

New Leaders

Principal Evaluation Handbook



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.

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INTRODUCTION

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.

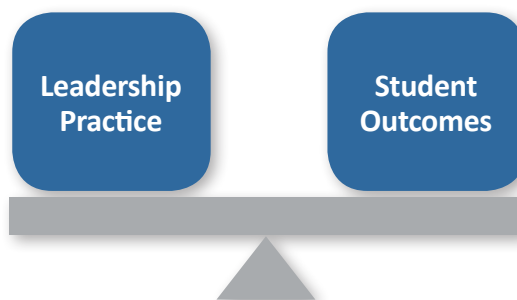
7. Make the system ready for use:

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.

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.

Standard

Broad domain of principal leadership practice

Indicator

Specific area of principal leadership practice

Element

Sub-category of principal leadership practice

Principal Actions

Principal actions that correspond to each element and performance level

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Identifies school-wide priorities, sets ambitious student learning goals and implements an aligned strategic plan	Gathers and analyzes data from multiple sources to inform decisions Builds the capacity of staff to collaboratively and continuously analyze summative and interim student learning outcomes, predictive indicators, and school practices to diagnose the current state of the school and to inform decision-making processes	Engages school leaders in a comprehensive diagnosis of the school's strengths and growth areas by analyzing student outcomes and school practices to diagnose the current state of the school and to inform decision-making processes	Confers with a subset of the leadership team to review summative student achievement results and selected school practices but omits key data that would support an accurate diagnosis of the school	Completes a cursory review of the school's weaknesses using annual student achievement results	<ul style="list-style-type: none">• Protocols and processes to diagnose the current state of the school (including review of data, school practices, and instructional practices) are clear and transparent to all staff• Each grade and sub-group have specific student outcome targets, clear milestones, and benchmarks to track student outcomes and school practice implementation• Strategic plan priorities are public - stakeholders share a common understanding of short and long term milestones and goals• Teacher leaders and members of the leadership team focus weekly discussions on student learning outcomes• Leadership team creates short- and medium-term action plans to address on-going areas of concern and celebrates areas of success
Sets school-wide priorities and classroom-based student learning goals	Engages all staff in setting school priorities and goals based on student learning data and school vision; builds the capacity of staff to establish grade level targets using disaggregated data	Sets school priorities and goals based on student learning data and school vision; engages staff in developing grade level targets using disaggregated data	Sets school priorities and goals based on limited achievement data and informs teachers of the targets for their classrooms	Identifies school priorities and goals that are unrelated to student learning data and sets baseline student learning targets	
Develops and implements strategic plans	Engages all staff in developing and implementing a detailed strategic plan that describes weekly and monthly milestones and strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets	Develops and implements a strategic plan that identifies weekly and monthly milestones and describes strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets	Drafts a strategic plan that identifies monthly milestones and some strategies for effective instruction to support students in working toward learning targets	Rarely shares school priorities or baseline student learning goals with staff; rarely formalizes strategies or plans to reach school priorities or goals	
Monitors progress toward goals	Supports staff ownership of and accountability for monitoring progress toward student learning goals; builds the capacity of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review progress, systematically adjusting strategies where needed	Develops and implements systems to track and analyze disaggregated formative and summative data and other leading indicators to monitor progress toward student learning goals; implements revised strategies as supported by the data	Periodically reviews data but shows limited ability to adjust strategies and practices in order to reach goals	Monitors annual student data but does not relate it to progress toward student learning or use it to inform adjustment to classroom strategies	
Organizes school time to support all student learning and staff development priorities					
Implements a year-long calendar	Institutionalizes a shared yearlong calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional learning sessions, and leadership team meetings; builds the capacity of staff to monitor the implementation of the school-year calendar	Creates a school calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional development, and leadership team meetings; builds the capacity of staff to implement the school-year calendar	Establishes a basic calendar of instructional time and some professional development activities with limited implementation	Drafts a school year calendar that changes frequently and without warning and that allows time for tasks that are not aligned with school goals	<ul style="list-style-type: none">• Detailed daily/weekly schedule of classes, student interventions, teacher team meetings, and PD sessions are public and managed by leadership team members• Every moment of available time - in and out of the traditional school day - is focused on increasing student achievement <p>(continued on next page)</p>

Performance Levels

Four levels of principal practice

Examples of Evidence

Observable processes and structures that exist in a school

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

Exemplary	Proficient	Basic	Unsatisfactory
Exemplary on at least 3 Standards AND No rating below Proficient on any Standard	At least Proficient on at least 3 Standards AND No rating below Basic on any Standard	At least Basic on at least 4 Standards	Unsatisfactory on at least 2 Standards

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:

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

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:

