New Leaders is a national non-profit organization committed to developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed. Over the past decade, we have trained over 800 school leaders who have made a difference in the lives of over 250,000 students. Based on our experience training leaders and carefully studying the things they do to get better results for students, we have expanded our work to share lessons learned and offer states and districts with tools and strategies to get more excellent leaders into schools and help all principals get better.  

In addition to this principal evaluation model, we are developing additional open-source tools for use by states and districts. Visit our website at www.newleaders.org for all of the resources currently available and enter your contact information at the bottom of the page to keep updated. 

We gratefully acknowledge the support of America Achieves in developing this model. America Achieves helps communities and states leverage policy, practice, and leadership to build high-quality educational systems and prepare each young person for success in careers, college, and citizenship. 

We also gratefully acknowledge the leaders of states and school systems with whom we have partnered on building better principal evaluation systems and whose work informs ours. They include districts in Los Angeles, New Orleans and Newark as well as the states of Connecticut, Indiana, Illinois, Louisiana, Minnesota, and Tennessee.
# TABLE OF CONTENTS

**Introduction** 2

**PART I:**
**Core Design Principles** 3

**PART II:**
**Two Components** 5
Leadership Practice 5
Student Outcomes 10

**PART III:**
**Principal Evaluation Process** 17
Overview Of The Process 17
Data Analysis And Ongoing Self-Reflection 18
Goal-Setting And Strategic Planning 18
Ongoing Plan Implementation And Evidence Collection 19
Mid-Year Formative Review 20
Formal Self-Assessment 20
Summative Evaluation Rating 20

**PART IV:**
**Assigning An Evaluation Rating** 22
Determining Summative Ratings 22

**PART V:**
**Tools And Resources** 25
Required Goal-Setting And Strategic Planning Forms 25
Optional Observation And Feedback Form 26
Required Summative Rating Form 27
New Leaders Principal Evaluation Rubric 28
This document outlines a new model for the evaluation of school principals. New Leaders designed this model for a simple reason: While a large number of states and districts are working to make their educator evaluation systems better, the time spent focused on detailed design choices could be better spent focused on solid implementation. Our hope is that districts and states will take this open-source model, make a small number of necessary adaptations to fit their local context, and undertake the hard and important work of implementing it in a way that radically shifts the professional conversations between principals and the superintendents and assistant superintendents who supervise them. We believe that such a shift in the practice of principals and their managers will have a profound and positive effect on results for students in our public schools.

The design choices and recommendations we describe in this document are substantially informed by our partnerships with school districts in Los Angeles, New Orleans and Newark, as well with the states of Connecticut, Indiana, Illinois, Louisiana, Minnesota, and Tennessee. All of these districts and states are actively working to design and implement improved systems of principal evaluation. This document is also informed by the lessons we have learned in developing and evaluating the practice of principals in New Leaders’ Aspiring Principals Program.

This document has five parts:

**Part I** describes the core design principles that underlie the model. Districts and states should begin by reviewing these to assess alignment with their own priorities for educator evaluation.

**Part II** outlines the two things that we recommend are measured when assessing principals and supporting their improvement: leadership practice and student outcomes. These categories encompass the most important principal actions and the most important results of their work.

**Part III** outlines the evaluation process that districts should follow, from setting goals for the year to determining whether those goals were met.

**Part IV** describes the process for assigning a rating at the end of the annual evaluation cycle.

**Part V** provides tools and resources to support effective implementation of the model. All of these tools and resources can be downloaded for use from our website: www.newleaders.org.
PART I: CORE DESIGN PRINCIPLES

This model is built on seven core design principles that we believe make it applicable and meaningful to educators and leaders across the nation.

1. **Evaluate principals on practice and outcomes:**
   Principals are responsible for a great many things, but no evaluation system can measure every principal responsibility. Our model proposes that a principal’s effectiveness should be measured by: (1) the actions that they demonstrate to drive higher levels of student achievement and (2) the degree to which they are successful in improving student outcomes. We call these “practice” and “outcomes.”

2. **Use research on principal practice to prioritize things that matter most:**
   In addition to being thorough consumers of research on principal effectiveness, we have undertaken careful direct study of the practices of effective principals and we have partnered with several states and districts to support their leadership development strategies. Distilling from all of these sources and experiences, this model represents the most current knowledge on the school leader practices that are most closely tied to positive student outcomes.

3. **Clearly differentiate levels of performance:**
   A good evaluation system makes bright line distinctions among multiple levels of performance. We choose four levels because it allows for one category (Exemplary) to describe performance to emulate, one (Proficient) to describe performance that we expect to translate into strong results, one (Basic) to describe performance needing improvement toward proficiency, and one (Unsatisfactory) to describe performance that cannot be allowed to continue.

4. **Demand a lot from evaluators:**
   It is our contention that good evaluation centers on powerful conversations between a principal and her manager about how to continually improve practice and about how to get better results. This, of course, is hard work and it requires evaluators to be in schools a lot – working with principals to set good goals, observing practice, and giving feedback. In many districts, that means changing time allocation for busy superintendents and
assistant superintendents; from our point of view, having these “principal managers” spend more and better time evaluating and providing feedback to principals is one of the most important aspects of our model.

5. **Keep the design simple:**
   In order to keep evaluators focused on the important work, the system should not side-track them with complicated forms, processes, rules, or calculations of scores. We have aimed for simplicity in design wherever possible.

6. **Attend to both development and accountability:**
   The model does two things at once. First, it serves as an accountability tool, defining effectiveness and assessing whether principals measure up to that definition. Second, it serves as a development tool, providing a structure for principals to get timely feedback and improve their practice. What binds these two things together is a significant emphasis on growth over time, whether that’s in the structure for supporting principals to continually improve practice or in setting ambitious student outcome targets.

7. **Make the system ready for use:**
   This model is built so that any state or district can adopt it with relatively minimal additional design and, notably, with minimal cost. It is aligned to and supports the current work of principals and the supervisors who evaluate them.
PART II: TWO COMPONENTS

The model assesses principals on two things: leadership practice and student outcomes. Each of these components houses several important factors that often show up as separate components in other evaluation models. For example, while some systems separate out stakeholder feedback, we view it as evidence of leadership practice. Likewise, the student outcomes section consists of multiple measures.

While there is significant debate about the “right” weights for each component (and very little research-based evidence to support a particular set of weights), we believe that practice and outcomes are both important and that success should be based on growth and performance in both areas. So, we recommend a balanced approach.

Leadership Practice

Leadership practice consists of the actions that principals take to drive increased student outcomes. We describe these actions in five categories, or standards:

1. **Learning and Teaching**: The actions a principal takes to drive dramatic student achievement gains through the development and support of effective teaching.

2. **Shared Vision, School Culture and Family Engagement**: The actions a principal takes to create a vision of high achievement supported by a culture of high expectations and family engagement.

3. **Strategic Planning and Systems**: The actions a principal takes to manage and monitor school systems and operations.

4. **Talent Management**: The actions a principal takes to develop and maintain a high-quality, effective teaching staff.

5. **Personal Leadership and Growth**: The actions a principal takes to demonstrate effective leadership through self-reflection, change management and clear communication.

These standards for principal evaluation draw on research identifying the principal actions that drive increases in student performance. They are aligned to the Interstate School Leaders Licensure Consortium (ISLLC) standards (though they emphasize a smaller number of
domains of principal actions than ISLLC) and they build upon the research base used to design the New Leaders Urban Excellence Framework and New Leaders programmatic standards.

Each standard is of equal importance in principal evaluation because each encompasses a core, fundamental area of principal practice. Further, the five standards are deeply interconnected as a principal’s practice in one area can influence their practice in all other areas. For example, Learning and Teaching focuses on implementing a high-quality, rigorous curriculum and Talent Management focuses on evaluating and supporting teachers who implement that curriculum; these are different aspects of the principal’s primary and important role as an instructional leader. Because of this, we do not assign greater weight to any of the standards.

