

LEADERSHIP STANDARDS, CRITERIA, AND DESCRIPTIVE EXAMPLES

PRINCIPALS

The 10 leadership standards that have been established for the Administrative and Supervisory Professional Growth System (A&S PGS) are further defined by performance criteria for the purpose of supporting all components of the A&S PGS. These components include attracting, recruiting, mentoring, developing, evaluating, and recognizing. Descriptive examples of what a principal might be doing in order to meet a specific standard and its criteria

are provided. The purpose of the descriptive examples is to create a sample picture of what being a principal looks like when it meets or does not meet the MCPS standards. **These descriptive examples are not intended to isolate behaviors in a checklist or to suggest that every principal is expected to be doing everything that is described.** They define a range of behaviors and are intentionally designed to reflect a high standard of performance.

VISION & LEADERSHIP EXPECTATIONS

STANDARD I: MISSION, VISION, AND CORE VALUES

The principal is an educational leader who develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

1. Develop an educational mission for the school to promote the academic success and well-being of each student.
2. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
3. Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
4. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
5. Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
6. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
7. Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>An ineffective School Leader inconsistently...</p> <ul style="list-style-type: none"> • Develops and communicates school’s vision, mission, and core values. • Uses data to inform continuous improvement that promotes the success of each student. • Involves stakeholders to promote implementation of vision, mission, and/or core values that support student learning. • Evaluates actions to achieve the school’s vision. • Communicates with stakeholders and community. • Facilitates opportunities for stakeholders to collaborate to promote student success. • Identifies a set of core values that recognizes the importance of student-centered education. 	<p>An effective School Leader ...</p> <ul style="list-style-type: none"> • Collaborates to develop and implements a student-centered mission and vision that are aligned with the school system’s mission, vision and well-being of each student. • Uses data and input from stakeholders to inform the development of a mission and vision that promotes effective organizational practices, high-quality education, and academic success for each student. • Articulates and advocates a core set of values that defines the school’s culture, vision and mission and stresses the imperative for student-centered education, high expectations and student support; equity, inclusiveness, and social justice; and continuous improvement. • Reviews and evaluates stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and modify the school mission and vision, as needed. • Models and pursues the school’s mission, vision, and core values in all aspects of leadership. 	<p>A highly effective School Leader consistently...</p> <p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> • Provides evidence that stakeholder groups (e.g. parents, teachers, students, community members) advocate for and are supportive of the school’s vision, mission, and core values. • Aligns partnerships (e.g. community organizations, vendors, professional organizations) to support implementation of vision, mission, and core values. • Aligns and develops academic access and wellbeing of whole child.

STANDARD II: ETHICS AND PROFESSIONAL NORMS

The principal is an educational leader who acts ethically and according to professional norms to promote each student’s academic success and well-being.

Effective leaders:

1. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
2. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
3. Place children at the center of education and accept responsibility for each student’s academic success and well-being.
4. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
5. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
6. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>An ineffective School Leader inconsistently...</p> <ul style="list-style-type: none"> • Applies local, state, and federal laws, regulations, and policies. • Communicates expectations of professional norms and ethical practices to school staff. • Applies professional norms and ethical practices. • Demonstrates understanding of school demographics including student and staff backgrounds and culture. • Communicates responsibilities and expectations for ethical behavior and professional norms to school staff. • Follows MCPS protocols, procedures and guidelines. • Treats all staff, students and community members with respect • Implements local, state, and federal laws, regulations, and policies. • Implements professional norms to promote a collaborative work culture. 	<p>An effective School Leader ...</p> <ul style="list-style-type: none"> • Makes the well-being of students the fundamental value in all decision making and actions. • Places students at the center of education and accepts responsibility for each student’s academic success and well-being. • Fulfills all professional duties with honesty, transparency and integrity. • Holds self and staff accountable for implementation of local, state, and federal laws, regulations, and policies. • Promotes ethical and professional behavior among faculty and staff aligned with the school system’s code of conduct and professional norms. • Implements professional norms for collaborative work that promote respect, transparency, equity, integrity, fairness, trust, and perseverance among school staff. • Demonstrates effective ethical and professional communication skills that reflect knowledge and acceptance of student and staff backgrounds, social-emotional well-being and cultures. 	<p>A highly effective School Leader consistently... ...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> • Leads professional learning experiences; publishes reports, articles, or blogs; or engages in public speaking engagements for professional organizations that advance effective ethical and professional practices of educators. • Works with stakeholders to strategically modify practice within limits of local, state and federal laws. • Frames professional learning for staff and how it relates to student learning. • Demonstrates fair and equitable leadership practices with students, family, and staff.