	Elementary	Middle	High
A. Academics: Growth model results for core subjects	<ol style="list-style-type: none"> 1. Growth model results in math 2. Growth model results in ELA (or reading) 		
B. Academics: Subgroup results in core subjects	<ol style="list-style-type: none"> 3. ELA, math or other core subject proficiency of English Learners 4. ELA, math or other core subject proficiency of students in poverty 5. ELA, math or other core subject proficiency of students with disabilities 6. ELA, math or other core subject proficiency of African American students 		
C. Academics: Results for “non-tested” grades and subjects	<ol style="list-style-type: none"> 7. Kindergarten and grade 1 reading 8. Kindergarten and grade 1 math 	<ol style="list-style-type: none"> 7. Grade 8 capstone writing project 8. Grade 7 social studies/history portfolio 	<ol style="list-style-type: none"> 7. Grade 11 capstone writing project 8. Grade 12 student-chosen performance assessment (in social studies, arts, or other non-tested subject)
D. College and Career Readiness	n/a	<ol style="list-style-type: none"> 9. Passing grades in all subjects 10. Enrollment and pass rates in higher rigor courses (e.g. algebra) 	<ol style="list-style-type: none"> 9. Credit accumulation at the end of grade 10 10. Graduation rate

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:

Measure	Target
From Category A	
Growth model results in math (in an elementary school)	The school-wide value added score in math demonstrates that the school exceeded expected growth for its students.
From Category B	
ELA, math or science proficiency of English Learners (in a middle school)	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.
From Category C	
Kindergarten and grade 1 reading	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 _____.
From Category D	
Credit accumulation in grade 10	95 % of students complete grade 10 with at least half of the credits required to graduate upon completing grade 12

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:

<p>Meets or Exceeds</p>	<p>95% of students in grade 10 complete the year with at least half of the credits required to graduate upon completing grade 12</p>
<p>Makes Progress</p>	<p>70% of students in grade 10 complete the year with at least half of the credits required to graduate upon completing grade 12</p>
<p>Does Not Make Progress</p>	<p>Less than 70% of students in grade 10 complete the year with at least half of the credits required to graduate upon completing grade 12</p>

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:

Exemplary	Proficient	Basic	Unsatisfactory
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)			
Target 1: Exceeded <hr/> Target 2: Met	Target 1: Met <hr/> Target 2: Met	Target 1: Met <hr/> Target 2: Progress made	Target 1: Progress made <hr/> Target 2: No progress made

Categories B, C & D:

Exemplary	Proficient	Basic	Unsatisfactory
<p>≥80% of targets are met or exceeded</p> <p>AND</p> <p>Progress is made on all remaining targets</p>	<p>65%-80% of targets are met or exceeded</p> <p>AND</p> <p>Progress is made on all remaining targets</p>	<p>40%-64% of targets are met or exceeded</p> <p>AND</p> <p>Progress is made on ≥25% of remaining targets</p>	<p><40% of targets are met or exceeded</p> <p>OR</p> <p>40%-69% of targets are met or exceeded, but no progress is made on any remaining targets</p>

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

Target 1: Met/Exceeded	Target 1: Met/Exceeded	Target 1: Met/Exceeded	Target 1: Met/Exceeded
Target 2: Met/Exceeded	Target 2: Met/Exceeded	Target 2: Met/Exceeded	Target 2: Met/Exceeded
Target 3: Met/Exceeded	Target 3: Met/Exceeded	Target 3: Met/Exceeded	Target 3: Progress made
Target 4: Met/Exceeded	Target 4: Met/Exceeded	Target 4: Progress made	Target 4: Progress made
Target 5: Met/Exceeded	Target 5: Progress made	Target 5: Progress made	Target 5: Not met
Target 6: Progress made	Target 6: Progress made	Target 6: Not met	Target 6: Not met

OVERALL OUTCOMES RATING		Categories B, C & D Rating			
		4	3	2	1
Category A	4	Exemplary	Exemplary	Proficient	Basic
	3	Exemplary	Proficient	Proficient	Basic
	2	Proficient	Proficient	Basic	Unsatisfactory
	1	Basic	Basic	Unsatisfactory	Unsatisfactory

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

PART III: PRINCIPAL EVALUATION PROCESS

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.

The Continuous Improvement Cycle



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.