In order to assess principal practice against the five standards and to help frame supports for principals, we developed the New Leaders Principal Evaluation Rubric. The rubric describes leadership actions across four performance levels for each of the five evaluation standards and associated indicators of practice as follows:

**Exemplary**
Exemplary principals build the capacity of others and are able to increase the number of highly effective teachers. They continuously demonstrate an expert level of performance on all of the principal standards. Specifically, they

- Ensure all students receive rigorous, individualized instruction to drive them to high levels of achievement
- Build and sustain a positive culture of high expectations that supports the development of all students’ academic skills and social emotional learning development
- Build the capacity of others to assume leadership roles in the school
- Consistently implement systems, structures, and policies that support student learning and adult development

**Proficient**
Proficient principals consistently implement effective leadership practices and demonstrate an adept level of performance on almost all of the principal standards. Specifically, they

- Ensure most students receive rigorous instruction to support high levels of student achievement
- Build and sustain a positive culture of high expectations that supports the development of most students’ academic skills and social emotional learning development
- Develop some staff capacity to take on additional responsibilities and leadership roles
- Consistently implement systems and structures that support student learning

**Basic**
Basic principals demonstrate the knowledge and awareness of effective leadership practices, but do not consistently or effectively execute those practices. They may demonstrate appropriate effort but show limited evidence of impact. Novice leaders may find that they are
rated basic in some standards as they are developing their practice. Specifically, they

- Create structures that aim to support instruction and to improve achievement with limited implementation
- Attempt to develop a culture that supports the development of students’ academic skills and social emotional learning development
- Demonstrate basic knowledge and awareness of how to develop capacity in others but limits this to a select group of staff
- Develop systems for student learning that are inconsistently implemented

**Unsatisfactory**

Unsatisfactory principals, over time, have not met the standard and have not demonstrated acceptable levels of performance on the principal standards. Their practice and outcomes are unacceptable and require immediate attention and monitoring. Specifically, they

- Make decisions that negatively impact instruction and student achievement
- Sustain a culture that negatively impacts the development of students’ academic skills and social emotional learning development
- Restrict the involvement of key staff in making key decisions about the school
- Are unable or unwilling to implement structures, systems, or processes that support student learning

The rubric also provides Examples of Evidence as a guide for evaluators. The examples illustrate the processes and structures evaluators might expect to see in a school with a principal who demonstrates proficient practice. We recommend that as evaluators learn to use the rubric, they review these Examples of Evidence and generate additional examples from their own experience rather than use the provided examples as a checklist.

An excerpt from the rubric is on page 8. The full rubric can be found on page 21.

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**Using the Rubric: Development and Accountability**

The rubric, like the whole evaluation system, has two purposes:

1. **It informs professional growth:**
   The standards and rubric can be used as developmental tools to help principals identify priority areas for their own professional growth that are aligned to the needs of their school. The rubric contains a detailed continuum of performance for every indicator of principal practice to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

2. **It is the basis for assigning leadership practice ratings:**
   The standards and rubric should also be used to review all evidence of principal practice and assign ratings of the leader’s practice in relation to each standard. Evaluators and principals will review principal practice and specifically the evidence from the 4 categories described on page 8. Evaluators will then complete evaluation detail at the standard level, using the detailed indicators as supporting information as needed.
A comprehensive effort to gather evidence of leadership practice includes four things:

1. **Direct observation of principal practice** occurs when the evaluator is physically present in the school or venue where the principal is present and leading. These observations include but are not limited to leadership team meetings, principals observing teacher practice, or principal to teacher feedback conversations.

2. **Indirect observation of principal practice** occurs when the evaluator is observing or reviewing systems or processes that have been developed and implemented by the principal but operate without the principal present. These indirect observations include but are not limited to attending teacher team meetings or collaboration sessions (where the principal is not present) or observing teacher practice across multiple classrooms.

3. **Artifacts** documenting principal practice include but are not limited to the strategic school plan, documentation of the school’s instructional framework, and communications to families and community members.

4. **School data** are concrete results of a principal’s work, including but not limited to leading indicators, direct evidence of student performance, and all stakeholder feedback.

Evidence collected in these four areas should inform both the professional growth needs of a principal and summative ratings as part of an evaluation system (see sidebar on page 7 for a description of using the rubric for both development and accountability).
To assign a rating of principal leadership practice, the evaluator takes the following steps:

1. Review all evidence collected
2. For each of the five standards, determine the rating (exemplary, proficient, basic, or unsatisfactory) that matches the preponderance of evidence.
3. Use the table below to determine an overall practice rating

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary on at least 3 Standards AND No rating below Proficient on any Standard</td>
<td>At least Proficient on at least 3 Standards AND No rating below Basic on any Standard</td>
<td>At least Basic on at least 4 Standards</td>
<td>Unsatisfactory on at least 2 Standards</td>
</tr>
</tbody>
</table>

See page 24 for a description of how this rating is combined with the student outcomes rating to determine an overall summative rating.

**Where does stakeholder feedback fit in?**

Stakeholder feedback is essential evidence for assessing leadership practice and is included in the data category of evidence described above. In order to have a complete picture of principal practice, districts need to provide feedback tools (e.g., surveys) to schools and information collected from stakeholders must be used when evaluating principals.

Stakeholder feedback can include results from leadership practice surveys, student surveys, school practice surveys, or school climate surveys. The selected survey(s) should be valid (the instrument measures what it is intended to measure) be reliable (the use of the instrument is consistent among those using it and is consistent over time), and be administered in such a way as to have adequate representation of the school stakeholder population, so the results are meaningful and informative for the principal and evaluator.

While many principal evaluation systems include stakeholder feedback as a separate component, we think this can result in inaccurate ratings. For example, we have observed cases of principals who are working to turn around negative school cultures and who, by consequence, receive negative feedback from stakeholders who are resistant to change. In this case and others, principal evaluators should have the flexibility to review the feedback and consider it against other data and against the principal’s goals before assigning ratings.
Student Outcomes

Student outcome measures differ from state to state and from district to district. So, unlike in the previous section, our model cannot offer a single basket of measures to use. But, what we can do is describe the categories that should be included for principal evaluation and a methodology for combining them into an overall rating. States and districts will need to fill in the details and should seek both expert technical advice and expert practitioner input to do so.

To fully apply this model, two things need to be true:

1. There are common assessments administered to students in at least grades 3-11 in math and English language arts (ELA). The more grades and subjects covered in common assessments, the more one can make a comprehensive assessment about a principal’s performance in leading a school.

2. There is a “growth model” in place. By growth model, we mean a way of comparing each individual student’s scale score progress on common assessments (e.g., in math, English language arts, science) from one year to the next. The model must enable a district or a state to set reliable targets for improvement on the common assessments; in particular the district or state should test the model to see if targets can be set for low-performing schools that are both ambitious and attainable. Among currently available models, this is best accomplished using value-added models, which use historical data to make predictions about the amount of improvement to expect from groups of students and to compare actual improvement to these predictions. With a growth model in place – and especially a value-added model – one can more accurately assess a principal’s performance in increasing the academic success of most students in their school.

