The AWSP

Leadership Framework

The Eight Principal Evaluation Criteria

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, which continues today in schools across Washington state, 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.*

This Statement of Accountability has some significant pieces worth noting. First, the greatest temptation for a district is to hold the principal solely accountable for student achievement; however, accountability must be shared among everyone in the system for the district to be successful. Second, school-level performance data, as required by state and federal legislation, must be combined with individual student growth information for a comprehensive set of accountability data. Finally, it must be accepted that state testing data (which receives the most publicity) is necessary but insufficient by itself for a principal accountability model because it does not reflect all expectations. Adding locally determined indicators to the state data is critical to helping principals and their staff understand what is expected of them.

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 5-33 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**: Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.

2. **Ensuring School Safety**: Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.

3. **Planning with Data**: Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.

4. **Aligning Curriculum**: Assist instructional staff in aligning curriculum, instruction and assessment with state and local learning goals.

5. **Improving Instruction**: Monitor, assist and evaluate staff implementation of the school improvement plan, effective instruction and assessment practices.

6. **Managing Resources**: Manage human and fiscal resources to accomplish student achievement goals.

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

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

**Recommended Components of the AWSP Leadership Framework**

The AWSP Leadership Framework is comprised of four 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 schools to customize the components specific to their district. 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.

**System Considerations**:

**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.
Guiding Questions to Customize the Components:

The following questions are designed to initiate and sustain discussion between principals and district leadership teams. They are intended to help teams better understand the eight criteria. They will also facilitate the identification of critical knowledge and skills for principals, the analysis of evidence and measures, and the examination of district supports and authority that relate to each criterion.

- Which of these knowledge and skills examples are not as applicable to our district and which should be removed from the list?
- Which skills are not included on this list but our district feels should be?
- Can we prioritize this list as a district or does the priority need to be established by each principal and his/her supervisor?
- Are there different expectations for assistant principals than for principals?
- What kinds of support are we providing already that will assist principals in this criterion?
- What supports are we not providing that we have the capacity to provide?
- What supports are critical enough that we should seek resources to provide them?
- What parts of our teachers’ or classified staffs’ collective bargaining agreements might impact our principals’ efforts to accomplish this criterion?

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 3.4 (Planning with Data), 5.2 (Improving Instruction) and 8.3 (Closing the Gap) include student growth, as required by Washington state law, and are so designated in red text.

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.

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, auto-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.
Creating a Culture

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

Criterion 1 Recommended Components | Creating a Culture

<table>
<thead>
<tr>
<th>EXAMPLES OF KNOWLEDGE/SKILLS</th>
<th>EXAMPLES OF EVIDENCE/MEASURES</th>
<th>EXAMPLES OF SYSTEM CONSIDERATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate and model a shared vision for continuous improvement and lifelong learning within the entire school community</td>
<td>Student/staff surveys, interviews and focus groups</td>
<td>Time designated to work with staff outside of instruction time</td>
</tr>
<tr>
<td>Develop and model an atmosphere of personal responsibility, trust and collaboration among students and staff</td>
<td>Meeting agendas and minutes/norms, outcomes regarding learning and problem-solving</td>
<td>District supports enforcing codes of conduct and professional ethics</td>
</tr>
<tr>
<td>Understand the needs and strengths of the individuals and groups in the school</td>
<td>Incident/intervention review</td>
<td>Resources for staff training/in-service</td>
</tr>
<tr>
<td>Apply effective group-processing skills</td>
<td>Logs of classroom visits</td>
<td>District commitment to each school’s uniqueness and implementation of district goals</td>
</tr>
<tr>
<td>Use authentic assessment data, including self-appraisal, to measure culture and inform action of individuals, groups and the school system</td>
<td>Ability of staff and students to articulate the school vision</td>
<td>District awareness and recognition of school improvement efforts and accomplishments over time</td>
</tr>
<tr>
<td>Recognize and celebrate efforts and achievements</td>
<td>Supervisor observation of building climate measures; measures and indicators discussed in evaluation meetings between principal and supervisor</td>
<td>Access to resources that assist administrators in meeting job performance targets for continuous student and staff improvements</td>
</tr>
<tr>
<td>Develop and recognize the use of agreed-upon team norms</td>
<td>School plan, meeting agendas and minutes, and strategies that support building vision</td>
<td>District supports school’s use of human and fiscal resources to enhance continuous learning</td>
</tr>
<tr>
<td>Demonstrate use of and knowledge of “change process”</td>
<td>Indication from principal observations that teachers respond to student needs and background</td>
<td>District aligns professional development to support staff capacity-building for both teachers and principals</td>
</tr>
</tbody>
</table>
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).