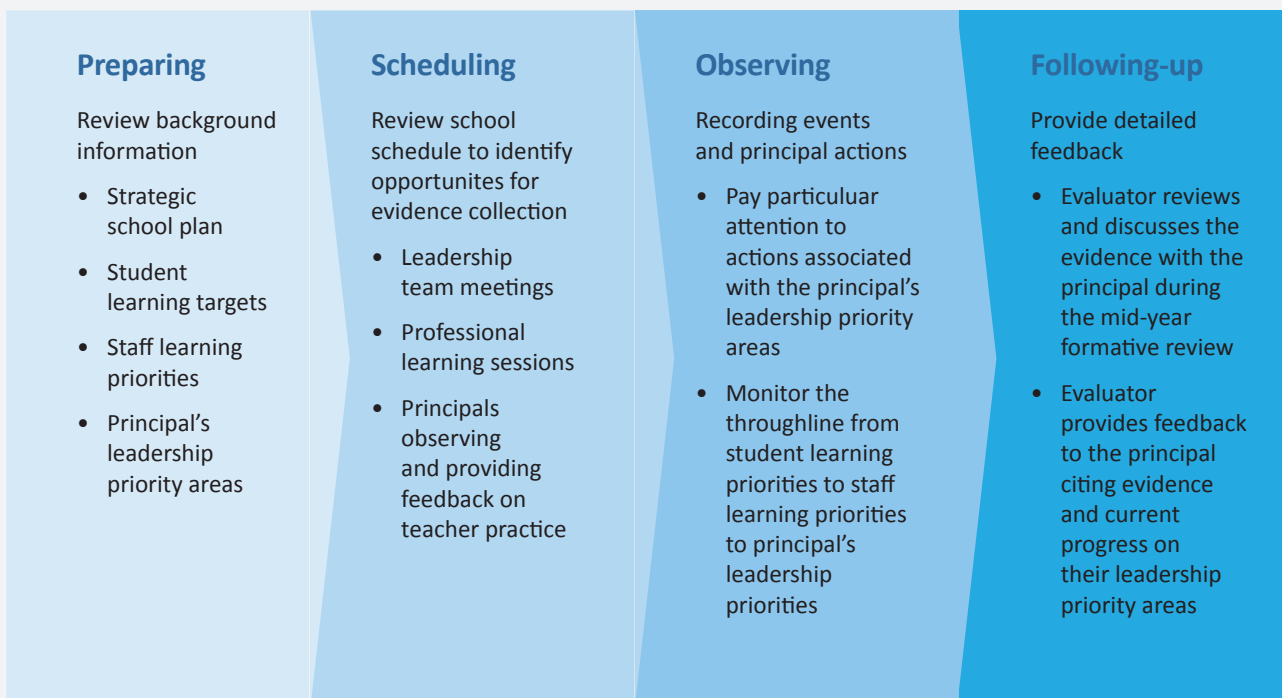
The principal and evaluator hold a mid-year formative conference, with explicit discussion of progress toward student learning priorities, as well as growth in the leadership practice priority areas. The conference is also an opportunity to discuss any changes in the context (e.g., a large influx of 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.



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.

PART IV: ASSIGNING AN EVALUATION RATING

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.

Exemplary (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Exemplary on at least 3 Standards AND No rating below Proficient on any Standard	At least Proficient on at least 3 Standards AND No rating below Basic on any Standard	At least Basic on at least 4 Standards	Unsatisfactory on at least 2 Standards

(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.

OVERALL OUTCOMES RATING		Categories B, C & D Rating			
		4	3	2	1
Category A Rating	4	Exemplary	Exemplary	Proficient	Basic
	3	Exemplary	Proficient	Proficient	Basic
	2	Proficient	Proficient	Basic	Unsatisfactory
	1	Basic	Basic	Unsatisfactory	Unsatisfactory

(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).

OVERALL SUMMATIVE RATING		Leadership Practice Rating			
		4	3	2	1
Student Outcome Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Gather further information
	2	Rate Proficient	Rate Basic	Rate Basic	Rate Unsatisfactory
	1	Gather further information	Rate Unsatisfactory	Rate Unsatisfactory	Rate Unsatisfactory

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

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New Leaders Required Goal-Setting and Strategic Planning Form

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.

Principal Name:		Evaluator Name:		School Name:		
KEY FINDINGS FROM DATA ANALYSIS	STUDENT OUTCOME TARGETS	LEADERSHIP PRACTICE PRIORITIES	STRATEGIES	ADDITIONAL SKILLS, KNOWLEDGE, AND SUPPORT NEEDED	MONITORING ACTIVITIES AND EVIDENCE OF SUCCESS	TIMELINE FOR MEASURING OUTCOMES

New Leaders Optional Observation and Feedback Form

This observation form is intended for use by evaluators when conducting their observations of principal practice.

		Principal Name:	
		Evaluator Name:	
		School Name:	
	STUDENT OUTCOME TARGETS	LEADERSHIP PRACTICE PRIORITIES (INDICATE WITH AN X)	
	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		

New Leaders Required Summative Rating Form

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.

