF KNOWLEDGE/SKILLS	EXAMPLES OF EVIDENCE/MEASURES	EXAMPLES OF SYSTEM CONSIDERATIONS	
		SUPPORT	AUTHORITY
Use effective communication skills and strategies to: market the school to enlist community support; resolve conflicts among individuals and groups; and build common focus and collaboration to enhance student learning	Samples of communication vehicles used	Training for enhanced family and community engagement	Authority to initiate and continue partnerships with community members
Partner and collaborate with administrative colleagues	A School Improvement Plan that demonstrates knowledge of the specific school community and the impact on learning	Training in strategies for effective community partnerships	Authority to adjust the school day and/or calendar to promote community and parent/ guardian partnerships
Build collegial and collaborative relationships with and among school staff members	A school-wide plan to engage families and community	Training, coverage and support for community involvement as an element of principal responsibility	Authority to require staff members to communicate with parents and guardians as part of their commitment to improve student learning
Share leadership based upon situation and need	Opportunities for family to provide feedback about their students' experience	Assistance from district's community relations director as needed for school communication plans	
Identify and involve business and community leaders and key communicators	Ability to articulate a defined decision-making process	Handling of insurance, liability coverage, background checks, recruitment and training for volunteers at the district level	
Use a variety of vehicles and tools to communicate about student learning with constituents, both inside and outside of the school	Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities)	Clearly established decision-making parameters	
Gather and use relevant data regarding community responses to student learning and their attitudes about the school	Schedule of activities, conferences, documentation, etc.	District-wide community communication plan	
Work with local media to celebrate success across school and community	Surveys/focus groups of the community	Alignment of district and building communication plans and procedures	
Break down barriers between school and community	Evidence in addressing conflict resolution through observations and notes		
	Principal portfolio of other evidence or work in progress		

Criterion 7 Research | *Engaging Communities*

Partnering with the school community to promote student learning.

An effective leader engages with the community in sensitive and skillful ways such that the community understands the work of the school and is proud to claim the school as their own. An effective leader understands the greater community to be a valuable resource and works to establish a genuine partnership model between home and school. An effective leader understands that aligning school and community efforts and values is an ongoing work in progress that must be nurtured, sustained, and monitored, and is able to influence others to adopt the same understanding.

SUPPORTING RESEARCH AND LEARNING RESOURCES	
7.1 Communicates with community to promote learning	**Strong links between the community and schools are positively correlated with student achievement especially in diverse communities. Communication between the principal and teachers and community members can be strengthened using specific strategies outlined in the following resources.** *Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2002). Crucial Conversations: Tools for Talking When Stakes are High. New York: McGraw-Hill.* *Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares about Education. New York: Currency / Doubleday. See Chapter XII, Leadership.* *Lawrence-Lightfoot, S. (2003). The Essential Conversation: What Parents and Teachers can Learn from Each Other. New York: Ballantine Books.*
7.2 Partners with families and school community	**Student achievement can be improved when schools work with families and the school community to form collaborative partnerships. The resources below offer strategies for schools to become an integral and a positive part of the community which plays out as enhanced academic performance, higher staff morale, fewer discipline problems and improved use of resources as well as other beneficial outcomes.** *Adelman, H. & Taylor, L. (2007). Fostering School, Family and Community Involvement. Portland, OR: Northwest Regional Education Laboratory.* *Henderson. A.T. & Mapp, K.L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Laboratory.* *Jeynes, W. H. (2007). The relationship between parent involvement and urban secondary school achievement: A meta-analysis. Urban Education, 42(1), 82-110.* *The University of Calgary AISI Research Findings (2011). Spotlight on Parent Engagement. Retrieved from: http://education.alberta.ca/media/6591254/spotlight_on_parent_engagement_sept_2011.pdf* *Epstein, J. L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jansorn, N.R., & Van Voorhis, F.L. (2002). School, Family, and Community Partnerships: Your Handbook for Action. (2nd Ed.). Thousand Oaks, CA: Corwin Press.* *Constantino, S.M. (2005). Engaging All Families: Creating a Positive School Culture by Putting Research into Practice. New York: Rowman & Littlefield Education.*

Criterion 8: Closing the Gap

Demonstrating commitment to closing the achievement gap.