These conditions are largely in place for most states, but some details differ. For example, some states assess students in fewer subject areas or fewer grades. Where this is the case, states and districts must rely more heavily on finding other “non-tested grade and subject” measures (see below), which are likely to differ across schools. Likewise, some state accountability systems focus exclusively on the number and percentage of students moving across levels of performance on common assessments, rather than on the growth of individual students from their starting points. Where this is the case, the accuracy of determining a principal’s contribution to improvement diminishes, so we highly recommend that states and districts adopt “true growth” approaches.¹

Based on the assumptions above, states and districts should follow three steps in assessing principals on student outcomes:

   Step 1 – Select the right measures

   Step 2 – Set the right targets

   Step 3 – Determine how many targets need to be met to reach proficiency

¹ Until a growth approach is in place, states and districts should consider models that more heavily weight principal practice and/or models that rely more on improvement goals set at the school level (as described in our model) within the student outcomes portion of the evaluation.
**Step 1 – Select the right measures**

We describe four outcome categories of measures to include in principal evaluations:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Academics:</strong>&lt;br&gt;Growth model results for core subjects</td>
<td>These are measures of growth of <strong>all students in core academic areas</strong> (e.g., expected value-added improvement for all students in mathematics). Targets for expected growth are usually set at the state or district level.</td>
</tr>
<tr>
<td><strong>B. Academics:</strong>&lt;br&gt;Results in core subjects for all students and for subgroups</td>
<td>These are measures of growth and/or performance for <strong>all students and for specific subgroups in specific core subject areas</strong> (e.g., increasing proficiency in reading for English Learners). Targets are usually determined locally.</td>
</tr>
<tr>
<td><strong>C. Academics:</strong>&lt;br&gt;Results for “non-tested” grades and subjects</td>
<td>These are measures of growth and/or performance for <strong>grades and subjects where there is not a state assessment</strong> (e.g., reading in 1st grade, foreign language in high school). The particular assessments and the targets are usually determined locally.</td>
</tr>
<tr>
<td><strong>D. College and Career Readiness</strong></td>
<td>These are measures, other than assessment results, <strong>predictive of high school graduation and success in post-secondary education</strong>. The targets are usually set locally and are applicable for middle and high schools.</td>
</tr>
</tbody>
</table>

Within these categories, states and districts should select approximately 8 to 10 specific measures as a basis for principal evaluation. Significantly fewer than 8 and you risk an incomplete view of school performance. Significantly greater than 10 and you risk diluting the power of any of them.
The table below presents an example list, differentiated by school level:

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Academics:</strong> Growth model results for core subjects</td>
<td>1. Growth model results in math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Growth model results in ELA (or reading)</td>
<td></td>
</tr>
<tr>
<td><strong>B. Academics:</strong> Subgroup results in core subjects</td>
<td>3. ELA, math or other core subject proficiency of English Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. ELA, math or other core subject proficiency of students in poverty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. ELA, math or other core subject proficiency of students with disabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. ELA, math or other core subject proficiency of African American students</td>
<td></td>
</tr>
<tr>
<td><strong>C. Academics:</strong> Results for “non-tested” grades and subjects</td>
<td>7. Kindergarten and grade 1 reading</td>
<td>7. Grade 8 capstone writing project</td>
</tr>
<tr>
<td></td>
<td>8. Kindergarten and grade 1 math</td>
<td>8. Grade 7 social studies/history portfolio</td>
</tr>
<tr>
<td><strong>D. College and Career Readiness</strong></td>
<td>n/a</td>
<td>9. Passing grades in all subjects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Enrollment and pass rates in higher rigor courses (e.g. algebra)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Credit accumulation at the end of grade 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Graduation rate</td>
</tr>
</tbody>
</table>

While states and districts may have other measures to include, we stand by these as critical measures of student success.

As shown in the table above, measures differ by grade level. They also may differ from school to school. We recommend that the process for selecting measures occur between a principal and his/her evaluator and that the evaluator bring a clear point of view to the conversation about the measures that are central to top district priorities.
Step 2 – Set the right targets

Each measure needs a target that is specific to the principal. We recommend that targets speak to growth over time whenever possible, for two reasons: (1) The core work of a principal is to move all students forward and accelerate learning for those most in need of improvement; and (2) Focusing on growth can help to incent talented principals to work in lower-performing schools. However, there may be occasions (e.g., to align with the school accountability system or to maintain already high performance) when it is more appropriate to set attainment targets rather than or in addition to growth targets.

**Targets should meet a couple of basic criteria.** First, targets should be clear enough so that the principal and her supervisor know what success looks like. Returning to the list of measures described above, below are some examples of measures converted into targets:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>From Category A</strong></td>
<td></td>
</tr>
<tr>
<td>Growth model results in math (in an elementary school)</td>
<td>The school-wide value added score in math demonstrates that the school exceeded expected growth for its students.</td>
</tr>
<tr>
<td><strong>From Category B</strong></td>
<td></td>
</tr>
<tr>
<td>ELA, math or science proficiency of English Learners (in a middle school)</td>
<td>Of the 25 English Learners starting grade 6 in the fall below proficiency in mathematics, all will move up one proficiency band (e.g. from below basic to basic, from basic to proficient) or remain at the proficient or advanced level on the spring administration of the state math assessment for grade 6.</td>
</tr>
<tr>
<td><strong>From Category C</strong></td>
<td></td>
</tr>
<tr>
<td>Kindergarten and grade 1 reading</td>
<td>Of the 30 students entering grade 1 reading below grade level as measured on the __________, at least 25 will either reach grade level or make 1.5 years of growth on the spring assessment of the __________.</td>
</tr>
<tr>
<td><strong>From Category D</strong></td>
<td></td>
</tr>
<tr>
<td>Credit accumulation in grade 10</td>
<td>95 % of students complete grade 10 with at least half of the credits required to graduate upon completing grade 12</td>
</tr>
</tbody>
</table>
These targets are all appropriately clear in defining what success looks like. It is important to note that they are all single year targets, so that they can support annual principal evaluation. A good planning process would include multi-year goals for school improvement, from which these one-year targets are extrapolated. In the example above regarding kindergarten reading, the improvement target should map to a multi-year goal of all students reaching proficiency in reading by grade 3.

In addition to creating targets that clearly define what success looks like, principals and evaluators must agree on what it means to “make progress” but not meet a target. Using the target above focused on grade 10 credit accumulation, the table below illustrates the definition of progress:

<table>
<thead>
<tr>
<th></th>
<th>95% of students</th>
<th>70% of students</th>
<th>Less than 70% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets or Exceeds</td>
<td>in grade 10</td>
<td>in grade 10</td>
<td>in grade 10</td>
</tr>
<tr>
<td></td>
<td>complete the</td>
<td>complete the</td>
<td>complete the</td>
</tr>
<tr>
<td></td>
<td>year</td>
<td>year</td>
<td>year</td>
</tr>
<tr>
<td></td>
<td>with at least</td>
<td>with at least</td>
<td>with at least</td>
</tr>
<tr>
<td></td>
<td>half of the</td>
<td>half of the</td>
<td>half of the</td>
</tr>
<tr>
<td></td>
<td>credits</td>
<td>credits</td>
<td>credits</td>
</tr>
<tr>
<td></td>
<td>required to</td>
<td>required to</td>
<td>required to</td>
</tr>
<tr>
<td></td>
<td>graduate</td>
<td>graduate</td>
<td>graduate</td>
</tr>
<tr>
<td></td>
<td>upon completing</td>
<td>upon completing</td>
<td>upon completing</td>
</tr>
<tr>
<td></td>
<td>grade 12</td>
<td>grade 12</td>
<td>grade 12</td>
</tr>
</tbody>
</table>

In some cases – especially with value-added results – it is also helpful to separate what it means to meet a target and what it means to exceed a target.

A second criterion for targets: They should be aggressive and attainable, as demonstrated by the plan and resources that the principal puts against them. For example, in the statement above about math proficiency for English learners, the principal and evaluator would discuss the current spread of student performance and the specific grade 6 instructional, intervention, and teacher support strategies to be employed to meet this target.

Some additional considerations for setting targets: They should be informed by a review of student characteristics including leading indicators such as mobility, attendance, and discipline referrals rather than setting targets for these leading indicators. This can primarily be addressed by using a value-added growth model that controls for key demographic characteristics of students when making predictions. The evaluator and principal should also be sure that each measure will provide adequate data to make a fair judgment about whether the administrator met the established targets. Finally, the evaluator will want to be sure that professional resources are available and appropriate to support the administrator in meeting the performance targets.
The process of setting targets has a few parts. Principals should recommend targets and evaluators should affirm them. Then – and this is critical – evaluators should meet together with the superintendent to review targets for all schools and ensure a consistently high level of rigor across the district. Only then are targets finalized for implementation.

**Step 3 – Determine how the targets combine to determine an outcome rating**

Not all targets are equal. We believe strongly that outcome measures that are focused on individual student growth and can be measured reliably across schools should carry more weight than other measures. The measures in “Category A” above are the best example of these. We make these measures half of the student outcomes rating and combine the three other categories for the other half.

\[
50\% + 50\% = 100\% \\
A + B + C + D = 100\%
\]

The following tables show how evaluators determine the rating for Category A, the rating for Categories B/C/D, and the combined outcome rating.