Principal Name:

Evaluator Name:

School Name:

OVERALL PRACTICE

STANDARDS	Exemplary (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Learning and Teaching				
Shared Vision, School Culture, and Family Engagement				
Strategic Planning and Systems				
Talent Management				
Personal Leadership and Growth				
OVERALL PRACTICE RATING	Exemplary on at least 3 Standards + No rating below Proficient on any Standard	At least Proficient on at least 3 Standards + No rating below Basic on any Standard	At least Basic on at least 3 Standards	Unsatisfactory on at least 3 Standards + No rating above Basic on the other 2 Standards

OVERALL OUTCOMES

STUDENT OUTCOME TARGETS	Meets or Exceeds	Makes Progress	Does Not Make Progress
Target 1			
Target 2			
Target 3			
Target 4			
Target 5			
Target 6			
Target 7			
Target 8			
Target 9			
Target 10			
OVERALL OUTCOMES RATING	≥85% of targets are met or exceeded AND Progress is made on all remaining targets	70%-84% of targets are met or exceeded AND Progress is made on all remaining targets	50%-69% of targets are met or exceeded AND Progress is made on ≥30% of remaining targets

SUMMATIVE RATING

OVERALL PRACTICE RATING	
OVERALL OUTCOMES RATING	
SUMMATIVE RATING	

Exemplary

Proficient

Basic

Unsatisfactory

Examples of Evidence

Develops a shared vision for high achievement and college readiness for all students

Develops shared vision	Engages stakeholders in the collaborative development of a vision for high student achievement, college readiness and effective adult practice	Engages stakeholders in developing a vision for high student achievement and college readiness	Develops a school vision for high student achievement and provides some opportunities for staff and students to provide input on the school vision	Adopts a vision that lacks a focus on student achievement or college readiness	<ul style="list-style-type: none"> Written values and beliefs reflect high expectations for all students School vision is clearly articulated and understood by all staff School vision includes a focus on student academic achievement and health social/emotional development There is visible alignment between school goals, the instructional program, and the vision
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Implements a shared vision

	Inspires all adults and students in the school and community to adopt and enact the vision, builds the capacity of staff to implement effective instructional strategies to achieve the vision; ensures all decisions are aligned to and support the vision	Supports adults and students in the school and community in taking ownership of the vision; works with the leadership team to implement effective instructional strategies to achieve the vision; makes decisions aligned to and in support of the vision	Broadly communicates the vision to adults and students in the school community; identifies instructional strategies that may align to the vision; may consider the vision when making decisions	Makes limited attempts to implement the vision; makes decisions without considering alignment with the vision	
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Holds adults and students accountable for demonstrating values and behaviors that align with the school's vision

Implements a code of conduct aligned with school values	Builds the capacity of staff and students to translate the school's values into specific expectations for adults and students; consistently models and teaches the school's values and ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct is consistently and fairly implemented; tracks discipline data to ensure equitable application of positive and negative consequences	Translates the school's values into specific expectations for adults and students; ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented	Communicates the school's values to staff and students; implements a code of conduct for students; attempts to fairly apply positive and negative consequences	Sends inconsistent messages about the school's values and behavior/oral expectations; inconsistently applies positive and negative consequences; tolerates discipline violations and allows positive student and staff behavior to go unrecognized	<ul style="list-style-type: none"> School-wide code of conduct aligned with district and school priorities is in place and consistently implemented across all classrooms A system of positive and negative consequences is consistent with the school values Values and behaviors are referenced in daily school structures All students are known well by multiple adults Students hold one another accountable for student conduct
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Maintains a supportive, secure and respectful learning environment	Builds the capacity of staff to support and enhance students' social and emotional development; ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults; continually assesses systems and procedures to ensure the school environment is safe and secure	Works with the leadership team to support students' social and emotional development; respects and values each student in the school and fosters strong connections among students and adults by ensuring that every student has at least one trusting and supportive adult connection; ensures the school environment is safe and secure	Provides some supports for students' social and emotional development; supports meaningful connections between students and adults; manages a school environment that is safe	Provides minimal or inadequate support for students' social and emotional development needs; fails to ensure that the school environment is safe	<ul style="list-style-type: none"> Core components of social, emotional, and behavioral supports are in place to support student learning School building is clean and safe – all basic facilities are in working order Routines and procedures are discussed, and implemented
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Implements routines and smooth transitions	Builds the capacity of staff to implement school-wide routines to maximize instructional time, ensure seamless transitions, and maintain focus on achieving the school's vision	Implements routines to maximize instructional time, support smooth transitions and maintain focus on achieving the school's vision	Develops some routines that connect to student achievement or aspiration and make transitions efficient	Allows distractions to interfere with instructional time and timely transitions	
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	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Develops cultural competence and a commitment to equity in adults and students	Publicly models beliefs in the potential of every student to achieve at high levels; creates regular opportunities for staff and student exposure that demonstrate student potential and that emphasize the staff's ability to help students reach their potential	Builds expectation for students, staff, and parents that success is possible for all students and challenges low expectations; confronts adults who display low assumptions about student potential	Asserts belief that all students can achieve at high levels with staff and school community; attempts to learn about and to share successes in an effort to challenge low expectations	Rarely demonstrates confidence in the potential of every student to achieve at high levels; avoids confronting staff who have low expectations for some or all students	<ul style="list-style-type: none"> School is building the capacity of adults to support diverse student needs and diverse groups of students through professional development Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are offensive or uninformed around racial or cultural differences
Engages in courageous conversations about diversity	Builds the school's collective capacity to engage in courageous conversations about diversity and culture as well as how they may impact student learning; leads staff through a process to understand how their personal experiences shape their interpretation of the world and leads them through a process to identify students' strengths and assets; corrects intolerant statements directed at individuals or groups	Initiates courageous conversations about diversity and culture as well as about how they may impact student learning; provides formal and informal professional development to staff to improve their understanding of how their personal experiences inform their assumptions about students and the school community; corrects intolerant statements directed at individuals or groups	Reactively responds to courageous conversations about diversity and culture, but rarely initiates conversations; provides whole group undifferentiated professional development about working in and supporting a diverse community; attempts to address intolerant statements that intimidate individuals or groups	Avoids courageous conversations about diversity and demonstrates limited awareness of the impact of diversity on student learning; rarely addresses or corrects intolerant statements directed at individuals or groups and does not create an environment that supports all students; rarely addresses policies or practices that systematically exclude groups from participating in the school environment	<ul style="list-style-type: none"> Staff participate in and lead learning experiences where they explore their personal assumptions and their approach to diversity Community conversations about culture and diversity occur regularly
Engages families and communities as partners to enhance student achievement and success					
Welcomes families and community members in to the school	Creates a school-wide culture in which all families and community members are welcomed into the school; shares the school vision for high student achievement with all visitors	Builds the capacity of staff to welcome all family and community members into the school and to share the school's vision for high student achievement with all visitors	Sets expectations for staff on the process/tone for welcoming families and community members into the school	Rarely or inconsistently welcomes families or community members into the school	<ul style="list-style-type: none"> Families say they feel included and invested in the school Families are given strategies and tools to support student learning outside the school day Families have multiple ways to communicate with staff
Openly communicates about student learning	Builds the capacity of staff to implement multiple structures to meaningfully communicate with and engage families and the community in achieving school-wide academic goals and priorities; supports staff members in developing and sharing nuanced key messages and ensures that there is consistent messaging across the school	Shares explicit information about student learning expectations with families and the community and identifies specific ways they can participate in and support their children's learning; supports staff members in sharing nuanced key messages and ensures that there is consistent messaging across the school	Communicates key information about student learning to families and the community and identifies some ways they can support children's learning; shares key messages for all staff members to share to establish consistent messaging	Rarely makes time to communicate with families or the community about student learning	<ul style="list-style-type: none"> Consistent communication between families and school are present Communications from families and stakeholders are responded to in a timely manner, with appropriate tone, and with a tailored message

