

PEER* Solutions

Principal Core Competencies, Indicators, and Evidence

Work based on the MDE model...

Core Competency #1 – Vision and Mission

A successful principal establishes a vision and mission focused on shared goals, high expectations, and cultural understanding.

Indicator 1A: *A successful principal works with others to develop and implement a shared vision for learning, to create a strong school mission to accomplish that vision, and to generate goals and expectations that can be measured.*

ACCOMPLISHED

- Principal regularly engages with key stakeholders (staff and students) perspectives.
- Principal uses the vision, mission and goals in decision-making and to guide processes established with stakeholder groups in making informed instructional decisions.
- Principal collaboratively develops a shared school vision, uses multiple sources of data to identify measurable school-wide goals to increase student achievement, and designs corresponding actions to increase staff effectiveness.
- Principal aligns actions, school practices, messages and routines with the school vision, mission and goals.

POSSIBLE EVIDENCE FOR INDICATOR 1A:

- There is visible alignment between the vision, the school mission and identified goals [observations and artifacts: the School Improvement Plan, School Report Card and grade level goals]
- School vision, mission and goals are shared with stakeholder groups [observations and artifacts: presentation to stakeholders]
- Building level staff development plan supports and is aligned to the School Improvement Plan and the district vision and mission [observations and artifacts: the School Improvement Plan and the building staff development plan]
- Building wide goals and vision are shared and widely known within the school community [observations and artifacts: posters and newsletters]
- School visits show strong staff and stakeholder involvement in, understanding of, and commitment to, the school's mission, vision and goals
- School staff and other stakeholders participate in annually updating the school's mission statement and goals
- Surveys of staff, parents, students or other stakeholders meet district or school targets for reported involvement in the development of the school's mission, vision and goals
- Surveys of staff, parents, student or other stakeholders meet district or school targets for reported understanding of, and commitment to, the school's mission, vision and goals
- Parents, staff and other are clear about academic expectations [observations and artifacts: homework policy, academic guidelines, parent handbook]

Indicator 1B: *A successful principal can communicate the school vision and develop plans for change that result in measureable gains for all students including closing achievement gaps.*

ACCOMPLISHED

- Principal communicates and models, a commitment to the vision, mission and goals and promotes a school culture of high expectations that incorporates collaborative decisions-making processes to achieve measureable goals and close the achievement gap for all students.
- Principal connects actions and communications, and includes all stakeholders in the decision making processes.
- Principal engages a diverse group of stakeholders and the support of the central office to implement changes needed to improve learning.
- Principal creates a process to gather data to monitor, track and review progress toward goals and routinely and systematically communicates impacts/progress to stakeholders.
- Principal monitors the change process and addresses factors that will increase staff motivation, and install practices that promote persistence and wellbeing.

POSSIBLE EVIDENCE FOR INDICATOR 1B:

- Internal and external communications structures in place (website, newsletters, social-media, etc.)
- Documentation and understanding of individual and group behavior in normal and stressful situations
- Documentation of understanding of conflict resolution and problem-solving strategies
- Examples of speaking, listening, and writing for different audiences (students, teachers, parents, community and other stakeholders)
- Staff meeting agenda (addressing vision/mission)
- School newsletter, local newspaper articles highlighting achievement
- Department meeting agendas (grade-level meetings, team meetings)
- District report card/building report – annual report to all community – 3-year comparison
- Mission/vision statement posters everywhere/schools/businesses
- Board presentations
- Parent meeting agendas
- Communicating with local community/service organization about vision for learning
- Advisory committee meetings – agendas and minutes
- End-of-Year Board Report (review of programs)

Indicator 1C: *A successful principal promotes a shared commitment to high expectations for students and high standards for teachers in an environment where diversity is valued.*

ACCOMPLISHED

- Principal engages in open dialogue with all stakeholders representing the school community's cultural, social and economic populations.
- Principal engages staff in developing and providing supports for diverse groups, and provides ongoing, data driven, targeted professional development to improve staff understanding of students and diversity.
- Principal utilizes the community's cultural, social and intellectual resources to enhance the

- learning environment both school-wide and within classroom environments.
- Principal is visible in classrooms, throughout the building, and at appropriate after school functions, interacting with students, teachers and parents.
- Principal implements a system of monitoring, feedback and support that ensures classroom instruction is research-based, differentiated and engaging.
- Principal provides support and resources for creative and innovative teaching and learning practices to meet the diverse needs of all students.