Criterion 8 Rubric | *Closing the Gap*

Demonstrating commitment to closing the achievement gap.

Closing the gap refers to improving achievement for groups of students that share an historical disadvantage as well as the achievement of individual students who are not realizing learning potential. Evidence used to support student improvement comes from multiple opportunities for gathering information about achievement: standardized tests and other assessments that are school-directed; assessments that are teacher designed and embedded into instruction; portfolio and performance-based project assessments.

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
8.1 Identifies barriers to achievement and knows how to close resulting gaps	Is unaware of achievement gaps that exist in school population and how the school and teachers have played a role in perpetuating gaps; attributes gaps to factors outside of the school's locus of control; opportunities to learn and resources are not distributed equitably among students	Demonstrates emerging awareness of specific school-wide achievement gaps and issues of equity access; recognizes responsibility and has some expectations for teachers and school to impact these gaps; creates new opportunities to learn	Identifies learning gaps early; demonstrates complete knowledge and understanding of the existence of gaps; accepts responsibility for impacting these gaps; identifies and addresses barriers to closing gaps	Is proficient AND focuses attention of school community on the goal of closing gaps; systematically challenges the status quo by leading change, based on data, resulting in beneficial outcomes; builds capacity among community to support the effort to close gaps
8.2 Demonstrates a commitment to close the achievement gap	Does not acknowledge the responsibility of school to close gaps; does not consider subpopulations when constructing school learning goals and targets; does not have a plan to close gaps	Achievement data is accessible and shared with a portion of the school community; attempt**s** to target efforts towards closing achievement gaps; us**es** culturally-relevant methodologies to close gaps; demonstrates emerging progress in closing gaps	Achievement data is accessible to all members of the school community including non-English speaking parents; constructs plan with specific strategies to impact gaps; communicates, monitors and adjust efforts to effectively make progress toward reducing gaps; models and builds the capacity of school personnel to be culturally competent and to implement socially just practices; demonstrates improvement in closing identified gaps	Is proficient AND successfully keeps the work of closing gaps at the forefront of intention for staff and community members; assumes responsibility for closing gaps; builds capacity in staff members and others to advance learning for students; has deep knowledge and understanding of the nature of gaps that exist at the level of group and at the level of individual students who are not reaching full learning potential

8.3 Provides evidence of growth in student learning*	Achievement data from multiple sources or data points show no evidence of student growth toward the district's learning goals; there are growing achievement gaps between student subgroups	Achievement data from multiple sources or data points shows minimum evidence of student growth toward the district's learning goals for identified subgroups of students	Achievement data from multiple sources or data points show evidence of improving student growth toward the district's learning goals; the average achievement of the student population improved as does the growth of each subgroup of students identified as needing improvement	Achievement data from multiple sources or data points show evidence of consistent growth toward the district's learning goals; there is consistent record of improved student growth, on multiple indicators, with identified subgroups of students

Student growth rubric rows are designed to focus on actual student growth, rather than principal actions. Element 3.5 is intended to analyze the growth of all or most of the students in the school. Element 5.5 is designed to analyze the growth of students assigned to a subset of teachers that a principal identifies. Element 8.3 is designed to analyze subsets of the student population that are identified for the purpose of closing achievement gaps between them and the student population as a whole.