**Category A:**

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>
| All targets are met  
AND  
At least one target is exceeded | All targets are met | Progress is made on all targets | Progress is not made on at least one target |

Below is an example of a principal with two Category A targets (e.g., value-added scores in math and ELA)

<table>
<thead>
<tr>
<th>Target 1: Exceeded</th>
<th>Target 1: Met</th>
<th>Target 1: Met</th>
<th>Target 1: Progress made</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target 2: Met</td>
<td>Target 2: Met</td>
<td>Target 2: Progress made</td>
<td>Target 2: No progress made</td>
</tr>
</tbody>
</table>
### Categories B, C & D:

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥80% of targets are met or exceeded AND Progress is made on all remaining targets</td>
<td>65%-80% of targets are met or exceeded AND Progress is made on all remaining targets</td>
<td>40%-64% of targets are met or exceeded AND Progress is made on ≥25% of remaining targets</td>
<td>&lt;40% of targets are met or exceeded OR 40%-69% of targets are met or exceeded, but no progress is made on any remaining targets</td>
</tr>
</tbody>
</table>

Below is an example of a principal with six Category B/C/D targets

<table>
<thead>
<tr>
<th>Target 1: Met/Exceeded</th>
<th>Target 1: Met/Exceeded</th>
<th>Target 1: Met/Exceeded</th>
<th>Target 1: Met/Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target 2: Met/Exceeded</td>
<td>Target 2: Met/Exceeded</td>
<td>Target 2: Met/Exceeded</td>
<td>Target 2: Met/Exceeded</td>
</tr>
<tr>
<td>Target 3: Met/Exceeded</td>
<td>Target 3: Met/Exceeded</td>
<td>Target 3: Met/Exceeded</td>
<td>Target 3: Met/Exceeded</td>
</tr>
<tr>
<td>Target 4: Met/Exceeded</td>
<td>Target 4: Met/Exceeded</td>
<td>Target 4: Met/Exceeded</td>
<td>Target 4: Met/Exceeded</td>
</tr>
<tr>
<td>Target 5: Met/Exceeded</td>
<td>Target 5: Progress made</td>
<td>Target 5: Progress made</td>
<td>Target 5: Progress made</td>
</tr>
<tr>
<td>Target 6: Progress made</td>
<td>Target 6: Progress made</td>
<td>Target 6: Not met</td>
<td>Target 6: Not met</td>
</tr>
</tbody>
</table>

### OVERALL OUTCOMES RATING

<table>
<thead>
<tr>
<th>Category A</th>
<th>OVERALL OUTCOMES RATING</th>
<th>Categories B, C &amp; D Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Basic</td>
</tr>
</tbody>
</table>

See page 24 for a description of how this rating is combined with the leadership practice rating to determine an overall summative rating.
Part II described the “what” of the model. Part III describes the “how.” Specifically, this section describes the process by which principals and their evaluators collect evidence about principal practice and student results over the course of a year, culminating with a final rating and recommendations for continued growth and improvement. We describe an annual cycle for principals and evaluators to follow and believe that this sequence of events lends well to a meaningful and sustainable process. We encourage evaluators to prioritize the evaluation process by spending more time in schools conducting high-quality observations of practice and providing actionable feedback to principals. This will enable deep, professional conversations between evaluator and principal and ensure the evaluation process does not devolve into a compliance-driven process.

**Overview of the Process**

The principal evaluation process is intended to be a cycle of continuous improvement as represented in the figure below, with principals playing a more active, engaged role in their own professional growth and development. The process begins with data analysis, self-reflection and goal-setting for the school year to set the stage for implementing a goal-driven plan. Throughout the school year, the plan is implemented and evidence is collected. The cycle continues with a mid-year formative review, followed by continued implementation. The latter part of the process offers principals a chance to formally self-assess, review interim data and reflect on progress to date, a step that ultimately informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the principal’s subsequent goal setting, as the cycle continues into the following school year.

Why should principals pick priority areas for growth in leadership practice?

Principals are rated on all 5 standards, but we do not expect principals to prioritize improving their practice in all indicators of the standards in a given year. Rather, a principal should identify 2 to 3 specific priority areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one, and perhaps all, of the practice priority areas will be indicators from Learning and Teaching or Talent Management, given their central role in driving student achievement. What is critical is that the principal can connect improvement in the practice priority areas to the student learning priorities, creating a logical through-line from practice to student outcomes.
Each step of the continuous improvement cycle is described below.

**Data Analysis and Ongoing Self-Reflection:**
To begin the continuous improvement process, the principal:

- Has received and reviewed clear guidelines on the components of the evaluation and the evaluation process
- Reviews, analyzes and reflects on all available student learning data and feedback about their leadership practices (including stakeholder feedback) to identify areas of strength and areas needing improvement
- Reviews the superintendent’s student learning priorities for the year

**Goal-Setting and Strategic Planning:**
Next, the principal identifies the specific learning priorities for their school and develops a strategic school plan. More specifically, the principal:

- Develops a strategic school plan in collaboration with other stakeholders that includes relevant, clear student learning priorities that are supported by data.
- Develops their evaluation plan by identifying 2 to 3 priority areas for growth in their leadership practice that are aligned to their student learning priorities
- Discusses their student learning targets and professional growth priorities with their evaluator
- Reaches agreement with their evaluator on a detailed evaluation plan to track their progress throughout the year. This plan should include a schedule for regular observations, evidence collection, feedback and supports throughout the year.

This planning process is supported by the Goal-Setting and Strategic Planning Form on page 26.

**Ongoing Plan Implementation and Evidence Collection:**
As the principal implements the plan, he/she and the evaluator both collect evidence about the principal’s practice. As noted on page 8, evidence of principal practice comes in many forms and, when reviewed together, provides a comprehensive view of principal practice. Evidence is collected through direct and indirect observations of principal practice, artifacts, and school data. High-quality sources for evidence of principal practice include observations of leadership team or teacher team meetings, principal conversations with staff, students, and families, and artifacts of data analysis with the associated plans for response.

Unlike visiting a classroom to observe a teacher, school visits to observe principal practice can vary significantly in length and setting. We recommend that evaluators follow the process described in the box below to maximize the opportunity to gather evidence relevant to a principal’s leadership practice priority areas and student learning priorities.

**Mid-Year Formative Review:**
Midway through the school year, when interim student assessment data are available for review, is an ideal time for a formal check-in between the principal and evaluator to review progress. In preparation for this check-in,

- The principal analyzes available student achievement data and considers progress toward student learning priorities.
- The principal reflects on the indicators of leadership practice selected as priority areas and determines whether their growth is on track or not.
- The evaluator reviews evidence from the principal and evidence collected during observations, including feedback to the principal, to identify key themes for discussion.

The principal and evaluator hold a mid-year formative conference, with explicit discussion of progress toward student learning priorities, as well as growth in the leadership practice priority areas. The conference is also an opportunity to discuss any changes in the context (e.g., a large influx of new students) that would support a shift in student learning priorities. At the conclusion of this mid-year conference, the evaluator provides formal feedback to the principal.
**Conducting High-Quality School Site Visits**

Evaluators gather evidence of principal practice through school site visits and observations of principals in action, especially prior to each milestone step in the continuous improvement cycle. Further, evaluators conduct additional school site observations for principals who are new to their district, school, the profession, or who have previously received ratings below Proficient. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of principals to facilitate ongoing feedback, dialogue about principal practice, and continuous improvement. Evaluators provide timely feedback after each observation or collection of evidence.

The following process ensures evaluators can make the most of their school site visits and collect the evidence needed to rate principal practice and support their leadership development. This process closely mirrors the continuous improvement cycle on page 14 and is designed to follow the through line from school and principal learning priorities to implementation of interventions/learning opportunities where evidence is collected and ultimately leads to professional conversation between evaluator and principal during the mid-year formative review.