POSSIBLE EVIDENCE FOR INDICATOR 1C:

- School improvement plan/strategic plan
- Teacher and Parent surveys
- Student achievement and testing data
- Statement of school vision, mission, values, beliefs and goals
- Evidence of shared decision-making and distributed leadership
- Examples of how the mission, vision and core beliefs are impacting school practices
- A protocol for the systematic review and revision of the vision and mission
- Description of the structures that are in place to promote collegiality, collaboration and cultural awareness
- Examples of how adult learning experiences result in changed instructional practices and improved student learning
- Use of environmental scanning to monitor the changing world and future demands on students
- Perceptual data regarding this standard such as 360-degree feedback surveys or focus group meetings
- Description of the new practices that have been implemented through the system's change process
- Description of how families and community stakeholders have been engaged in the system's change process

Indicator 1D: *A successful principal establishes goals that are rigorous and measurable for instructional programs and staff learning experiences that are consistent with the school's mission, vision, goals and core beliefs.*

ACCOMPLISHED

- Principal establishes and reinforces expectations, roles, norms and responsibilities for effective working teams and ensures that teachers have the opportunity and time to meet in learning teams and other forms of job-embedded professional development (i.e., peer observation, coaching/mentoring, demonstration teaching).
- Principal establishes and maintains school mission, vision and rigorous goals that set clear and measurable expectations for all students and educators.
- Principal demonstrates focus on improving student achievement results; keeps the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; tracks progress against milestones and benchmarks to monitor, track and review progress, and adjusts strategies.
- Principal continuously learns from and seeks out colleagues to collaboratively identify and institute innovative methods to support the continuous learning of staff.

POSSIBLE EVIDENCE FOR INDICATOR 1D:

- School improvement plan
- Written student outcomes goals at the school, classroom, grade, subject, subgroup, and student level that are clear, rigorous, and based on the Minnesota Academic Standards
- Student achievement and testing data
- School visits show that the school's mission statement is measurable, evident and understood by the school community
- School visit that show that all staff understand the school's student outcome goals
- Classroom visits that show lessons are planned and conducted based on lesson objectives designed to meet applicable student outcome goals
- Evidence of team development and evaluation of classroom lessons
- Existence and work of professional learning communities
- Use of research-based practices and strategies in classrooms
- Master school schedule documenting individual and collaborative planning for every teacher
- Examples of how staff members have used achievement data to improve student performance
- Schedule and samples of student achievement and performance progress reports provided to students, families, and stakeholders
- Calendar or schedule for staff shared practice time and written description of how this time is used to improve professional practice and student learning (may include agenda, protocols, etc.)
- Results of school-wide or student learning action research studies

Indicator 1E: *A successful principal builds a strong and positive sense of community in the school by honoring the important role of race and culture as a contributor to student and school success.*

ACCOMPLISHED

- Principal utilizes the community's cultural, social, economic and intellectual resources to enhance the learning environment.
- Principal incorporates different perspectives into decisions in developing plans and creates forums to hear multiple and dissenting viewpoints.
- Principal establishes school-wide practices that promote tolerance and addresses intolerance.
- Principal creates a school culture and establishes expectations in which staffs are accessible and approachable to families and community.

POSSIBLE EVIDENCE FOR INDICATOR 1E:

- Surveys of students, teachers and parents
- Documented use of School Improvement Team in decision-making
- List of ways in which staff and students have been involved in community events
- Participation at family nights, open houses, discussion groups and other scheduled opportunities for dialogue with stakeholders
- School website, mass e-mail/social media, newsletters and other examples of direct communication with families and community stakeholders
- Description of how school staff is increasing the involvement/engagement of diverse family groups such as low-income, racial, ethnic and single-parent groups as well as those who

- work and cannot participate in school events during the day
- Description of the business and community partnerships that have been formed
- List of ways in which families and community stakeholders have been engaged in improving student learning
- Multi-lingual newsletters and other school communications
- Focus group meeting results
- Parent advisory agendas and minutes
- School leadership team includes parents or community members, times and locations for all meetings are known
- Parent volunteer list and recognition ceremony
- Log of referrals of students and families to community agencies
- Establish business partnerships to enhance collaboration in community (documentation)
- Collaboration with Higher Ed (documentation)
- Mentors (adults/students) (documentation)
- Examples of parental involvement and input, e.g., PAC agendas, log of volunteer hours/tasks, volunteer recognition, PTA connections/org
- Teaming w/community agencies, YMCA, Mental Health (documentation)

Core Competency #2 – Instructional Leadership

A successful principal provides instructional leadership in order to produce high student academic performance.