Criterion 8 Reflection Components | *Closing the Gap*

EXAMPLES OF KNOWLEDGE/SKILLS	EXAMPLES OF EVIDENCE/MEASURES	EXAMPLES OF SYSTEM CONSIDERATIONS	
		SUPPORT	**AUTHORITY**
Assign low-performing students to high-performing teachers Promote and model an atmosphere of inclusiveness, equity and respect among students, staff and community Use data to identify and address patterns related to equity of access Analyze school data, including discipline and attendance, with respect to equity issues Identify gaps in the achievement of various groups Monitor regularly the progress of underperforming students Use formative assessments to catch learning gaps early Consider student subpopulations when building a School Improvement Plan (SIP) Hire staff committed to closing gaps between student subpopulations Have knowledge of and be responsive to diversity issues in the community Ensure a welcoming experience for parents, school visitors and other stakeholders	Knowledge of diversity issues Knowledge of low-performing students Décor that reflects the diversity of the student body Accessibility of student data to staff, students and families, and explanation of how to interpret data Analysis of the representation of students being served by special programs, based on the demographics of the school Master schedule Analysis of formative assessments Intervention strategies ensuring that the academic needs of all students are being met Partnerships with families and community members that bring guest speakers, tutors and mentors into the building Asset map of the community identifying resources available to students and families Accessibility of information to non-English speaking families	District definition of the achievement gap District plan to close the gap with specific strategies District resource allocation practices that demonstrate the district's commitment to closing the achievement gap School and district expertise in analyzing and interpreting data, and developing a data dashboard Training, coverage and support for community involvement as an element of principal responsibility Professional development on effective teaching practices for subpopulations of students Availability of interpreter and translation services	Authority to hire and accept/ reject staff assigned to school based upon demonstrated commitment to closing the achievement gap Authority to direct resources toward staff development goals of the School Improvement Plan and documented student achievement Authority to place and/or regroup students to increase student achievement Authority to direct staff development toward student learning needs Authority to focus on student achievement as the primary responsibility of administrators Authority to alter schedules and structure to better meet individual student learning needs

Criterion 8 Research | *Closing the Gap*

Demonstrating a commitment to closing the achievement gap.

Closing the gap refers to improving achievement for groups of students that share an historical disadvantage as well as the achievement of individual students who are not realizing learning potential. Evidence used to support student improvement comes from multiple opportunities for gathering information about achievement: standardized tests and other assessments that are school-directed; assessments that are teacher designed and embedded into instruction; portfolio and performance-based project assessments.

SUPPORTING RESEARCH AND LEARNING RESOURCES	
8.1 Identifies barriers to achievement and knows how to close resulting gaps	**There are a variety of factors that influence achievement gaps and many ways to help eliminate the gaps between proficient and non-proficient students. For example, sometimes diverse students will do poorly on assessments because the test items are not fully understood. Assessments in the U.S. are written from a Western cultural perspective. If this is not the culture of the student, the cultural validity of the assessment and ability for the student to understand the items, may be compromised. Additionally, male and female students' interest and engagement in reading and math can be improved using different teaching strategies for each gender. The following resources provide a framework to begin to identify potential barriers to achievement and what can be done to mediate them.** *Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. Review of Educational Research, 70(1), 55-81.* *Rusch, E. (2005). Institutional barriers to organizational learning in school systems: The power of silence. Educational Administration Quarterly, 41(1), 83-120.* *Gay, G. (2000). Culturally Responsive Teaching: Theory, Research, & Practice. New York: Teachers College Press. Columbia University.* *Solano-Flores, G. (2002, April 1-5, 2002). Cultural Validity: The Need for a Socio-Cultural Perspective in Educational Measurement. Paper presented at the American Education Research Association, New Orleans, LA.* *Carey, K. (2004). The Real Value of Teachers: Using New Information about Teacher Effectiveness to Close the Achievement Gap. Thinking K-16. Washington, DC: The Education Trust.* *Sanders, J. (2005). Gender & Technology in Education: A Research Review. Retrieved from* http://ww2.cs.mu.oz.au/~unruh/gender_cs/gendertech0705.pdf
8.2 Demonstrates a commitment to close the achievement gap	**The school principal has a mission to be confident in students' abilities and also expect teachers and students to attain the school's goals, thus communicating that learning for all students is the most important mission. The following resourced provide information about how to create the all-inclusive school.** *Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. Review of Educational Research, 70(1), 55-81.* *Wahlstrom, K. L., Louis, K. S., Leithwood, K., & Anderson S. E. (2010). Investigating the links to improved student learning: Executive summary of research findings. The Wallace Foundation.* *Holcomb-McCoy, C. (2007). School Counseling to Close the Achievement Gap: A Social Justice Framework for Success. Thousand Oaks, CA: Corwin Press.* *Moore, D.L. (2012). The Challenge Program: A quantitative analysis of strategies designed to eliminate the achievement gap. Doctoral dissertation for Lindenwood University, retrieved from http://gradworks.umi.com/34/98/3498725.html*