Exemplary

Proficient

Basic

Unsatisfactory

Examples of Evidence

Implements rigorous curricula and assessments tied to both state and college-readiness standards

<p>Implements curricula aligned to state or national college-readiness standards</p>	<p>Builds the capacity of staff to effectively develop, adapt, and implement rigorous curriculum aligned to Common Core and state standards to effectively address all students' learning needs</p>	<p>Engages the leadership team and other key staff in developing, adapting, and implementing curriculum aligned to Common Core and state standards to meet student learning needs</p>	<p>Develops and supports the implementation of standards-based curriculum; attempts to align to Common Core and state standards to meet student learning needs</p>
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Supports staff use of a curriculum that is not aligned to college readiness standards

- Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college readiness track
- Instructional decisions throughout the year, including student grouping/differentiation and targeting for interventions, are based on periodic assessments, classroom tests, and teacher designed tests

Supports the development and implementation of standards-based lesson and unit plans

Builds the capacity of staff to analyze standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; implements ongoing systems to review and improve unit and lesson plans based on student outcomes

Leads analyses of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; oversees revisions to unit and lesson plans based on student outcomes

Encourages teachers to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans; adjusts some unit and lesson plans based on student outcomes

Supports staff use of misaligned lesson and units that are disconnected from year-end goals; rarely adjusts lesson or unit plans based on student outcomes

- Lesson plans, unit plans, and curricular materials demonstrate curriculum coordination and alignment to Common Core content standards
- Rigorous course content is accessible to all students

Implements high-quality, effective classroom instructional strategies that drive increases in student achievement

Implements effective instructional strategies to meet student learning needs

Builds the capacity of staff to effectively implement a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning; adapts instruction and assessments to ensure that all students master content

Supports staff in effectively implementing a variety of rigorous strategies and pedagogical methods that are meet to student needs and drive student learning; adapts instruction and assessments to ensure that all students master content

Provides staff limited support in the use of instructional strategies that support student learning; identifies adaptations to instructional practices and assessments with limited implementation

Rarely ensures instructional strategies support student learning; rarely adapts instructional practices

- Throughout the school, classroom activities engage students in cognitively challenging work that is aligned to the standards
- Instructional staff (teachers, coaches, and administrators) have a broad repertoire of pedagogical approaches that they effectively incorporate into lesson plans