<table>
<thead>
<tr>
<th>Elements</th>
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<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching</td>
<td>Does not communicate mission, vision, and core values; tolerates behaviors and school activities in opposition to a culture of ongoing improvement</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>1.2 Engages in essential conversations for ongoing improvement</td>
<td>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</td>
<td>Communication reflects essential issues with members of the school community; supports a feedback loop that reaches students and staff; barriers to improvement are identified and addressed; conversations are mostly data-driven for the purposes of assessing improvement with infrequent high expectations for students</td>
<td>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 feedback loops that include staff members and students; keeps the dialogue ongoing and purposeful; regularly communicates high expectations and standards for staff and students regarding ongoing improvement</td>
<td>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</td>
</tr>
<tr>
<td>1.3 Facilitates collaborative processes leading toward continuous improvement</td>
<td>Does not actively support or facilitate collaboration among staff; tolerates behaviors that impede collaboration among staff; fosters a climate of competition and supports unhealthy</td>
<td>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</td>
<td>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</td>
<td>Is proficient AND successfully creates generative 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</td>
</tr>
<tr>
<td>interactions among staff</td>
<td>initiate collaborative processes across grade levels and subject areas that support ongoing improvement of teaching and learning</td>
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</tbody>
</table>

| **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 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.  
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.  
| 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.  
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.


Ensuring School Safety

**Providing for school safety.**

## Criterion 2 Recommended Components | Ensuring School Safety

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

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</thead>
<tbody>
<tr>
<td>2.1 Provides for Physical Safety</td>
<td>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</td>
<td>Maintains and implements a school safety plan monitored on a regular basis; minor safety and sanitary concerns in school plant or equipment; problems are confronted and resolved in a timely manner; eager to improve knowledge about school security and issues relating to school facilities; an emergency operations plan is reviewed by appropriate external officials and posted in classrooms, meeting areas and office settings</td>
<td>Implements a school safety plan that is based upon open communication systems and is effective and responsive to new threats and changing circumstances; proactively monitors and adjusts the plan in consultation with staff, students, and outside experts/consultants; staff proficiency in safety procedures as measured and monitored by group assessments followed by group reflection</td>
<td>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</td>
</tr>
<tr>
<td>2.2 Provides for social, emotional and intellectual safety</td>
<td>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</td>
<td>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.</td>
<td>Assumes responsibility for 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</td>
<td>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</td>
</tr>
</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>2.1 Provides for Physical Safety</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.keepschoolssafe.org">www.keepschoolssafe.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.2 Provides for social, emotional and intellectual safety</th>
<th>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.</th>
</tr>
</thead>
</table>
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 Recommended Components | Planning with Data

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

<table>
<thead>
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<tbody>
<tr>
<td>3.1 Recognizes and seeks out multiple data sources</td>
<td>Does not recognize multiple sources or quality of data or has a limited understanding of the power and meaning of data</td>
<td>Seeks multiple sources of data to guide decision making; emerging knowledge of what constitutes valid and reliable sources of data and data integrity</td>
<td>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</td>
<td>Is proficient AND explores and uses a wide variety of monitoring and data collection strategies (both formal and informal) to triangulate data; responds to an identified need for timely data by putting new data collection processes in place to collect reliable and valid data</td>
</tr>
<tr>
<td>3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts</td>
<td>Reviews and shares limited school-level data only as required; interpretation of data may be incorrect or incomplete; uses data in ways unintended by assessment purpose</td>
<td>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</td>
<td>Analysis includes at least three years of data including state, district, school and formal and informal classroom assessments; interprets available data at the subscale level 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</td>
<td>Is proficient AND consistently leads in data interpretation, analysis, and communication; links at least three 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</td>
</tr>
<tr>
<td>3.3 Implement data driven plan for improved teaching and learning</td>
<td>Plan is limited, not data driven and/or not aligned with the needs of the school; little stakeholder involvement and commitment</td>
<td>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</td>
<td>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</td>
<td>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 coaching to other school administrators to improve their data driven plan and analysis</td>
</tr>
<tr>
<td>3.4 Assists staff to use data to guide, modify and improve classroom teaching and learning</td>
<td>Does not assist staff 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 is appropriate; focuses more on student characteristics rather than the actions of teachers; no improvement in student academic achievement</td>
<td>Occasionally assists staff 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 is appropriate; strategies result in incomplete relationship between the actions of teachers and the impact on student achievement; minimum improvement in student academic growth</td>
<td>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 achievement; demonstrated and measurable improvements in student academic growth readily apparent</td>
<td>Is proficient AND demonstrates leadership by routinely and consistently assisting 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; explicitly demonstrates consistent and measurable improvements in student academic growth</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>SUPPORTING RESEARCH AND LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1 Recognizes and seeks out multiple data sources</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