8.3 Provides evidence of growth in student learning	**There are a number of different ways to measure student growth in content knowledge; from formal assessments to reflective lessons. A solid student growth plan includes multiple sources of evidence taken at multiple times throughout the academic year. Valid sources of evidence are closely aligned to curriculum and instruction and have a high degree of "instructional sensitivity".** *Herman, J., Heritage, M. & Goldschmidt, P. (2011). Developing and Selecting Assessments of Student Growth for Use in Teacher Evaluation Systems. Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).* *Pelligriino, J. W. (2012). The design of an assessment system focused on student achievement: A learning sciences perspective on issues of competence, growth and measurement in Making in Tangible: Learning Outcomes in Science Education (Bernholt, S., Neumann, K. & Nentwig, P. editors). Munster, Germany: Waxmann Publishers.* *Ayala, C. C., Shavelson, R. J., Araceli Ruiz-Primo, M., Brandon, P.R., Yin, Y., Furtak, E., Young, D. B., & Tomita, M. K. (2008). From formal embedded assessments to reflective lessons: The development of formative assessment studies. Applied Measurement in Education, 21(4), 315-334.* *Fernandez, K. (2011). Evaluating school improvement plans and their effect on academic performance. Educational Policy, 25(2), 338-367.*

Certification and Evaluation

A Comparison of the ISLLC Standards with the AWSP Leadership Framework

The six Interstate School Leaders Licensure Consortium (ISLLC) Standards are used as the Washington principal certification standards. These standards, listed here, drive the certification process for current administrative interns and the certification renewal process for growing numbers of assistant principals.

The ISLLC Standards were used as a foundation in developing the AWSP Framework. In this section, you can see the alignment between the ISLLC Standards and the AWSP Framework, and thus the Washington state principal evaluation criteria.

ISLLC Standard 1: Vision

A school administrator is an educational leader who promotes the success of all students through facilitating a shared vision of learning.

- **Evaluation Criterion 1: Creating a Culture**
  Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.

ISLLC Standard 2: Instruction

A school administrator is an educational leader who promotes the success of all students through sustaining a culture of student learning and staff professional growth.

- **Evaluation Criterion 1: Creating a Culture**
  Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.
- **Evaluation Criterion 5: Improving Instruction**
  Monitor, assist and evaluate staff implementation of the School Improvement Plan, effective instruction and assessment practices.

ISLLC Standard 3: Safety

A school administrator is an educational leader who promotes the success of all students through ensuring a safe, efficient and effective learning environment.

- **Evaluation Criterion 1: Creating a Culture**
  Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.
- **Evaluation Criterion 2: Ensuring School Safety**
  Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.
- **Evaluation Criterion 3: Planning with Data**
  Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.
- **Evaluation Criterion 6: Managing Resources**
  Manage human and fiscal resources to accomplish student achievement goals.

ISLLC Standard 4: Collaboration

A school administrator is an educational leader who promotes the success of all students through collaboration, working with diverse communities and mobilizing community resources.

- **Evaluation Criterion 7: Engaging Communities**
  Communicate and partner with school community members to promote student learning.

ISLLC Standard 5: Integrity

An education leader promotes the success of every student by acting with integrity, fairness and in an ethical manner.

ISLLC Standard 5 does not match precisely with one specific evaluation criterion. AWSP believes that this language describes a leader's quality as opposed to his or her responsibility. We believe ISLLC Standard 5 is critical and applies to each of the eight evaluation criteria.

ISLLC Standard 6: Outreach

A school administrator is an educational leader who promotes the success of all students through understanding and influencing the larger political, social, economic, legal and cultural context.

ISLLC Standard 6 does not match precisely with one specific evaluation criterion. To try to better understand the intent of the standard, AWSP turned to the original "functions" that accompanied the ISLLC Standards. It appears that the intent of this standard is to influence the world outside the school. We do believe that *Criterion 7, Engaging Communities*, speaks to this standard; however, we did not include advocacy and the influencing of state policy in this document.