¹Retrieved from National Association of Elementary School Principals’ Code of Conduct: www.naesp.org/sites/default/files/CodeofEthicsWeb.pdf

STANDARD III: EQUITY AND CULTURAL RESPONSIVENESS

The principal is an educational leader who strives for equity of educational opportunity and culturally responsive practices to promote *each* student’s academic success and well-being.

Effective leaders:

1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
2. Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
3. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
4. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
5. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
6. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
7. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
8. Address matters of equity and cultural responsiveness in all aspects of leadership.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>An ineffective School Leader inconsistently...</p> <ul style="list-style-type: none"> • Demonstrates equitable and culturally responsive practices. • Provides student access to learning experiences that promote equity and culturally responsiveness. • Demonstrates an understanding of data related to course enrollment, educator effectiveness, student achievement, and school climate. • Demonstrates an understanding of local, state, and federal laws, regulations, or policies that foster equitable practices. • Builds effective relationship with students. • Demonstrates a growth mindset. • Provides consistent and effective feedback on instruction. • Uses data in making school decisions. 	<p>An effective School Leader ...</p> <ul style="list-style-type: none"> • Implements and expects equity and cultural responsiveness initiatives. • Collaboratively establishes specific and measurable goals for equity that are informed by data and are in alignment with student needs. • Collaboratively develops and implements an action plan to address the disproportionality of inequities. • Collects and analyzes data to monitor progress towards achieving equity goals and informing continuous improvement. • Partners with stakeholders to provide learning experiences and resources for students that promote cultural responsiveness² and equitable practices. • Aligns and allocates resources to foster equitable student learning environments (This includes but is not limited to access to high-quality instructional materials, effective educators, rigorous courses, and extracurricular experiences. • Holds self and staff accountable for engaging in equitable and culturally responsive practices. • Aligns and coordinates student services to address student needs and promote student academic success and well-being. • Demonstrates understanding of data related to equity³ such as school climate, educator effectiveness, course enrollment, and student achievement. • Involves stakeholders in the development or revision of school policies that promote equitable and culturally responsive practices. 	<p>A highly effective School Leader consistently... ...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> • Informs school stakeholders on matters related to equity and/or cultural responsiveness. • Serves as a model for other school leaders regarding analysis and improvement efforts for equitable practices as it relates to leading, teaching, and student learning. • Models mindset and belief that all students are capable of learning at high levels. • Promotes culturally responsive teaching and training. • Aligns equitable trainings to School Improvement Plan goals.

STANDARD IV: SCHOOL IMPROVEMENT

The principal is an educational leader who acts as an agent of continuous improvement to promote *each* student’s academic success and well-being.

Effective leaders:

1. Seek to make school more effective for each student, teachers and staff, families, and the community.
2. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
3. Prepare the school and the community for improvement, promoting readiness, and an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
4. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
5. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
6. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
7. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
8. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
9. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
10. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>An ineffective School Leader inconsistently...</p> <ul style="list-style-type: none"> • Uses research to inform school improvement strategies. • Implements a school improvement plan. • Reviews data to monitor school improvement progress. • Communicates with stakeholders. • Creates and implements a school improvement plan. • Informs stakeholders of school improvement goals. • Establishes coherence across initiatives in support of school improvement goals. • Reviews data to monitor school improvement progress. 	<p>An effective School Leader ...</p> <ul style="list-style-type: none"> • Communicates school improvement as a priority to students, staff, and other stakeholder groups (e.g. parents, community members). • Establishes high expectations for student achievement. • Collaboratively establishes strategic priorities for school improvement informed by data and in alignment with school’s mission, vision, and core values. • Collaborates with stakeholders throughout the cycle of continuous improvement. • Establishes and implements a shared accountability structure for implementing and monitoring school improvement strategies. • Establishes a master schedule that prioritizes and maximizes student instructional time and teacher professional learning time. • Establishes and implements a process to diagnose and respond to student learning needs. • Uses data to prioritize needs and identify evidence-based strategies to address identified needs. • Unifies improvement strategies and resources to align with identified needs. • Establishes and implements a system to monitor progress towards meeting identified improvement goals. • Adjusts improvement strategies as necessary to meet established improvement goals. • Provides opportunities for staff or stakeholders to lead improvement initiatives. • Demonstrates significant gains in student achievement. • Leads the SIP process. 	<p>A highly effective School Leader consistently...</p> <p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> • Demonstrates significant and sustained gains in school improvement. • Leads professional learning experiences for the school system, state and/or professional organizations focused on school improvement. • Serves as a mentor or coach to school leaders. • Involves school community in SIP effort.