The most critical step in this process is observing and recording evidence of principal practice (see Optional Observation and Feedback Form on page 27). The evaluator should be intentional in gathering detailed, relevant evidence that specifically aligns to the principal’s student learning priorities and leadership practice priorities. For example, if the evaluator is observing classrooms for the quality of instruction and planning, evidence collection should include a review of lesson plans, professional learning plans, records of observations and feedback for teachers. The evaluator’s follow-up should include monitoring teachers’ progress in implementing the instructional strategies recommended by the principal.

<table>
<thead>
<tr>
<th>Preparing</th>
<th>Scheduling</th>
<th>Observing</th>
<th>Following-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review background information</td>
<td>Review school schedule to identify opportunities for evidence collection</td>
<td>Recording events and principal actions</td>
<td>Provide detailed feedback</td>
</tr>
<tr>
<td>• Strategic school plan</td>
<td>• Leadership team meetings</td>
<td>• Pay particular attention to actions associated with the principal’s leadership priority areas</td>
<td>• Evaluator reviews and discusses the evidence with the principal during the mid-year formative review</td>
</tr>
<tr>
<td>• Student learning targets</td>
<td>• Professional learning sessions</td>
<td>• Monitor the throughline from student learning priorities to staff learning priorities to principal’s leadership priorities</td>
<td>• Evaluator provides feedback to the principal citing evidence and current progress on their leadership priority areas</td>
</tr>
<tr>
<td>• Staff learning priorities</td>
<td>• Principals observing and providing feedback on teacher practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Principal’s leadership priority areas</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Formal Self-Assessment:
In the spring, the principal assess their leadership practice in relation to the New Leaders Evaluation Standards. Specifically, the principal:

- Reviews all available evidence including student data and evaluator and stakeholder feedback
- Assigns a self-rating for each standard, identifying areas of strength and growth

The self-assessment informs the evaluator’s summative evaluation rating of the principal (see below) and lays the groundwork for the next year’s continuous improvement process.

Summative Evaluation Rating:
At the end of the year, the evaluator assigns a summative rating. Specifically, the evaluator:

- Reviews the principal’s self-assessment and all evidence collected over the course of the year and comes to a practice rating
- Meets with the principal to convey strengths, growth areas, the practice rating with written evidence to support the rating for each standard, and a probable overall rating
- Assigns a rating based on all available evidence and shares that rating with the principal (see next section for rating methodology).

When should I assign a summative rating?
One of the most vexing issues facing evaluators is how to make decisions about principal contracts and placements in the spring, often months before student achievement data are available. If state law or local collective bargaining agreements require a rating be assigned in the spring – or if a rating in the spring would inform a contract or placement decision – then the evaluator should assign a rating based on current year’s practice and interim achievement data in addition to student outcomes and principal evaluation results from the previous year. In that case, the evaluator should then recalculate the administrator’s summative rating when all summative data for the current year are available.
Each principal annually receives a summative rating in one of 4 levels:

1. Exemplary
2. Proficient
3. Basic
4. Unsatisfactory

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few principals are expected to demonstrate Exemplary performance on more than a small number of practice and student outcome targets.

Proficient ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced principals and the goal for new principals or principals performing at the basic level. Proficient principals demonstrate acceptable leadership practice and meet or make progress on all student outcome targets.

Basic ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected, and two consecutive years at the Basic level is, for an experienced principal, a cause for concern. On the other hand, for principals in their first year, performance rated Basic is expected. If, by the end of 3 years, performance is still Basic, there is cause for concern.

Unsatisfactory ratings indicate performance that is unacceptably low on one or more areas of leadership practice and makes little or no progress on most student outcome targets. Ratings of Unsatisfactory are always cause for concern.

Determining Summative Ratings
The process for determining summative evaluation ratings has three steps:

Step 1 – determining a leadership practice rating
Step 2 – determining a student outcomes rating
Step 3 – combining the two into an overall rating
(1) Leadership Practice

Ratings of principal leadership practice are based on the preponderance of evidence for each standard. Evidence of principal practice from direct and indirect observations of principal practice, artifacts, and school data should be reviewed together for a comprehensive view of principal practice. Specific attention should be paid to leadership areas identified as priority areas for development.

Overall ratings of principal practice are determined using the table below.

<table>
<thead>
<tr>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Basic (2)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary on at least 3 Standards AND No rating below Proficient on any Standard</td>
<td>At least Proficient on at least 3 Standards AND No rating below Basic on any Standard</td>
<td>At least Basic on at least 4 Standards</td>
<td>Unsatisfactory on at least 2 Standards</td>
</tr>
</tbody>
</table>

(2) Student Outcomes

Ratings of student outcomes are based on a principal’s progress toward a set of student learning goals established at the beginning of the school year and measured at the end of the year.

Overall ratings of principal practice are determined using the table below.

<table>
<thead>
<tr>
<th>OVERALL OUTCOMES RATING</th>
<th>Categories B, C &amp; D Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Category A Rating</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Exemplary</td>
</tr>
<tr>
<td>3</td>
<td>Exemplary</td>
</tr>
<tr>
<td>2</td>
<td>Proficient</td>
</tr>
<tr>
<td>1</td>
<td>Basic</td>
</tr>
</tbody>
</table>
(3) Overall: Leadership Practice + Student Outcomes = Principal Rating

The overall rating combines the leadership practice and student outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the superintendent should examine the data and gather additional information in order to make a final rating. When there are more minor discrepancies, the final rating tilts toward outcomes (e.g., a “3” on outcomes and a “2” on practice results in a Proficient rating, while the reverse – a “2” on outcomes and a “3” on practice – results in a Basic rating).

<table>
<thead>
<tr>
<th>OVERALL SUMMATIVE RATING</th>
<th>Leadership Practice Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Rate Exemplary</td>
</tr>
<tr>
<td>3</td>
<td>Rate Exemplary</td>
</tr>
<tr>
<td>2</td>
<td>Rate Proficient</td>
</tr>
<tr>
<td>1</td>
<td>Gather further information</td>
</tr>
</tbody>
</table>

**A Note about Novice Principals:** This model is meant to support effective evaluation of all school principals (and could be adapted for assistant principals and other administrators). When used to evaluate a principal in his/her first year, the model should be adapted to reflect the fact that the right principal actions generally take at least a year to result in improved student outcomes. Specifically, when combining leadership practice ratings and student outcome ratings, it is reasonable for the practice ratings to take precedence. For example, a “2” on outcomes and a “3” on practice might result in a Proficient rating for a novice principal (while resulting in a Basic rating for a veteran principal).
PART V: TOOLS AND RESOURCES

Required Goal-Setting and Strategic Planning Forms ........................................... 26
Optional Observation and Feedback Form ............................................................ 27
Required Summative Rating Form ......................................................................... 28
New Leaders Principal Evaluation Rubric ............................................................... 29-34
This goal-setting and strategic planning form is to be completed by the principal and reviewed with their evaluator prior to beginning work on the priority areas. The evaluator may suggest additional areas for growth, as appropriate.

<table>
<thead>
<tr>
<th>Principal Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator Name:</td>
<td></td>
</tr>
<tr>
<td>School Name:</td>
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</table>

<table>
<thead>
<tr>
<th>KEY FINDINGS FROM DATA ANALYSIS</th>
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</thead>
<tbody>
<tr>
<td>STUDENT OUTCOME TARGETS</td>
<td></td>
</tr>
<tr>
<td>LEADERSHIP PRACTICE PRIORITIES</td>
<td></td>
</tr>
<tr>
<td>STRATEGIES</td>
<td></td>
</tr>
<tr>
<td>ADDITIONAL SKILLS KNOWLEDGE AND SUPPORT NEEDED</td>
<td></td>
</tr>
<tr>
<td>MONITORING ACTIVITIES AND EVIDENCE OF SUCCESS</td>
<td></td>
</tr>
<tr>
<td>TIMELINE FOR HELD TARGETS</td>
<td></td>
</tr>
<tr>
<td>OUTCOMES</td>
<td></td>
</tr>
<tr>
<td>Principal Name</td>
<td>Evaluator Name</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>

**STUDENT OUTCOME TARGETS**

| SHARED VISION, SCHOOL CULTURE, AND FAMILY ENGAGEMENT |
| LEARNING AND TEACHING |
| TALENT MANAGEMENT |
| STRATEGIC PLANNING AND SYSTEMS |
| PERSONAL LEADERSHIP AND GROWTH |

**OBSERVED EVIDENCE**

**FEEDBACK FOR PRINCIPAL REFLECTION**
This summative rating form is to be completed by the evaluator and reviewed with the principal prior to the beginning of the next school year.