AWSP Framework Alignment with ISLLC Standards Matrix

Criterion	ISLLC Standard	Elements	Elements	Elements	Elements
1. Creating a Culture	I. Vision V. Integrity	Develops and sustains focus on a shared mission & clear vision for improvement of learning & teaching.	Engages in essential conversations for ongoing improvement.	Facilitates collaborative processes leading toward continuous improvement.	Creates opportunities for shared leadership.
2. Providing for School Safety	III. Safety	Provides for physical safety.	Provides for social, emotional and intellectual safety.		
3. Planning with Data	II. Instruction IV. Collaboration	Recognizes and seeks out multiple data sources.	Analyzes and interprets multiple data sources to inform school-level improvement efforts.	Implements data driven plan for improved teaching and learning.	Assists staff to use data to guide, modify and improve classroom teaching and learning.
4. Aligning Curriculum, Instruction & Assessment	II. Instruction IV. Collaboration	Alignment of curricula to state and local district learning goals.	Alignment of best instructional practices to state and local district learning goals.	Alignment of assessment to state and local district learning goals.	
5. Improving Instruction & Assessment Practices	II. Instruction IV. Collaboration	Monitors instruction & assessment practices.	Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness.	Assists staff in implementing effective instruction and assessment practices.	Reliably and validly evaluates staff in effective instruction and assessment practices.
6. Managing Resources to Support Student Learning	III. Safety V. Integrity	Managing human resources (assignment, hiring and ongoing professional development).	Managing fiscal resources.	Fulfilling legal responsibilities.	
7. Engaging Communities	VI. Outreach	Communicates with community to promote learning.	Partners with families and school community.		
8. Closing the Gap	I. Vision II. Instruction IV. Collaboration V. Integrity VI. Outreach	Identifies barriers to achievement and knows how to close the gap.	Demonstrates a commitment to close the achievement gap.	Provides evidence of growth in student learning.	

Best Practices in Principal Evaluation

10 Suggestions for Effective Principal Evaluations

1. Evaluation should stimulate and guide a principal's professional development.

2. Evaluation protocols should be aligned with important school and student outcomes (e.g., student achievement and effective instruction).

3. Evaluators should acquire appropriate feedback from multiple stakeholders.

4. Evaluations are enriched and strengthened when evidence is collected through multiple methods (e.g., portfolios, self-assessments, 360-degree feedback, and outcome-based assessments).

5. Evaluation systems should be flexible enough to account for variations in school contexts and environments.

6. Principals should be engaged partners in the process of establishing evaluation goals and objectives and assessing their own performance.

7. The quality of the conduct of principal evaluation may be more important than its content; strong, trusting, and collaborative relationships between principals and their district office evaluators is especially critical to the success of the evaluation process.

8. Evaluation procedures and tools should be reliable and valid.

9. Evaluation systems should be based on established standards of administrative practice and on objective and measurable performance objectives.

10. School district leaders should regularly assess the alignment between the district's principal evaluation system and the critical goals and needs of principals, the schools, the district, and the community.

Davis, S., Kearney, K., Sanders, N., Thomas, C. & Leon, R. (2011). *The policies and practices of principal evaluation: Executive summary. San Francisco, CA: WestEd.*

Glossary of Terms

Action Research

A process of collective inquiry in which individuals work together to become more proficient at identifying and solving problems. The steps of action research include: (1) formulating a problem, (2) identifying and implementing a strategy to address the problem, (3) creating a process for gathering evidence of the effectiveness of the strategy, (4) collecting and analyzing the evidence, and (4) making decisions based on the evidence.

Attainable Goals

Goals perceived as achievable by those who set them. Attainable goals are intended to document progress.

Capacity Building

"Developing the collective ability—dispositions, skills, knowledge, motivation, and resources—to act together to bring about positive change" (Fullan, 2005, p. 4).

Collaboration

A systematic process in which people work together, interdependently, to analyze and impact professional practice in order to improve individual and collective results. In a PLC, collaboration focuses on the critical questions of learning: What is it we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How will we enrich and extend the learning for students who are proficient?

Collective Inquiry

The process of building shared knowledge by clarifying the questions that a group will explore together. In PLCs, educators engage in collective inquiry into more effective practices by examining both external evidence (such as research) and internal evidence (which teachers/principals are getting the best results). They also build shared knowledge regarding the reality of the current practices and conditions in their schools or districts.