Monitors multiple forms of student level data to inform instructional and intervention decisions

Tracks student level data to drive continuous improvement

Uses multiple sources of quantitative and qualitative data to assess and monitor instruction; creates systems for consistent monitoring and frequent collection of data and uses data appropriately to identify student outcome trends; prioritize needs, and drive continuous improvement

Uses multiple sources of data to monitor instruction, identify student outcome trends, and prioritize needs; creates system for consistent data monitoring and uses data to inform continuous improvement

Uses limited forms of data and does not ensure consistent collection of data for analysis; draws conclusions about instruction with limited data

Inconsistently uses data to evaluate instruction; rarely uses trends or prioritize needs

- Instructional decisions throughout the year are based on student outcome data
 - Student performance data is readily available and can be organized by cohort, grade, subject, sub-group, etc.
 - Elementary students who are not yet proficient (basic) are identified and supported to ensure they make progress
- (continued on next page)

	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	<ul style="list-style-type: none"> 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, to determine differentiation, and to drive re-teaching Staff monitor student progress through frequent checks for understanding
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 sub groups 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 sub groups 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	<ul style="list-style-type: none"> Intervention assignments and schedules are frequently updated to reflect student needs and progress

Exemplary
Recruits, hires, assigns, and retains effective staff

Proficient

Basic

Unsatisfactory

Examples of Evidence

Recruits and selects effective teachers
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

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

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

Ineffectively utilizes district resources to identify recruits; implements selection criteria that differs by applicant; rarely involves others in the hiring or selection process

- 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

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 their qualifications and demonstrated effectiveness

Places teachers in grade level and content areas based on qualifications

Rarely assesses qualifications when placing teachers; allows teachers to remain in specific grades regardless of their impact

- 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

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 or recognize effective teachers

- High percentage of teachers rated effective stay in the school

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)

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Provides actionable feedback	Provides continuous individualized actionable feedback based on evidence collected from observations and student learning data; monitors teachers to ensure feedback is incorporated into teacher practice; develops inter-rater reliability with the leadership team by co-observing	Provides frequent individualized actionable feedback based on evidence collected from observations and student learning data; ensures feedback is incorporated into teacher practice	Provides high level feedback using either observational or student learning data; attempts to ensure feedback is incorporated into teacher practice	Provides limited, confusing feedback to teachers based on limited data	<ul style="list-style-type: none"> Instructional feedback builds effective teacher practice and observable changes in teacher practice Teachers are taught how to use a variety of instructional strategies Teacher-driven professional development focuses on student learning challenges and progress toward goals and includes teacher team meetings and peer visitations
Coaches and implements learning structures	Develops and implements a system for professional learning opportunities and coaching; tailors supports to teachers' learning styles and growth needs; monitors struggling teachers through targeted improvement plans	Provides professional learning opportunities and coaching; differentiates professional learning sessions to meet teachers' learning styles and growth needs; supports struggling teachers through targeted improvement plans	Facilitates undifferentiated, group-based professional learning and implements some targeted supports for struggling teachers	Does not lead or provide regular or appropriate learning opportunities for teachers	
Completes rigorous evaluations of instructional staff for continuous improvement and accountability for results					
Conducts rigorous evaluations	Implements and monitors a rigorous, consistent evaluation system aligned to district requirements; ensures final evaluation ratings are evidence driven and incorporate multiple examples of student outcomes and teacher practice	Implements a consistent evaluation system aligned to district requirements; incorporates evidence of student outcomes and teacher practice in final evaluation ratings	Oversees an evaluation system aligned to district requirements; incorporates some evidence of student outcomes and teacher practice to determine final evaluation ratings	Completes required staff evaluation documentation based on limited evidence; rarely incorporates student outcomes or evidence of teaching practice	<ul style="list-style-type: none"> Rigorous evaluation process is completed for every teacher Evaluation process, measures and targets are established at the beginning of the year Staff is aware of evaluation components, timeline and processes
Trains, develops, and supports a high-performing instructional leadership team					
Provides leadership opportunities	Actively provides meaningful leadership opportunities to effective teachers; mentors and supports teacher leaders and leadership team members in leading other adults; communicates a clear leadership trajectory to those teachers with the most leadership potential	Identifies effective teachers and provides them with leadership opportunities; supports the development of teacher leaders and leadership team members	Provides leadership opportunities to teachers who express interest; attempts to support their development in leading other adults	Rarely provides leadership opportunities	<ul style="list-style-type: none"> Multiple staff members serve as instructional leaders in the school Staff members proactively assume leadership roles Leadership team is comprised of fully aligned and highly skilled staff Leadership team focuses on frequent discussions of student learning to target key instructional needs Leadership team consistently models and enforces school-wide philosophy, core values, and responsibility and efficacy
Develops a highly-effective leadership team	Establishes an effective leadership team with a relentless focus on student learning; selects highly-effective teachers and ensures the team has a variety of skill sets; builds the capacity of the team to oversee complex projects; lead teacher teams and conduct teacher observations	Establishes a leadership team made up of highly-effective teachers with a range of skill sets; works with leadership team members to lead teacher teams and conduct teacher observations	Defines the role of the leadership team and selects some members based on skill; develops a plan to and attempts to support the leadership team	Allows ineffective or misaligned staff to serve on the leadership team; rarely provides support to the leadership team	