<table>
<thead>
<tr>
<th>OVERALL OUTCOMES</th>
<th>DOES NOT MAKE PROGRESS</th>
<th>MAKES PROGRESS</th>
<th>MEETS OR EXCEEDS</th>
</tr>
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<tbody>
<tr>
<td>Target 1</td>
<td></td>
<td></td>
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<tr>
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<td>Target 3</td>
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<td>Target 4</td>
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<td>Target 5</td>
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<td>Target 6</td>
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<td>Target 7</td>
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<td>Target 10</td>
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**STUDENT OUTCOME TARGETS**

<table>
<thead>
<tr>
<th>OVERALL OUTCOME</th>
<th>TARGETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Leadership and Growth</td>
<td>Target (1)</td>
</tr>
<tr>
<td>Talent Management</td>
<td>Target (2)</td>
</tr>
<tr>
<td>Strategic Planning and Systems</td>
<td>Target (3)</td>
</tr>
<tr>
<td>Shared Vision, School Culture, and Family Engagement</td>
<td>Target (4)</td>
</tr>
<tr>
<td>Learning and Teaching</td>
<td>Target (5)</td>
</tr>
</tbody>
</table>

**STANDARDS**

<table>
<thead>
<tr>
<th>PRINCIPAL</th>
<th>EVALUATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
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</tr>
<tr>
<td>Principal Name</td>
<td></td>
</tr>
<tr>
<td>Evaluator Name</td>
<td></td>
</tr>
</tbody>
</table>
**Develops a shared vision for high achievement and college readiness for all students**

- **Exemplary**
  - Broadly communicates the vision to adults and students in the school and community; identifies input on the school vision to support and enhance the vision.
  - Supports adults and students in the school community; identifies input on the school vision.
  - Provides a vision that aligns with school-wide code of conduct.
  - Ensures school values are translated into specific expectations for adults and students; explicitly teaches expectations to ensure the code of conduct is consistently and fairly implemented.
  - Attracts and engages stakeholders in the collaborative development of a vision for high student achievement, college readiness, and social and emotional development; ensures that each student is valued through systems and procedures.
  - Provides meaningful and regular feedback to adults and students about the school's values.
  - Uses the school environment, routines, and events to connect to student achievement.
  - Ensures that the school environment is safe and learning is supported by creating a safe, secure, and supportive adult connection; manages a school-wide code of conduct.
  - Supports adults and students to provide some opportunities for students to connect to student achievement.

- **Preventive**
  - Makes limited attempts to implement the vision; makes decisions without considering alignment with the vision.
  - Identifies limited input on the school vision.
  - Supports adults and students in the school community; identifies limited input on the school vision.
  - Provides a vision that is clearly articulated and understood by all staff and students.
  - Ensures school values are translated into specific expectations for adults and students; attempts to fairly implement the code of conduct.
  - Attracts and engages stakeholders in the collaborative development of a vision for high student achievement, college readiness, and social and emotional development; ensures that each student is valued through systems and procedures.
  - Provides meaningful and regular feedback to adults and students about the school's values.
  - Uses the school environment, routines, and events to connect to student achievement.
  - Ensures that the school environment is safe and learning is supported by creating a safe, secure, and supportive adult connection; manages a school-wide code of conduct.
  - Supports adults and students to provide few opportunities for students to connect to student achievement.

- **Basic**
  - Makes no attempts to implement the vision; may consider the vision when making decisions.
  - Identifies no input on the school vision.
  - Supports adults and students in the school community; identifies no input on the school vision.
  - Provides a vision that is not clearly articulated and understood by all staff and students.
  - Ensures school values are translated into specific expectations for adults and students; tolerates discipline violations and inconsistently applies positive and negative consequences.
  - Attracts and engages stakeholders in the collaborative development of a vision for high student achievement, college readiness, and social and emotional development; ensures that each student is valued through systems and procedures.
  - Provides meaningful and regular feedback to adults and students about the school's values.
  - Uses the school environment, routines, and events to connect to student achievement.
  - Ensures that the school environment is safe and learning is supported by creating a safe, secure, and supportive adult connection; manages a school-wide code of conduct.
  - Supports adults and students to provide no opportunities for students to connect to student achievement.

- **Unsatisfactory**
  - Makes no attempts to implement the vision; makes decisions without considering alignment with the vision.
  - Identifies no input on the school vision.
  - Supports adults and students in the school community; identifies no input on the school vision.
  - Provides a vision that is not clearly articulated and understood by all staff and students.
  - Ensures school values are translated into specific expectations for adults and students; tolerates discipline violations and inconsistently applies positive and negative consequences.
  - Attracts and engages stakeholders in the collaborative development of a vision for high student achievement, college readiness, and social and emotional development; ensures that each student is valued through systems and procedures.
  - Provides meaningful and regular feedback to adults and students about the school's values.
  - Uses the school environment, routines, and events to connect to student achievement.
  - Ensures that the school environment is safe and learning is supported by creating a safe, secure, and supportive adult connection; manages a school-wide code of conduct.
  - Supports adults and students to provide no opportunities for students to connect to student achievement.

- **Deficient**
  - Makes no attempts to implement the vision; makes decisions without considering alignment with the vision.
  - Identifies no input on the school vision.
  - Supports adults and students in the school community; identifies no input on the school vision.
  - Provides a vision that is not clearly articulated and understood by all staff and students.
  - Ensures school values are translated into specific expectations for adults and students; tolerates discipline violations and inconsistently applies positive and negative consequences.
  - Attracts and engages stakeholders in the collaborative development of a vision for high student achievement, college readiness, and social and emotional development; ensures that each student is valued through systems and procedures.
  - Provides meaningful and regular feedback to adults and students about the school's values.
  - Uses the school environment, routines, and events to connect to student achievement.
  - Ensures that the school environment is safe and learning is supported by creating a safe, secure, and supportive adult connection; manages a school-wide code of conduct.
  - Supports adults and students to provide no opportunities for students to connect to student achievement.

**Examples of Evidence**

- **Shared vision**
  - Develops a school vision that is clearly articulated and understood by all staff and students.
  - Ensures school values are translated into specific expectations for adults and students.
  - Attracts and engages stakeholders in the collaborative development of a vision for high student achievement, college readiness, and social and emotional development.
  - Provides meaningful and regular feedback to adults and students about the school's values.
  - Uses the school environment, routines, and events to connect to student achievement.
  - Ensures that the school environment is safe and learning is supported by creating a safe, secure, and supportive adult connection.
  - Supports adults and students to provide opportunities for students to connect to student achievement.

- **Unfavorable environment**
  - Makes no attempts to implement the vision.
  - Identifies no input on the school vision.
  - Provides a vision that is not clearly articulated and understood by all staff and students.
  - Ensures school values are translated into specific expectations for adults and students.
  - Tolerates discipline violations and inconsistently applies positive and negative consequences.
  - Attracts and engages stakeholders in the collaborative development of a vision for high student achievement, college readiness, and social and emotional development.
  - Provides meaningful and regular feedback to adults and students about the school's values.
  - Uses the school environment, routines, and events to connect to student achievement.
  - Ensures that the school environment is safe and learning is supported by creating a safe, secure, and supportive adult connection.
  - Supports adults and students to provide no opportunities for students to connect to student achievement.