| **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. |

<p>| <strong>3.3 Implements data driven plan for improved teaching and learning</strong> |
| These guides help clarify the foundational understandings needed to create a systematic way to collect and interpret data accurately. |
| <a href="http://www.youtube.com/results?search_query=school+using+data+to+improve+teaching+and+learning">http://www.youtube.com/results?search_query=school+using+data+to+improve+teaching+and+learning</a> |</p>
<table>
<thead>
<tr>
<th>3.4 Assists staff to use data to guide, modify and improve classroom teaching and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
## Aligning Curriculum

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

### Criterion 4 Recommended Components | **Aligning Curriculum**

<table>
<thead>
<tr>
<th>EXAMPLES OF KNOWLEDGE/SKILLS</th>
<th>EXAMPLES OF EVIDENCE/MEASURES</th>
<th>EXAMPLES OF SYSTEM CONSIDERATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know state performance expectations</td>
<td>Communications used for disseminating information on state and local goals</td>
<td>Time and resources designated for: – Staff development for teachers and administrators – Curriculum alignment activities, including K-12 and cross-curricular articulation – Staff collaboration in the development of instructional and assessment plans and materials</td>
</tr>
<tr>
<td>Use a variety of assessments to diagnose learner needs and to design appropriate learning intervention to improve success on state, local and classroom measures</td>
<td>Schedules and meeting agendas/ minutes for staff planning and collaboration</td>
<td>Materials and in-service supporting reform efforts provided by district, regional and state agencies, and professional associations</td>
</tr>
<tr>
<td>Focus staff on learning and teaching priorities</td>
<td>Logs of formal and informal observations, feedback conferences and principal’s plan to coach and assist teachers</td>
<td>Assistance, recognition and encouragement for progress in aligning curriculum, instruction and assessment</td>
</tr>
<tr>
<td>Guide staff in curriculum alignment process</td>
<td>Calendar of professional and school activities</td>
<td>Creation of a sense of ownership and a shared accountability among school and district staff for the alignment of the district curriculum</td>
</tr>
<tr>
<td>Assist staff in adjusting to and accepting curriculum, instruction and assessment changes</td>
<td>Records of brief informal observations</td>
<td></td>
</tr>
<tr>
<td>Guide staff in alignment processes within and across curriculum areas and grade levels</td>
<td>Principal portfolio of other evidence or work in progress</td>
<td>Authority to assign and reassign staff within school to facilitate delivery of effective instruction</td>
</tr>
<tr>
<td>Have knowledge of best practices of instruction and assessment</td>
<td></td>
<td>Authority to direct budget toward student achievement goals</td>
</tr>
<tr>
<td>Engage instructional staff in frequent conversations/ reflection about classroom practice</td>
<td></td>
<td>Authority to report misalignments in the curriculum and inappropriate curriculum materials</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Elements</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Alignment of curricula to state and local district learning goals</td>
<td>Has incomplete or insufficient knowledge of state and local district learning goals across grades and content areas; has insufficient knowledge to evaluate curricula; does not effectively assist staff to align curricula to state and district learning goals</td>
<td>Has emerging knowledge and understanding of state and local district learning goals across grades and content areas to facilitate some alignment activities with staff</td>
<td>Every class has a curriculum based on the standards of the state and district learning goals/targets; has deep knowledge of state and district learning goals and how to align these with curricula for diverse populations; systematically focuses staff on alignment; establishes a system that uses a feedback loop from the instruction and assessment alignment work to make makes adjustments to curricula</td>
<td>Is proficient AND provides leadership and support such that all teachers have fully aligned curriculum materials (including high achieving) 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; staff use feedback loop from their classroom instructional practices and assessments to suggest adjustments to curricula</td>
</tr>
<tr>
<td>4.2 Alignment of best instructional practices to state and district learning goals</td>
<td>Has incomplete or insufficient knowledge of best instructional practices across grades level and content areas; does not effectively assist staff to align instructional practices to state and district learning goals</td>
<td>Has sufficient knowledge and understanding of best instructional practices across grades levels and content areas to facilitate some alignment activities with staff; emerging knowledge of culturally-relevant teaching &amp; learning methodologies</td>
<td>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</td>
<td>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; staff takes ownership and backward-design high quality, aligned units to discuss with their teams; ensures that staff is current on professional literature regarding instructional practices</td>
</tr>
<tr>
<td>4.3 Alignment of assessment practices to best instructional practices</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>assessment to best instructional practices in some grade levels</td>
<td>instruction using best practices; establishes a system for ongoing alignment of formative and summative assessment that involves staff members</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 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