Common Assessment

An assessment of student learning that uses the same instrument or a common process utilizing the same criteria for determining the quality of student work. National and state assessments and district benchmark assessments are "common" assessments. However, in a PLC, common assessments are also created by a team of teachers with collective responsibility for the learning of a group of students who are expected to acquire the same knowledge and skills. Team-developed common assessments provide members with the basis of comparison that turns data into information and help individuals identify strengths and weaknesses in their instructional strategies. They also help identify problem areas in the curriculum that require attention.

Common formative Assessment

An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course. Common formative assessments are used frequently throughout the year to identify (1) individual students who need additional time and support for learning, (2) the teaching strategies most effective in helping students acquire the intended knowledge and skills, (3) curriculum concerns—areas in which students generally are having difficulty achieving the intended standard—and (4) improvement goals for individual teachers and the team.

Community

A group linked by common interests. Whereas the term organization tends to emphasize structure and efficiency, community suggests shared purpose, mutual cooperation, and supportive relationships.

Consensus

Consensus is achieved when (1) all points of view have not only been heard but also solicited, and (2) the will of the group is evident even to those who most oppose it.

Construct Validity

Seeks an agreement between a theoretical concept and a specific measuring device, such as observation.

Content Validity

The extent to which a measurement reflects the specific intended domain of content.

Continuous Improvement Process.

The ongoing cycle of planning, doing, checking, and acting designed to improve results—constantly. In a PLC, this cycle includes gathering evidence of current levels of student learning, developing strategies and ideas to build on strengths and address weaknesses in that learning, implementing those strategies and ideas, analyzing the impact of the changes to discover what was effective and what was not, and applying the new knowledge in the next cycle of continuous improvement.

Criterion-referenced Assessment

An assessment used to determine if a student or group of students have met a specific standard or intended learning outcome (Ainsworth & Viegut, 2006).

Critical Questions of Collaborative Teams

In a PLC, collaboration focuses on four critical questions of learning: (1) What is it we want each student to learn, (2) How will we know when each student has learned, (3) How will we respond when a student experiences difficulty in learning, and (4) How will we enrich and extend the learning for students who are proficient?

Crucial Conversation

Dialogue in which "the stakes are high, opinions vary, and emotions run strong" (Patterson, Grenny, McMillan, & Switzler, 2002, p. 3).

Data

Recorded observations, usually in numeric or textual form.

Data Versus Information

Data represent facts or figures that, standing alone, will not inform practice or lead to informed decisions. To transform data into information requires putting data in context, and this typically requires a basis of comparison.

Essential Learning

The critical skills, knowledge, and dispositions each student must acquire as a result of each course, grade level, and unit of instruction. Essential learning may also be referred to as essential outcomes, power standards (Reeves, 2002), guaranteed and viable curriculum (Marzano, 2003), essential academic goals (Lezotte, 1991), learning intentions and success criteria (Hattie, 2009) or learning expectations and tangible exemplars of student proficiency (Saphier, 2005).

External Validity

The extent to which the results of a study are generalizable or transferable.

Face Validity

How a measure or procedure appears.

Formative Assessment

An assessment for learning used to advance and not merely monitor each student's learning; the assessment informs the teacher regarding the effectiveness of instruction and the individual student regarding progress in becoming proficient. The checks for understanding that individual teachers use in the classroom on a daily basis are examples of formative assessments. In a PLC, collaborative teams also use common formative assessments to (1) identify students who are experiencing difficulty in their learning, (2) provide those student with additional time and support in a way that does not remove them from new direct instruction, and (3) give them additional opportunities to demonstrate their learning.

High Expectations

Positive inferences principals and teachers make about the future academic achievement of their students based on what they know about their students (Good & Brophy, 2002). "High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn" (Lezotte, 1991, p. 4).

Interrater Reliability

The extent to which two or more individuals agree. It addresses the consistency of the implementation of a rating system.

Learning

The acquisition of new knowledge or skills through ongoing action and perpetual curiosity.

Learning Organization

"Organizations where people continually expand their capacities to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (Senge, 1990, p. 3).

Mission

The fundamental purpose of an organization. Mission answers the question, "Why do we exist?"