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

Exemplary

Proficient

Basic

Unsatisfactory

Examples of Evidence

Gathers and analyzes data from multiple sources to inform decisions
Builds the capacity of staff to collaboratively and continuously analyze summative and interim student learning outcomes, predictive indicators, and school practices to diagnose the current state of the school and to inform decision-making processes

Engages school leaders in a comprehensive diagnosis of the school's strengths and growth areas by analyzing student outcomes and school practices to diagnose the current state of the school and to inform decision-making processes

Confers with a subset of the leadership team to review summative student achievement results and selected school practices but omits key data that would support an accurate diagnosis of the school

Completes a cursory review of the school's weaknesses using annual student achievement results

- Protocols and processes to diagnose the current state of the school (including review of data, school practices, and instructional practices) are clear and transparent to all staff

Sets school-wide priorities and classroom-based student learning goals
Engages all staff in setting school priorities and goals based on student learning data and school vision; builds the capacity of staff to establish grade level targets using disaggregated data

Sets school priorities and goals based on student learning data and school vision; engages staff in developing grade level targets using disaggregated data

Sets school priorities and goals based on limited achievement data and informs teachers of the targets for their classrooms

Identifies school priorities and goals that are unrelated to student learning data and sets baseline student learning targets

- Each grade and sub-group have specific student outcome targets, clear milestones, and benchmarks to track student outcomes and school practice implementation
- Strategic plan priorities are public – stakeholders share a common understanding of short and long term milestones and goals

Develops and implements strategic plans
Engages all staff in developing and implementing a detailed strategic plan that describes weekly and monthly milestones and strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets

Develops and implements a strategic plan that identifies weekly and monthly milestones and describes strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets

Drafts a strategic plan that identifies monthly milestones and some strategies for effective instruction to support students in working toward learning targets

Rarely shares school priorities or baseline student learning goals with staff; rarely formalizes strategies or plans to reach school priorities or goals

- Teacher leaders and members of the leadership team focus weekly discussions on student learning outcomes
- Leadership team creates short- and medium- term action plans to address on-going areas of concern and celebrates areas of success

Monitors progress toward goals
Supports staff ownership of and accountability for monitoring progress toward student learning goals; builds the capacity of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review progress; systematically adjusting strategies where needed

Develops and implements systems to track and analyze disaggregated formative and summative data and other leading indicators to monitor progress toward student learning goals; implements revised strategies as supported by the data

Periodically reviews data but shows limited ability to adjust strategies and practices in order to reach goals

Monitors annual student data but does not relate it to progress toward student learning or use it to inform adjustment to classroom strategies

Organizes school time to support all student learning and staff development priorities

Implements a year-long calendar
Institutionalizes a shared yearlong calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional learning sessions, and leadership team meetings; builds the capacity of staff to monitor the implementation of the school-year calendar

Creates a school calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional development and leadership team meetings; builds the capacity of staff to implement the school-year calendar

Establishes a basic calendar of instructional time and some professional development activities with limited implementation

Drafts a school year calendar that changes frequently and without warning and that allots time for tasks that are not aligned with school goals

- Detailed daily/weekly schedule of classes, student interventions, teacher team meetings, and PD sessions are public and managed by leadership team members
- Every moment of available time – in and out of the traditional school day – is focused on increasing student achievement

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Organizes school time to support all student learning and staff development priorities

Exemplary

Proficient

Basic

Unsatisfactory

Examples of Evidence

<p>Implements a consistent school-day schedule</p> <p>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</p>	<p>Implements a daily schedule focused on student access to rigorous course content; teacher team meetings; and teacher-peer observations; includes time for interventions</p>	<p>Sets a daily schedule that allots time for student learning and periodic teacher team meetings</p>	<p>Drafts a daily schedule that changes frequently and minimizes opportunities for teacher team meetings</p>	<ul style="list-style-type: none"> 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
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<p>Effectively manages professional time</p> <p>Strategically plans own daily schedule to address instructional leadership priorities that support the on-going 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</p>	<p>Sets own daily schedule to address instructional leadership priorities that support the on-going development of teacher quality; review of data and other school-wide priorities; builds in time to reflect on their own practice</p>	<p>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</p>	<p>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</p>
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Allocates resources to align with the strategic plan