<table>
<thead>
<tr>
<th>4.1 Alignment of curricula to state and local district learning goals</th>
<th>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 unlevel 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.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4.2 Alignment of best instructional practices to state and district learning goals</th>
<th>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.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4.3 Alignment of assessment practices to best instructional practices</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student achievement scores are affected by the degree that classroom instruction is aligned to the assessment. This is defined as “instructional sensitivity” of the assessment.</td>
</tr>
<tr>
<td></td>
<td>Student achievement scores, especially for diverse cultures, can be affected by the context of the question. Some students perform best on contextualized, place-based questions.</td>
</tr>
</tbody>
</table>
## Criterion 5 Recommended Components | *Improving Instruction*

<table>
<thead>
<tr>
<th>EXAMPLES OF KNOWLEDGE/SKILLS</th>
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<th>EXAMPLES OF SYSTEM CONSIDERATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistently advance the School Improvement Plan (SIP)</td>
<td>Effective employee evaluations that follow contractual and legal requirements and timelines</td>
<td>Superintendent who shares vision and assists in follow-through on a long-term basis versus viewing the short-term problem</td>
</tr>
<tr>
<td>Engage each staff member in their appropriate implementation of the SIP</td>
<td>Planning/scheduling for new teacher mentoring and meetings</td>
<td>District personnel, including superintendent, who understand the complexity, legal liability and political elements of change and remain supportive of school efforts</td>
</tr>
<tr>
<td>Utilize teacher-leaders to focus and model the improvement of practice</td>
<td>Evidence of agendas of staff/department/grade-level meetings and staff development</td>
<td>Administrator’s job description that reflects priority of student achievement goals</td>
</tr>
<tr>
<td>Evaluate in a way that distinguishes effective teachers from ineffective teachers</td>
<td>Achievement data trends over time</td>
<td>Reduction of tasks that are not directly related to achievement goals from administrator performance expectations</td>
</tr>
<tr>
<td>Guide staff through the change process while maintaining focus on student learning goals</td>
<td>Staff development plans that address identified needs</td>
<td>Training in performance-based evaluation and development of the SIP</td>
</tr>
<tr>
<td>Assist staff in self-evaluation leading to effective practice</td>
<td>Principal portfolio of other evidence or work in progress</td>
<td>Training/collaboration among school administrators to define and apply evaluative criteria consistently for all staff</td>
</tr>
<tr>
<td>Use a variety of data to inform and support decisions about instruction and assessment of learning</td>
<td>Examples of growth in specific staff</td>
<td>District support for administrators in evaluation/probation process</td>
</tr>
<tr>
<td>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</td>
<td></td>
<td>Time and resources for staff collaboration</td>
</tr>
<tr>
<td>Clearly communicate effective instructional and assessment practices for staff</td>
<td></td>
<td>Supplemental summer and after-school programming</td>
</tr>
<tr>
<td>Develop collaboration and peer mentoring among staff</td>
<td></td>
<td>Authority to accept/reject staff assigned to school based upon demonstrated skill in promoting student achievement</td>
</tr>
<tr>
<td>Develop an induction process for new staff</td>
<td></td>
<td>Authority to match staff selection and retention to program needs</td>
</tr>
<tr>
<td>Seek opportunity to support capacity-building for individuals and teams</td>
<td></td>
<td>Authority to provide input to alter negotiated agreements for consistency of effective school practices and maximizing student achievement</td>
</tr>
</tbody>
</table>
## 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 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.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>5.1 Monitors instruction and assessment practices</td>
<td>Does not adequately monitor instruction and assessment practices of staff; untimely and irregular evaluations; provides insufficient feedback to staff regarding instruction and assessment practices</td>
<td>Develops and uses observable systems and routines for monitoring instruction and assessment practices; provides some effective feedback to staff; feedback is linked back to instruction and assessment; partly familiar with evaluating technology-rich instruction</td>
<td>Develops and uses observable systems and routines for monitoring instruction and assessment; uses data consistently to provide staff meaningful, personal feedback that is effective for improving instruction and assessment practices; ensures that teachers go beyond what students fail to learn and delve into why (root causes); deep understanding of evaluating technology-rich instruction</td>
<td>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</td>
</tr>
<tr>
<td>5.2 Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness</td>
<td>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; assessment results of selected teachers show little to no academic growth of students</td>
<td>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; assessment results of selected teachers show minimum academic growth of students</td>
<td>Meets with faculty members regularly (beyond minimum teachers ‘contract) 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, such as “SMART” goals, are used allowing timely feedback to make mid-course corrections and improve teacher practice; assessment results of selected teachers show measurable and improving academic growth of students</td>
<td>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; assessment results of selected teachers show consistent academic growth of students</td>
</tr>
<tr>
<td>5.3 Assists staff in implementing effective instruction and assessment practices</td>
<td>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</td>
<td>Facilitates staff in the implementation of effective instruction and balanced assessment systems assessments; emerging knowledge of applied learning theories to create a personalized and motivated learning environment</td>
<td>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 considerable time and effort to the improvement of instruction and assessment; assists staff to use the most effective and appropriate</td>
<td>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</td>
</tr>
<tr>
<td>5.4 Reliably and validly evaluates staff in effective instruction and assessment practices</td>
<td>Evaluations lack strong evidence yielding potentially unreliable staff evaluations; makes claims about staff performance that are not valid; 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</td>
<td>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</td>
<td>Evaluates staff reliably and validly; provides triangulated 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</td>
<td>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</td>
</tr>
</tbody>
</table>
## 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.