Multiple Sources

Data used to measure specific outcomes can reside in one data silo, for example, state assessment scores. However, to gain an accurate picture to evaluate outcomes, data must come from multiple sources, preferably at least three different sources. In addition, data can be quantitative (assessment scores, perception rating surveys) or qualitative (focus groups, interviews). Using a mix of quantitative and qualitative data from multiple sources provides the most accurate evaluation of outcomes.

Norm-referenced Assessment

An assessment designed to compare the performance of an individual or group with a larger "norm" group typically representing a national sample with a wide and diverse cross-section of students (Ainsworth & Viegut, 2006).

Performance-based Assessment

An assessment that requires students to demonstrate learning through demonstration or completion of a task (for example, essays, oral presentations, open-ended problems, labs, or real-world simulations). Prior to administering a common performance-based assessment, a collaborative team in a PLC must (1) agree on the criteria by which members will judge the quality of student work, and (2) demonstrate that they apply those criteria consistently—establish interrater reliability.

Primary Sources

Primary sources are original materials. They are from the time period involved and have not been filtered through interpretation or evaluation. Primary sources are original materials on which other research is based. They are usually the first formal appearance of results in physical, print or electronic format. They present original thinking, report a discovery, or share new information.

Power Standard

The knowledge, skills and dispositions that have endurance and leverage and are essential in preparing students for readiness at the next level (Reeves, 2002); the most essential learning or outcomes.

Professional Development

A lifelong, collaborative learning process that nourishes the growth of individuals, teams, and the school through a daily job-embedded, learner-centered, focused approach (National Staff Development Council, 2000).

Professional Learning Community (PLC)

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Readiness for the Next Level of Learning

The quality of having acquired the skills, knowledge, and dispositions essential for success in the next unit, course, or grade level (Reeves, 2002).

Reciprocal Accountability

The premise that leaders who call upon members of the organization to engage in new work, achieve new standards, and accomplish new goals have a responsibility to those members to develop their capacity to be successful in meeting these challenges: "For every increment of performance we ask of educators, there is an equal responsibility to provide them with the capacity to meet that expectation" (Elmore, 2004, p. 93). For example, principals of professional learning communities recognize they have an obligation to provide staff with the resources, training, mentoring, and support to help them successfully accomplish what they have been asked to do.

Reliability

The extent to which a measure, procedure or instrument yields the same result on a repeated trials.

Results Orientation

A focus on outcomes rather than inputs or intentions.

Rubric

An authentic assessment tool to measure performance. For each criterion, the rubric addresses the question: What does this criterion look like in action, in the professional practice of the principal?

School Culture

The assumptions, beliefs, values, and habits that constitute the norm for the school and guide the work of the educators within it.

School Structure

The policies, procedures, rules, and hierarchical relationships within the school.

Secondary Sources

Interpretations and evaluations of primary sources. Secondary sources are not evidence, but rather commentary on the discussion of evidence.

SMART Goals

Goals that are Strategic & Specific, Measurable, Attainable, Results-oriented, and Timebound (O'Neill & Conzemius, 2005).

Stability Reliability

The agreement of measuring instruments over time.

Summative Assessment

An assessment of learning (Stiggins, 2002) designed to provide a final measure to determine if learning goals have been met (Ainsworth & Viegut, 2006).

Team

A group of people working interdependently to achieve a common goal for which members are held mutually accountable. Collaborative teams are the fundamental building blocks of highly successful schools.

Team Learning Process

The cyclical process in which all teams stay focused on learning. The team learning process includes: clarifying essential student learnings (skills, concepts, and dispositions) for each course and content area; agreeing on common pacing of instruction; developing multiple common formative assessments aligned to each essential outcome; establishing specific, rigorous target scores or benchmarks that will lead to success on high-stakes assessments; analyzing common assessment results; and identifying and implementing improvement strategies. Teams address each step in the process by first building shared knowledge rather than pooling opinions.

Team Norms

In PLCs, norms represent collective commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

Validity

The degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. A method can be reliable, consistently measuring the same thing, but not valid.

Vision

A realistic, credible, attractive future for an organization. Vision answers the question, "What do we hope to become at some point in the future? How will we accomplish our mission?"

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Credit: Glossary of Key Terms definitions drawn from multiple sources including *Learning by Doing* – Solution Tree.com

Notes

The AWSP Leadership Framework