<p>Aligns and manages the school's resources</p> <p>Creatively leverages and maximizes school and district resources, and is relentless in actively accessing additional resources that align to strategic priorities</p>	<p>Allocates all resources in alignment with school priorities and seeks external resources to fill any existing gaps</p>	<p>Distributes the school's resources based on priorities while learning about the possibilities for accessing alternate district resources to support school goals</p>	<p>Allocates resources to initiatives that do not align with school goals and does not seek or leverage available district resources</p>	<ul style="list-style-type: none"> Finances and other resources are aligned with strategic priorities Aligned external partners are identified and accessed to supplement available resources
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Demonstrates self-awareness, reflection, ongoing learning, and resiliency in the service of school-wide continuous improvement

Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
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<p>Demonstrates self-awareness, reflection, and on-going learning</p> <p>Models and builds the capacity of staff to constantly seek feedback on their own practice, self-reflect, and adapt their leadership practice; takes advantage of multiple learning opportunities aligned with student needs; accepts personal responsibility for mistakes and uses them as learning opportunities</p>	<p>Proactively seeks feedback, self-reflects, and adapts own leadership practice; engages in learning opportunities aligned with student needs; accepts personal responsibility for mistakes</p>	<p>Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice; seeks some learning opportunities aligned with student needs; accepts partial responsibility for mistakes</p>	<p>Unwilling to accept feedback and adjust leadership practice; resistant to participating in learning opportunities or accepting responsibility for mistakes</p>	<ul style="list-style-type: none"> Message about goals or possibility does not change in moments of challenge or adversity Shares personal failures and the lessons learned from them Continuously reflects on performance, seeks feedback, and actively pursues opportunities to improve personal leadership and the school
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<p>Demonstrates resiliency in the face of challenge</p> <p>Builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement and finding solutions despite adversity; actively identifies solutions and remains focused on solutions when faced with set-backs; capitalizes on challenges as opportunities to grow and develop themselves and their staff</p>	<p>Persistently maintains staff focus on improving student achievement despite adversity; identifies solutions when faced with set-backs; supports staff growth and development in the face of challenges</p>	<p>Maintains personal belief in the potential for improving student achievement, but may struggle when faced with adversity; attempts to remain solutions oriented; partners with a limited number of staff to respond to challenges as they arise</p>	<p>Reacts with visible frustration to challenges and setbacks; easily loses focus on improving student achievement; rarely demonstrates a solutions orientation</p>	<ul style="list-style-type: none"> Takes initiative and remains solutions-oriented at all times to move the work of the school forward Staff is aware of and can share missteps, mistakes, tactics that were unsuccessful, and how they were used as learning opportunities
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Constructively manages change with the ultimate goal of improving student achievement

<p>Manages and adapts to change</p> <p>Facilitates opportunities for staff to raise questions, doubts, and feelings about change and to adapt to change; builds the capacity of staff to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum</p>	<p>Positively supports staff as they raise questions, doubts, and feelings about change; and as they adapt to change; embraces changes that are in the best interest of the students; anticipates reactions to change and initiates forward moving momentum</p>	<p>Provides minimal time for staff to process or adapt to change; supports changes that may be in the best interest of the students; understands that change could raise emotions and attempts to support staff</p>	<p>Passively manages school change while ignoring the role change may have on the school community and rarely provides support to staff during times of change</p>	<ul style="list-style-type: none"> Staff are supported through change processes School improvement outlines multiple tactics and strategies that can be adapted to reach identified goals School improvement plan and long-term school wide goals are not lowered or adjusted based on negative feedback or because of current or past challenges in making progress
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Communicates openly and clearly based on the situation, audience, and needs

<p>Implements a communication plan</p> <p>Builds the capacity of staff to develop and implement a communication plan connected to the school goals that leverages diverse perspectives; identifies key messages for all audiences; uses multiple communication mediums and timelines; and effectively engages the support of all stakeholders</p>	<p>Develops and implements a communication plan connected to the school goals that incorporates diverse perspectives; identifies key messages for all audiences; uses multiple communication mediums; and shares the school vision with all stakeholders to engage their support</p>	<p>Develops an initial communication plan that describes the school vision to some key stakeholders; listens to the diverse perspectives of stakeholders but makes limited connection to school goals</p>	<p>Provides limited information about school progress to all stakeholders; does not have conversations about school goals with stakeholders</p>	<ul style="list-style-type: none"> All staff are treated with respect and various viewpoints are dealt with quickly and efficiently School staff development plan addresses difficult conversations to improve and enhance student learning Principal reacts to difficult moments or feedback in calm and positive ways
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	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Communicates with stakeholders	<p>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</p>	<p>Conducts and supports effective two-way communication with all stakeholders; strategically engages stakeholders in conversations about school goals and values; works with the leadership team to lead conversations and tailor messages to the intended audience</p>	<p>Creates systems to share information with stakeholders; hosts conversations with stakeholders about school goals; supports staff in developing their communication skills</p>	<p>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</p>	<ul style="list-style-type: none"> 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 and solicit feedback Leadership team participates in professional development to learn and practice active listening skills



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