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</tr>
<tr>
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<tr>
<td><strong>5.3 Assists staff in implementing effective instruction and assessment practices</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### 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.

Managing Resources

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

Criterion 6 Recommended Components | Managing Resources

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<tr>
<td>Gather, analyze and use data to create, evaluate and manage a school budget plan</td>
<td>A School Improvement Plan that reflects appropriate use of building resources—people, time and money</td>
<td>Authority to determine where school resources are allocated</td>
</tr>
<tr>
<td>Involve staff in developing the budget plan</td>
<td>Budget documents/plans showing funding of identified priorities</td>
<td>Authority to have the final decision on accepting staff transfers</td>
</tr>
<tr>
<td>Possess knowledge of laws related to special areas (e.g., ASB, special programs, grants)</td>
<td>Balanced budget</td>
<td>Authority to manage the hiring process and select staff</td>
</tr>
<tr>
<td>Possess skills in recruiting and securing the best applicants for the job</td>
<td>Legal, contractual and budgetary timelines that are met</td>
<td>Authority to develop building programs and assign staff accordingly</td>
</tr>
<tr>
<td>Use effective staff development and improvement strategies</td>
<td>Hiring packets or protocols that reflect student achievement goals</td>
<td>Authority to prioritize building resources</td>
</tr>
<tr>
<td>Have knowledge of effective practices as well as rules and regulations related to staff supervision, coaching and evaluation</td>
<td>Buildings and campus are clean, maintained and safe</td>
<td></td>
</tr>
<tr>
<td>Have skills and knowledge to take someone through probation and non-renewal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively address difficult issues and conduct difficult discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus financial, human and time resources in an efficient manner</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Criterion 6 Rubric | 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.