TEACHING & LEARNING

STANDARD V: CURRICULUM, INSTRUCTION, AND ASSESSMENT

The principal is an educational leader who develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each student's* academic success and well-being.

Effective leaders:

1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
5. Promote the effective use of technology in the service of teaching and learning.
6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>An ineffective School Leader inconsistently...</p> <ul style="list-style-type: none"> • Provides feedback to teachers on curriculum, instruction, and/or assessment. • Requires teachers to collaborate within grade levels and/or disciplines. • Reviews student data to monitor student progress. • Uses assessments to inform instruction • Implements assessments in alignment with school system and state requirements. • Implements curriculum in alignment with school system requirements. • Provides technology for student learning. • Communicates expectations to parents, stakeholders, student, and teachers. • Provides time in the schedule for teachers to work collaboratively within grade levels and/or disciplines. • Visits classrooms and engages in dialogue. • Uses data to monitor student progress. 	<p>An effective School Leader ...</p> <ul style="list-style-type: none"> • Communicates student learning expectations, assessment information, and instructional practices to parents, students, teachers, and other stakeholder groups. • Provides actionable feedback to teachers that improves implementation of curriculum, assessment, and instructional practices to meet the diverse needs of student learners. • Provides time in the schedule for teachers to collaborate on curriculum, instruction, and assessment within and across grade levels and/or disciplines, to improve coherence and alignment. • Implements a formative assessment process to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (e.g. Growth targets). • Leads school educators on effective (e.g. evidence-based) practices that are evidence based to improve instruction (e.g. differentiation, personalized learning). • Collaboratively collects and uses data to monitor and inform improvements to instructional practices that is developmentally appropriate and in alignment with student needs. • Establishes expectations and monitors the use of technology and literacy to support teaching and learning in alignment with grade-level or course standards (e.g. rigor and fidelity). • Uses multiple measures to monitor student progress. • Promote instructional strategies that are differentiated and based on student needs. • Visits classes; provides feedback on growth • Uses data, regularly to guide instruction • Uses Professional Growth System to effectively evaluate staff 	<p>A highly effective School Leader consistently...</p> <p>...reaches and maintains the "effective" level and...</p> <ul style="list-style-type: none"> • Informs curriculum, instruction, assessment practices, or professional learning experiences for the school system, state, or professional organizations. • Serves as a mentor or coach to other school leaders. • Demonstrates sustained high levels of student academic growth and achievement in alignment with school system and state requirements. • Coordinating assessments, instructions, interventions, and engaging staff. • Regularly visits classes w/feedback for growth • Uses data consistently and effectively to guide instruction and engages in focused dialogue

STANDARD VI: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

The principal is an educational leader who cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

Effective leaders:

1. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
2. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
3. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
4. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
5. Cultivate and reinforce student engagement in school and positive student conduct.
6. Infuse the school’s learning environment with the cultures and languages of the school’s community.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>An ineffective School Leader inconsistently...</p> <ul style="list-style-type: none"> • Reviews school data (e.g. school climate, suspension, attendance). • Adheres to school system policies regarding safety and security. • Demonstrates mutual respect and trust in working with students, teachers, and/or stakeholder groups (e.g. parents, community members). • Demonstrates an understanding of students’ cultures and languages. • Review data with teachers to determine student progress. • Demonstrates knowledge of data systems and how to connect to learning • Deploys resources to support school, students, or community needs • Creates and maintains school-wide behavior management system in compliance with school requirements. 	<p>An effective School Leader ...</p> <ul style="list-style-type: none"> • Collaboratively establishes a continuum of academic and socio-emotional supports, informed by data, to address the needs and range of learners of each student group. • Uses data (e.g. school climate, suspension, attendance) to monitor and evaluate effectiveness of academic and socio-emotional supports to students. • Partners with stakeholders (e.g. parents, community members) to provide resources that support the academic success and well-being of each student. • Establishes, implements, and monitors protocols and processes that foster a safe and secure school environment in alignment with school system policies. • Implements academic and socio-emotional resources provided by the school system. • Develops, and reinforces student engagement; implements, communicates, and enforces a student code of conduct outlining expectations for positive student behavior in aligned to school system’s policies. • Communicates directly with students celebrating success and affirming student value. • Establishes trusting relationships with school staff and community members. • Incorporates student voice survey data and action plan. 	<p>A highly effective School Leader consistently... ...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> • Informs the development or revisions of policies, resources, or practices that relate to school culture and climate at the school system or state level. • Facilitates professional learning experiences for the school system, state, or professional organizations on school culture and climate. • Provides a platform for various student engagement and leadership opportunities for academic, school improvement, and other efforts in the school. • Facilitates the development of leaders throughout the school to support student learning • Uses experience and knowledge of system and policies to enhance policies and procedures

STANDARD VII: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

The principal is an educational leader who develops the professional capacity and practice of school personnel to promote *each* student’s academic success and well-being.