- **Ineffective routines**
  - Makes no attempts to implement the vision.
  - Identifies no input on the school vision.
  - Provides a vision that is not clearly articulated and understood by all staff and students.
  - Ensures school values are translated into specific expectations for adults and students.
  - Tolerates discipline violations and inconsistently applies positive and negative consequences.
  - Attracts and engages stakeholders in the collaborative development of a vision for high student achievement, college readiness, and social and emotional development.
  - Provides meaningful and regular feedback to adults and students about the school's values.
  - Uses the school environment, routines, and events to connect to student achievement.
  - Ensures that the school environment is safe and learning is supported by creating a safe, secure, and supportive adult connection.
  - Supports adults and students to provide no opportunities for students to connect to student achievement.
Engages families and communities partners to enhance student achievement and success

Develops cultural competence and a commitment to equity in adults and students

Shares explicit information about student learning expectations for some or all students. For example, students are told at the start of the year that

- Classroom expectations are the same for all students.
- All students are expected to engage in participation and to complete all assignments.
- Classroom routines and procedures will be established early in the school year.
- Students are responsible for classroom success.

- Classroom expectations for all students are clearly understood and communicated in writing and by modeling.
- Classroom rules and expectations are consistently enforced.
- Classroom expectations are monitored by the principal and through other evaluation tools.
- Classroom expectations are discussed and reviewed with students.
- Classroom expectations are met.

Examples of Evidence

- Classroom expectations are monitored and enforced.
- Classroom expectations are met by all students.
- Classroom expectations are clearly understood and communicated.
- Classroom expectations are discussed and reviewed with students.
- Classroom expectations are consistently enforced.

Unsatisfactory

- Classroom expectations are not communicated.
- Classroom expectations are not consistently enforced.
- Classroom expectations are not discussed and reviewed with students.
- Classroom expectations are not met.

Examples of Evidence

- Classroom expectations are not clearly understood and communicated.
- Classroom expectations are not monitored and enforced.
- Classroom expectations are not met.
- Classroom expectations are not discussed and reviewed with students.

Basic

- Classroom expectations are communicated.
- Classroom expectations are consistently enforced.
- Classroom expectations are discussed and reviewed with students.
- Classroom expectations are met by some or all students.

Examples of Evidence

- Classroom expectations are consistently enforced.
- Classroom expectations are discussed and reviewed with students.
- Classroom expectations are met by some or all students.

Problem

- Classroom expectations are not communicated.
- Classroom expectations are not consistently enforced.
- Classroom expectations are not discussed and reviewed with students.
- Classroom expectations are not met by some or all students.

Examples of Evidence

- Classroom expectations are not clearly understood and communicated.
- Classroom expectations are not monitored and enforced.
- Classroom expectations are not met by some or all students.
- Classroom expectations are not discussed and reviewed with students.

Example

- Classroom expectations are not clearly understood and communicated.
- Classroom expectations are not monitored and enforced.
- Classroom expectations are not met by some or all students.
- Classroom expectations are not discussed and reviewed with students.

Support

- Classroom expectations are clearly communicated.
- Classroom expectations are consistently enforced.
- Classroom expectations are discussed and reviewed with students.
- Classroom expectations are met by all students.

Examples of Evidence

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- Classroom expectations are met by all students.

Model/Best

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Examples of Evidence

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Supportive

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Examples of Evidence

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Examples of Evidence

- Classroom expectations are clearly understood and communicated.
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### Learning & Teaching

#### Improvement

- Tracks multiple forms of student level data to inform instructional and intervention decisions.
- Monitors multiple forms of student level data to assess and monitor student progress, trends, and performance data is readily available and can be organized by cohort, grade, subject, sub-group, etc.
- Supports staff in effectively analyzing data to inform instruction with limited data.
- Ensures that lesson and unit plans are consistently aligned to state and college-readiness standards.
- Encourages teachers to analyze and implement rigorous course content.
- Supports staff in effectively developing and implementing a variety of rigorous strategies and pedagogical practices that are needed to support student learning needs.
- Leads analyses of standards, curricula, and aligned assessments to develop and effectively implement a variety of rigorous strategies and pedagogical practices that are needed to support student learning needs.
- Builds the capacity of staff to effectively develop, adapt, and implement standards-based assessments to develop and implement rigorous course content.
- Supports staff in effectively analyzing data to inform instruction with limited data.
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- Leads analyses of standards, curricula, and aligned assessments to develop and effectively implement a variety of rigorous strategies and pedagogical practices that are needed to support student learning needs.
- Builds the capacity of staff to effectively develop, adapt, and implement standards-based assessments to develop and implement rigorous course content.

#### Examples of Evidence

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<thead>
<tr>
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<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
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<td>Supports staff use of misaligned assessments to ensure that all students are learning; identifies adaptations support student learning needs.</td>
<td>Supports staff use of a curriculum that is not aligned to college readiness standards.</td>
<td>Provides staff limited support in developing, adapting, and implementing standards-based curricula; attempts to align to Common Core and state standards to meet student learning needs.</td>
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### Learning & Teaching Improvement

- Monitors multiple forms of student level data to inform instructional and intervention decisions.
- Implants high-quality, effective classroom instructional strategies that drive increases in student achievement.
- Supports the standards-based curricula that is aligned to Common Core and college-readiness standards in the year-end goals; implements lesson and unit plans linked to the standards.
- Develops and supports the implementation of standards-based curricula; attempts to align to Common Core and state standards to meet student learning needs.
- Improves rigor in classroom instruction and assessments to develop and implement rigorous course content.
- Ensures that lesson and unit plans are consistently aligned to state and college-readiness standards.
- Encourages teachers to analyze and implement rigorous course content.
- Supports staff in effectively developing and implementing rigorous strategies and pedagogical practices that are needed to support student learning needs.
- Leads analyses of standards, curricula, and curricular materials demonstrate rigor and alignment.
- Ensures that lesson and unit plans are consistently aligned to state and college-readiness standards.
- Encourages teachers to analyze and implement rigorous course content.
- Supports staff in effectively developing and implementing rigorous strategies and pedagogical practices that are needed to support student learning needs.
- Provides staff limited support in developing, adapting, and implementing standards-based curricula; attempts to align to Common Core and state standards to meet student learning needs.
Exemplary Proficient Basic Unsatisfactory

Examples of Evidence

Supports data-driven instruction
Builds the capacity of staff to effectively and consistently use multiple sources of qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching; holds teachers accountable for analyzing student work and learning data; builds the capacity of staff to create structured data meetings.

Supports and develops staff ability to analyze qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching strategies; holds teachers accountable for analyzing student work and learning data; implements structured data meetings.

Attempts to develop staff ability to analyze data to identify content that students did not learn and guide grouping and re-teaching strategies; inconsistently holds teachers accountable for analyzing student work and learning data.

Rarely supports staff's use of data to guide grouping or re-teaching strategies; inconsistently holds teachers accountable for analyzing student work or learning data.

- Secondary student performance is closely tracked to ensure that they remain “on track” to graduate in four years.
- Data is used and reviewed in every teacher team meeting to improve instruction, determine differentiation, and drive re-teaching.
- Staff monitor student progress through frequent checks for understanding.
- Students receive rapid, data-driven interventions matched to current needs.
- Intervention assignments and schedules are frequently updated to reflect student needs and progress.

Uses disaggregated data to inform academic interventions
Engages all staff in analyzing disaggregated student-specific data to determine appropriate differentiations and interventions based on individual students’ learning needs that will close achievement gaps; works with staff to use data to make frequent updates to the intervention plan for students or subgroups not making progress.

Focuses staff on analyzing disaggregated student-specific data to determine appropriate differentiations and interventions; uses data to make updates to the intervention plan for students or subgroups not making progress.

Provides limited differentiation in instruction and implements academic interventions for high need students; implements limited adjustments to interventions.

Rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate interventions.

Examples of Evidence

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<td>Recruits and selects effective teachers</td>
<td>Identifies multiple pipelines within and beyond the district for high quality recruits; engages all staff in developing and implementing clear, specific selection criteria and hiring processes; proactively identifies vacancies to inform selection; fills vacancies early to ensure the school has a diverse expertise and skill set; builds the capacity of staff to lead and participate in selection, hiring, and induction processes.</td>
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<td>Identifies recruits within and beyond the district for high quality recruits; develops clear selection criteria and hiring processes; identifies and fills vacancies early to ensure the school has diverse expertise and skill set; involves teacher leaders and the leadership team in selection, hiring and induction processes.</td>
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<td>Utilizes district resources to identify high quality recruits; drafts a basic criteria for selecting and hiring staff; includes some members of the leadership team in selection and hiring processes.</td>
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<td>Ineffectively utilizes district resources to identify recruits; implements selection criteria that differs by applicant; rarely involves others in the hiring or selection process.</td>
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- Selection process is managed by the leadership team and includes input from other key stakeholders.
- School has intensive recruitment, selection (demo lesson, formal interview, interview with a panel of stakeholders), induction and mentoring processes for any new staff.
- Selection and assignment processes match staff to specific positions based on skill.
- Each staff position has clear performance expectations aligned with school mission and school-wide expectations for instruction and culture.
- Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning.
- High percentage of teachers rated effective stay in the school.