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</tr>
</thead>
<tbody>
<tr>
<td>6.1 Managing human resources (assignment, hiring)</td>
<td>Does not adequately address issues in hiring, retention, 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</td>
<td>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 retain highly qualified individuals in school positions</td>
<td>Places students’ needs at the center of human resource decisions and decisions regarding hiring, retention and placement of staff; conducts a rigorous hiring process when choosing staff; focuses energy on ensuring productivity through staff placement</td>
<td>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</td>
</tr>
<tr>
<td>6.2 Managing human resources (ongoing professional development)</td>
<td>Staff receive inadequate opportunities for professional development to meet students’ and staffs’ needs; professional development offered is not of sufficient quality to be effective</td>
<td>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</td>
<td>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 (ie. professional learning communities); offers PD that meets teachers’ needs and has elements of high-quality PD (sufficient duration, content, etc.)</td>
<td>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</td>
</tr>
<tr>
<td>6.3 Managing fiscal resources</td>
<td>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</td>
<td>Makes some fiscal decisions that maximize resources and support some aspects of improved teaching and learning; projects are managed using milestones and deadlines but not updated frequently; sometimes meets project deadlines but impact not frequently documented; frequently works with teachers to establish goals for student achievement linked to individual teacher professional development</td>
<td>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 made in the future; 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</td>
<td>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</td>
</tr>
<tr>
<td>6.4 Fulfilling legal responsibilities</td>
<td>Fails to demonstrate adequate knowledge of legal responsibilities; entertains behaviors and policies that conflict with the vision of improved teaching and learning or with law; tolerates behavior from self, staff and/or students that is not legal</td>
<td>Demonstrates basic knowledge and understanding of legal responsibilities; does not entertain behaviors and policies that conflict with the vision of improved teaching and learning and with law; does not tolerate illegal behavior from self, staff and/or students</td>
<td>Assumes responsibility for operating within the law; demonstrates deep and thorough knowledge and understanding of the intent of the law; operates with deep and thorough knowledge and understanding of district policies, grant requirements and collective bargaining agreements; keeps student and staff well-being at the forefront of legal responsibilities; tolerates no behavior outside of the law and approaches problems proactively</td>
<td>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</td>
</tr>
</tbody>
</table>
## 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

<table>
<thead>
<tr>
<th>6.1 Managing human resources (assignment and hiring)</th>
<th>The principal’s role requires successful management of organizational behavior, which leads to the recruitment and retention of highly qualified teachers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 Managing human resources (ongoing professional development)</td>
<td>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.</td>
</tr>
<tr>
<td>6.3 Managing fiscal resources</td>
<td>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.</td>
</tr>
</tbody>
</table>
| 6.4 Fulfilling 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.  


## Criterion 7 Recommended Components | Engaging Communities

<table>
<thead>
<tr>
<th>EXAMPLES OF KNOWLEDGE/SKILLS</th>
<th>EXAMPLES OF EVIDENCE/MEASURES</th>
<th>EXAMPLES OF SYSTEM CONSIDERATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use effective communication skills and strategies to:</td>
<td>Use a variety of vehicles and tools to communicate about student learning with constituents, both inside and outside of the school</td>
<td>Authority to initiate and continue partnerships with community members</td>
</tr>
<tr>
<td>– Market the school to enlist community support</td>
<td>– Gather and use relevant data regarding community responses to student learning and their attitudes about the school</td>
<td>Authority to adjust the school day and/or calendar to promote community and parent/guardian partnerships</td>
</tr>
<tr>
<td>– Resolve conflicts among individuals and groups</td>
<td>– Work with local media to celebrate success across school and community</td>
<td>Authority to require staff members to communicate with parents and guardians as part of their commitment to improve student learning</td>
</tr>
<tr>
<td>– Build common focus and collaboration to enhance student learning</td>
<td>– Break down barriers between school and community</td>
<td>Training for enhanced family and community engagement</td>
</tr>
<tr>
<td>Partner and collaborate with administrative colleagues</td>
<td></td>
<td>Training in strategies for effective community partnerships</td>
</tr>
<tr>
<td>Build collegial and collaborative relationships with and among school staff members</td>
<td></td>
<td>Training, coverage and support for community involvement as an element of principal responsibility</td>
</tr>
<tr>
<td>Share leadership based upon situation and need</td>
<td></td>
<td>Assistance from district’s community relations director as needed for school communication plans</td>
</tr>
<tr>
<td>Identify and involve business and community leaders and key communicators</td>
<td></td>
<td>Handling of insurance, liability coverage, background checks, recruitment and training for volunteers at the district level</td>
</tr>
<tr>
<td>Use a variety of vehicles and tools to communicate about student learning with constituents, both inside and outside of the school</td>
<td></td>
<td>Clearly established decision-making parameters</td>
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<tr>
<td>Gather and use relevant data regarding community responses to student learning and their attitudes about the school</td>
<td></td>
<td>District-wide community communication plan</td>
</tr>
<tr>
<td>Work with local media to celebrate success across school and community</td>
<td></td>
<td>Alignment of district and building communication plans and procedures</td>
</tr>
<tr>
<td>Break down barriers between school and community</td>
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</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>Elements</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Communicates with community</td>
<td>Communication is sparse and opportunities for community involvement are not fully realized or made available; not visible in community or perceived as community advocate</td>
<td>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.</td>
<td>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.</td>
<td>Is proficient AND moves beyond typical communication practices to proactively develop relationships through home visits, innovative technology, visiting community groups, etc. with parents/guardians and community; creates and promotes opportunities for students and families to explain and share their experiences with school; 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</td>
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<tr>
<td>to promote learning</td>
<td></td>
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</tr>
<tr>
<td>7.2 Partners with families and</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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; 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; service integration through partnerships involving school, civic, counseling, cultural, health, recreation and others to meet needs of parents, caregivers and students</td>
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<tr>
<td>school community</td>
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<td></td>
</tr>
</tbody>
</table>