Effective leaders:

1. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
2. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
3. Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
4. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
5. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.
6. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
7. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
8. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
9. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>An ineffective School Leader inconsistently...</p> <ul style="list-style-type: none"> • Demonstrates effective hiring practices. • Completes evaluation of assistant principals, teachers, and support professionals in a timely manner. • Provides feedback to assistant principals, teachers, and support professionals that inform improvement to their professional practice. • Participates in professional learning opportunities to enhance professional practice of self. • Encourages school leaders to attend professional meetings, workshops, and trainings. • Provides data-informed professional learning experiences. 	<p>An effective School Leader ...</p> <ul style="list-style-type: none"> • Develops explicit and effective criteria to recruit, hire, support, develop, and retain staff in alignment with school needs. • Implements performance expectations for all staff members and holds staff members accountable for meeting expectations through the evaluation cycle in a collaborative process with celebration of success. • Creates, implements and evaluates plan for staff turnover and succession. • Implements strategies to foster the professional growth of staff at all career stages in alignment with school and school system needs. • Provides job embedded professional learning and continuous improvement experiences that are differentiated, data-informed and results in improvements to professional practice, student learning, and work life balance of faculty and staff. • Communicates feedback to assistant principals, teachers, and support professionals through the observation and evaluation process that is characterized by frequent, individualized, actionable and timely feedback, which informs professional practice. • Utilizes data to inform a plan to foster personal professional growth. • Conducts hiring processes in accordance with school system practices. • Provides data-informed professional learning experiences. 	<p>A highly effective School Leader consistently...</p> <p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> • Informs professional learning experiences at the school system or state level to build the capacity of school leaders and teachers. • Promotes the professional growth and development of assistant principals, teachers, and support professionals. • Provides evidence of assistant principals and teacher leaders facilitating effective professional learning experiences to inform the professional practice of other educators within the school system, state, and/or professional organizations. • Solicits feedback on hiring practices

STANDARD VIII: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

The principal is an educational leader who fosters a professional community of teachers and other professional staff to promote *each* student’s academic success and well-being.

Effective leaders:

1. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
2. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
3. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
4. Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.
5. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
6. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
8. Encourage faculty-initiated improvement of programs and practices.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>An ineffective School Leader inconsistently...</p> <ul style="list-style-type: none"> • Provides professional learning experiences to staff. • Includes staff input to inform school decisions. • Reviews staff perception data. • Engages in professional development opportunities. • Meets the social-emotional and psychological wellness of students, staff and families • Creates a school leadership team that works collaboratively with input from other stakeholders. • Provides meaningful and relevant professional learning as it relates to instructional initiatives 	<p>An effective School Leader ...</p> <ul style="list-style-type: none"> • Establishes workplace conditions for staff that promotes professional learning, collaborative practices, and mutual accountability to advance student learning and socio-emotional well-being. • Analyzes data on staff perceptions of school practices and procedures to identify areas of sustainability and growth. • Distributes leadership opportunities to staff for the purpose of advancing student learning and socio-emotional well-being. • Provides opportunities and structures for staff to learn from each other and design professional learning experiences to improve student learning. • Provides explicit structures for staff to reflect on and strategize for student and school-wide progress that all staff are responsible. • Fosters a school environment that reflects trust, transparency, and positive intention which improves professional practice. • Provides opportunities for reflection. • Hands on approach to staff development and presence in collaborative planning. 	<p>A highly effective School Leader consistently... ...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> • Leverages staff expertise to design and implement job-embedded professional learning opportunities in alignment with school goals. • Implements one or more faculty-initiated improvement efforts successfully. • Demonstrates evidence of assistant principals and teachers actively participating and contributing to professional organizations and/or communities of practice. • Coordinates and aligns schoolwide learning and staff development. • Analyzes teacher voice data and student performance data to prioritize professional development and resources. • Develops a culture of ongoing learning and interest in current best practices. • Plans and delivers professional learning sessions for staff. • Coaches and models effective Professional Learning Community practices.