Strategically assigns teachers
Strategically places teachers in grade levels and content areas based on their skills, strengths and qualifications; assigns highly-effective teachers to students most in need; capitalizes on the strengths of existing staff by teaming them with new teachers.

Places teachers in grade level and content areas based on qualifications.
Places teachers in grade level and content areas based on qualifications and demonstrated effectiveness.
Rarely assesses qualifications when placing teachers; allows teachers to remain in specific grades regardless of their impact.

Retains effective teachers
Reviews all available data including evaluation outcomes to identify and recognize effective and high potential teachers; consistently retains effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest.
Reviews available data including evaluation outcomes to identify and recognize effective teachers; retains effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest.
Designs a retention strategy informed by teacher evaluations; attempts to retain effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest.
Does not make an effort to retain teachers.

Increases teacher effectiveness through professional learning structures
Collects high quality observational data.
Builds and develops the capacity of the leadership team to conduct frequent, formal and informal observations to collect evidence of teacher practice; tailors teacher observations to the needs of each teacher and to school-wide initiatives.
Conducts frequent formal and informal observations to collect evidence of teacher practice; tailors teacher observations based on teacher need.
Designs a classroom observation approach to gather evidence of teacher practice with limited implementation; attempts to differentiate observations based on teacher need.
Observes teachers when they request a formal observation; rarely gathers evidence of teacher practice.

- Leadership team members conduct frequent observations and provide feedback to staff on instructional practices with follow up to ensure improvement.
- Evidence of teacher practice is gathered through classroom observations and in informal interactions with students, staff, and families.

(continued on next page)
Talent Management

Team leadership is comprised of highly-effective leaders who create a learning environment that allows for optimal performance.

Provides professional development and support for instructional leaders and classroom teachers through targeted improvement plans.

Completes required staff evaluations to ensure consistent and equitable evaluation practices.

Involves teams and staff in the development of evaluation systems that are aligned with district requirements.

Facilitates undifferentiated, group-based professional learning opportunities and coaching.

Provides high level feedback using instructional feedback builds effective teacher practice and observable student outcomes.

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Identifies school-wide priorities, sets ambitious student learning goals and implements an aligned strategic plan.

Monitors annual student data and sets baseline student learning targets for their classrooms.

Engages school leaders in a comprehensive diagnosis of the school (including review of data, state of the school and to inform decision-making processes).

Results and selected school practices, and instructional strategies (including classroom strategies) are clear and transparent to all staff.

Each grade and sub-group have specific student outcome targets, andCelebrate and celebrate areas of success and out of the traditional school day.

Leadership team creates short- and term milestones and goals.

Detailed daily/weekly schedule – stakeholders share a common understanding of short and long school goals and objectives.

Classroom strategies and practices are public and out of the traditional school day.

Teacher leaders and members of leadership team focus weekly discussions on student learning outcomes and school practices.

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<td>Organizes school time to support all student learning and staff development priorities</td>
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<td>Implements a consistent school-day schedule</td>
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<td>Systematically implements a daily schedule that prioritizes student access to rigorous course content, teacher team meetings, and teacher-peer observations within and across grade levels; ensures the daily schedule includes time for interventions</td>
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<td>Sets a daily schedule that allots time for student learning and periodic teacher team meetings</td>
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<td>Drafts a daily schedule that changes frequently and minimizes opportunities for teacher team meetings</td>
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<td>School calendar of professional development, interim assessments, and re-teaching is in place; daily/weekly schedules create adequate time for all student interventions and adult development and are flexible enough to adjust to new priorities and needs</td>
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<td>Effectively manages professional time</td>
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<td>Strategically plans own daily schedule to address instructional leadership priorities that support the ongoing development of teacher quality, effective staff collaboration, review of data, and other school-wide priorities; builds in time to reflect on their own practice to identify areas for growth</td>
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<td>Sets own daily schedule to address instructional leadership but is inconsistent on how time is spent; is sometimes distracted by activities that could be delegated to others</td>
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<td>Rarely plans out own time in advance and neglects to protect time for instructional leadership priorities; is frequently distracted by activities that could be delegated to others or that are low priorities</td>
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<td>Allocates resources to align with the strategic plan</td>
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<tr>
<td>Aligns and manages the school's resources</td>
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<td>Creatively leverages and maximizes school and district resources, and is relentless in actively accessing additional resources that align to strategic priorities</td>
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<td>Allocates all resources in alignment with school priorities and seeks external resources to fill any existing gaps; and seeks external resources to align with school priorities and support school-wide initiatives</td>
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<td>Provides resources that are in alignment and are executed to support the strategic plan and school-wide initiatives</td>
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<td>Allocates resources to initiatives that do not align with school goals and does not seek or leverage available district resources</td>
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<td>Finances and other resources are allocated in alignment with the strategic plan and school-wide initiatives</td>
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</table>
Communicates openly and clearly based on the situation, audience, and needs.

Constructively manages change with the ultimate goal of improving student achievement and adapts plan.

Communications, openly and clearly, based on the situation, audience, and needs implemented a learning experience, reflection, self-awareness, demonstrates the face of resiliency in adverse circumstances, identifies solutions when faced with set-backs; capitalizes on a solutions orientation.

Exemplary:Principal communicates effectively with all stakeholders but makes limited connection to school goals that incorporates diverse perspectives; listens through multiple mediums and timelines, and uses multiple communication strategies.

Proficient:Principal communicates effectively with key messages for all audiences, to the diverse perspectives of some key stakeholders; listens through various viewpoints are dealt with quickly and efficiently; school staff development plan.

Basic:Principal communicates effectively with limited information or feedback in calm and positive ways.

Unsatisfactory:Principal communicates effectively with limited information or feedback in calm and negative ways; school improvement plan adaption.

Examples of Evidence

Unsatisfactory

Basic

Proficient

Exemplary
Examples of Evidence

Communicates

- Implements effective two-way communication structures with district/system managers and all stakeholders; strategically focuses conversations on school goals and values; builds the capacity of staff to lead and participate in conversations and to tailor messages to the intended audience

- Conducts and supports effective two-way communication with all stakeholders; strategically engages stakeholders in conversations about school goals; works with the leadership team to lead conversations and tailor messages to the intended audience

- Creates systems to share information with stakeholders; hosts conversations with stakeholders about school goals; supports staff in developing their communication skills

- Rarely engages stakeholders in meaningful conversations about the school; rarely communicates the school’s goals with stakeholders; rarely supports development of communication skills among staff

- Differentiates communication style and has demonstrated a positive and appropriate rapport with students, staff, families, and community members. Systems, processes, and structures are in place to share the current state of the school with stakeholders, families, and community members. Provides opportunities for stakeholders to engage in meaningful conversations and feedback.

- Leadership team participates in professional development to learn and practice active listening skills. Support systems and processes are in place to ensure effective communication with stakeholders, families, and community members. Systems, processes, and structures are in place to share the current state of the school with stakeholders, families, and community members. Provides opportunities for stakeholders to engage in meaningful conversations and feedback.
New Leaders is working to address the national crisis in urban public education by selecting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale. New Leaders has set clear goals and strategies to help schools led by New Leader Principals succeed while also supporting the success of our partner school systems and, over time, education practitioners and policymakers nationwide. Our strong focus on our mission and long-term goals is allowing New Leaders to make a powerful contribution toward our vision that one day every student will graduate from high school ready for college, career, and citizenship.

For more information, please visit www.newleaders.org.