Last saved on 6/14/2013 8:33 AM | © Association of Washington School Principals | AWSP Leadership Framework | 33
**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.

<table>
<thead>
<tr>
<th>SUPPORTING RESEARCH AND LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.1 Communicates with community to promote learning</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>7.2 Partners with families and school community</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
## 8. Closing the Gap

_Demonstrating commitment to closing the achievement gap._

### Criterion 8 Recommended Components | Closing the Gap

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

<table>
<thead>
<tr>
<th>Elements</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Identifies barriers to achievement and knows how to close resulting gaps</td>
<td>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</td>
<td>Demonstrates emerging awareness of specific school-wide achievement gaps and issues of equity access; recognizes responsibility and has some confidence in teachers and school to impact these gaps; creates new opportunities to learn</td>
<td>Identifies learning gaps early using formative assessments; demonstrates complete knowledge and understanding of the existence of gaps; accepts responsibility for impacting these gaps; identifies and addresses barriers to closing gaps</td>
<td>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</td>
</tr>
<tr>
<td>8.2 Demonstrates a commitment to close the achievement gap</td>
<td>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</td>
<td>Achievement data is accessible and shared with a portion of the school community; attempts to target efforts towards closing achievement gaps; uses culturally-relevant methodologies to close gaps; demonstrates emerging progress in closing gaps</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>8.3 Provides evidence of growth in student learning</td>
<td>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</td>
<td>Achievement data from multiple sources or data points show minimum evidence of student growth toward the district’s learning goals for identified subgroups of students</td>
<td>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 achievement of each subgroup of students identified as needing improvement</td>
<td>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 achievement, on multiple indicators, with identified subgroups of students</td>
</tr>
</tbody>
</table>
## 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.


|---|
| 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.


<table>
<thead>
<tr>
<th>8.3 Provides evidence of growth in student learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>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”.</td>
</tr>
</tbody>
</table>
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

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

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.
<table>
<thead>
<tr>
<th>Criterion</th>
<th>ISLLC Standard</th>
<th>Elements</th>
<th>Elements</th>
<th>Elements</th>
<th>Elements</th>
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<tbody>
<tr>
<td></td>
<td>V. Integrity</td>
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</tr>
<tr>
<td>3. Planning with Data</td>
<td>II. Instruction</td>
<td>Recognizes and seeks out multiple data sources.</td>
<td>Analyzes and interprets multiple data sources to inform school-level improvement efforts.</td>
<td>Implements data driven plan for improved teaching and learning.</td>
<td>Assists staff to use data to guide, modify and improve classroom teaching and learning.</td>
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<tr>
<td></td>
<td>IV. Collaboration</td>
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<tr>
<td>Instruction &amp; Assessment</td>
<td>IV. Collaboration</td>
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<tr>
<td>Assessment Practices</td>
<td>IV. Collaboration</td>
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<tr>
<td>Support Student Learning</td>
<td>V. Integrity</td>
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</tr>
<tr>
<td>7. Engaging Communities</td>
<td>VI. Outreach</td>
<td>Communicates with community to promote learning.</td>
<td>Partners with families and school community.</td>
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</tr>
<tr>
<td>8. Closing the Gap</td>
<td>I. Vision</td>
<td>Identifies barriers to achievement and knows how to close the gap.</td>
<td>Demonstrates a commitment to close the achievement gap.</td>
<td>Provides evidence of growth in student learning.</td>
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</table>
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.

Washington State Laws and Rules

Related to Principal Evaluation

This section will be completed in the fall of 2012, when the rules from 5895 are written.
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 students 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.
References


References (Continued)


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