MEANINGFUL ENGAGEMENT

STANDARD IX: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

The principal is an educational leader who engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each student’s academic success and well-being.*

Effective leaders:

1. Are approachable, accessible, and welcoming to families and members of the community.
2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
5. Create means for the school community to partner with families to support student learning in and out of school.
6. Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.
7. Develop and provide the school as a resource for families and the community.
8. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
9. Advocate publicly for the needs and priorities of students, families, and the community.
10. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>An ineffective School Leader inconsistently...</p> <ul style="list-style-type: none"> • Communicates with families and community members. • Partners with families and community members to address school needs. • Participates in community events. • Communicates to staff the need for engaging with families. • Monitor staff engagement at community events. • Provides the school as a resource for families and the community. 	<p>An effective School Leader ...</p> <ul style="list-style-type: none"> • Establishes a network of partners and community resources to promote student achievement and family and community well-being. • Establishes structures to facilitate continuous engagement of families and community members to support student learning and socio-emotional well-being. • Employs a variety of communication strategies to effectively engage in two-way communication with families and community members that support student needs. • Holds self and staff accountable for regularly engaging with families and community members to support student learning. • Participates in community events to develop an understanding of its strengths, develops relationships, and leverages resources for the school. • Creates reciprocal opportunities throughout the year for collaboration and partnerships that result in improvements in student learning. • Builds and sustains productive partnerships to promote school improvement and student learning. • Advocates publicly on behalf of the school system for the need for family and community support of schools. 	<p>A highly effective School Leader consistently...</p> <p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> • Demonstrates sustained partnerships with positive results on student achievement. • Provides support to other school leaders in the school system, state, and/or professional organizations on how to engage families and community members. • Establishes partnerships that positively affect the school system.

OPERATIONS AND MANAGEMENT

STANDARD X: OPERATIONS AND MANAGEMENT

The principal is an educational leader who manages school operations and resources to promote *each* student’s academic success and well-being.

Effective leaders:

1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.
3. Manages human and material resources to cultivate and support a safe and healthy school environment.
4. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
5. Are responsible, ethical, and accountable stewards of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
6. Protect teachers’ and other staff members’ work and learning from disruption.
7. Employ technology to improve the quality and efficiency of operations and management.
8. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
9. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
10. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
11. Develop and manage productive relationships with the central office and school board.
12. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
13. Manage governance processes and internal and external politics toward achieving the school’s mission and vision.

Examples of evidence performance criteria...

INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>An ineffective School Leader inconsistently...</p> <ul style="list-style-type: none"> • Implements federal, state, and local processes and procedures, with fidelity, to ensure the safety and security of students, staff, parents and community members. • Manages resources. • Demonstrates fiscal responsibility. • Demonstrates understanding of school, local, state, and federal policies to promote student success. • Resolves conflicts. • Implements technological solutions for operational management. • Communicates with colleagues or central office staff. • Uses data and technology. • Builds effective teams and resolves conflict. • Implements conflict resolution strategies. 	<p>An effective School Leader ...</p> <ul style="list-style-type: none"> • Implements federal, state, and local processes and procedures, with fidelity, to ensure the safety and security of students, staff, parents and community members. • Advocates for and seeks to acquire resources that meet the needs of staff and students. • Establishes and implements systems to monitor and evaluate resources used to ensure effective resource management in alignment with the school’s vision, mission, and core values. • Assigns and schedules staff to roles and responsibilities that optimize their professional capacity to address the learning needs of students. • Participates in staff development at countywide meetings. • Protects student learning time and teacher professional learning time from disruptions. • Establishes systems and processes for fair and equitable conflict resolution. • Demonstrates ethical and responsible budgeting and accounting practices. • Employs technology to improve operational efficiency which includes but, is not limited to data and communication systems that monitor and improve school outcomes. • Builds school community understanding of school, local, state, and federal policies to promote student success (e.g. feeder patterns). • Develops and manages productive relationships with central office staff and colleagues within the school system to support student learning. • Establishes and maintains an effective restorative justice program schoolwide. • Aligns resources and purchases to the SIP and student achievement. • Plans school/county policy changes and impact on students. • Communicates with central office staff and colleagues within the school system. 	<p>A highly effective School Leader consistently...</p> <p>...reaches and maintains the “effective” level and...</p> <ul style="list-style-type: none"> • Demonstrates sustained improved operational efficiencies resulting from strategic, purposeful implementation of targeted strategies. • Improves teaching and learning outcomes resulting from purposeful implementation of targeted operational and management strategies. • Provides professional learning experiences to other leaders in the school system, state and/or professional organizations that focus on effective operations and management. • Develops actions plans for professional development that matches SIP and instructional need.