Indicator 2A: *A successful principal facilitates effective teaching and instructional practices that reflect high expectations, engage all students, and accommodate diverse learners.*

ACCOMPLISHED

- Principal engages shareholders beyond students and teachers in development and communication of a shared vision for effective teaching.
- Principal communicates and models through decision-making processes, a commitment to high expectations and closing of achievement gaps for all students.
- Principal creates and implements a system of monitoring, feedback, and support that ensures instruction is research based, individualized, and focuses on high levels of student engagement.
- Principal provides support and resources for creative and innovative teaching.

POSSIBLE EVIDENCE FOR INDICATOR 2A:

- Evaluator observations and interviews
- Principal walkthrough records and data
- Displays of student work, teacher lesson plans, student work samples
- School mission, vision, and goal documents OR school improvement plan
- Staff and student survey data
- Committee structures, meeting agendas, and meeting minutes
- Principal written communications—memos, newsletters, website
- Academic program reviews

Indicator 2B: *A successful principal provides the systems and structures to deliver relevant and rigorous curricula tied to state academic standards as well as college and career readiness benchmarks.*

ACCOMPLISHED

- Principal ensures curriculum standards are effectively taught through frequent formal and informal classroom observations and provides constructive curricular feedback to teachers based on observations.
- Principal ensures standards are aligned vertically and horizontally within the school.
- Principal provides opportunities to ensure academic standards are analyzed and deconstructed or translated into rigorous, student-friendly learning outcomes; provides time, space, and opportunities for standards to be collaboratively aligned; and provides structure and support for teachers to compare student work to standards.

POSSIBLE EVIDENCE FOR INDICATOR 2B:

- Evaluator observations and interviews
- Curriculum documents—pacing guides, priority standards, etc.
- Student assessments
- Principal walkthrough and classroom observation records and data
- Standards or learning outcomes posted in classrooms
- Displays of student work, teacher lesson plans, student work samples
- School mission, vision, and goal documents OR school improvement plan OR professional development plan
- Staff and student survey data
- Committee and team structures, meeting agendas, and meeting minutes
- Principal written communications—memos, newsletters, website
- Academic program reviews
- School master schedule

Indicator 2C: *A successful principal collaborates with teachers to use data to measure student learning and growth, to identify achievement gaps, and to develop comprehensive plans for improvement.*

ACCOMPLISHED

- Principal, with teachers, gathers and appropriately uses formative and summative data to evaluate effectiveness of teaching and learning; collaboratively, teachers set and measure student performance goals frequently.
- Principal develops protocols that ensure student progress is measured and communicated frequently with students and parents.
- Principal has implemented processes for teachers to design and implement interventions at both the classroom and school levels; develops systems and supports that allow for differentiated learning opportunities based on assessment data.

POSSIBLE EVIDENCE FOR INDICATOR 2C:

- Evaluator observations and interviews
- Evidence of changes in curriculum based on data
- Teacher learning team goals and action plans

- School intervention (Response to Intervention) plans or models
- Principal walkthrough and classroom observation records and data
- Records of student data analysis
- Student assessments
- School mission, vision, and goal documents OR school improvement plan OR professional development plan
- Staff and student survey data
- Committee and team structures, meeting agendas, and meeting minutes
- Principal written communications—memos, newsletters, website
- Academic program reviews
- School master schedule

Indicator 2D: *A successful principal facilitates reflective practice, inquiry, and action research to identify and monitor the impact of interventions and determine high yield instructional strategies that improve student learning.*

ACCOMPLISHED

- Principal regularly collects and analyzes student data to determine the impact of interventions.
- Principal has designed and implemented processes that support teachers' individual and collaborative review of data to modify interventions and instructional strategies.
- Principal frequently observes all teachers and has created and implemented a system that facilitates teachers' reflection on practice based on data collected in observations; teachers participate in peer observations.
- Principal supports learning teams with resources; learning teams have regularly scheduled meetings, and the principal frequently attends meetings; learning teams collect and analyze student learning data to revise strategies and assess progress towards goals.
- Principal creates an environment of risk-taking and trust in which staff members who implement innovative strategies are encouraged, protected, and provided additional support.

POSSIBLE EVIDENCE FOR INDICATOR 2D:

- Evaluator observations and interviews
- Principal walkthrough and observation records and data
- School mission, vision, and goal documents OR school improvement plan OR professional development plan
- School intervention (Response to Intervention) plans or models
- Evidence of changes in interventions based on data
- Staff survey data
- Learning team structures, schedules, meeting agendas, and meeting minutes
- Committee structures, meeting agendas, and meeting minutes
- Principal written communications—memos, newsletters, website
- Academic program reviews

Indicator 2E: *A successful principal supports the need for quality, collaborative staff learning experiences that are guided by data and research, are planned by staff, are embedded in the*

job, and are based on the school's learning needs.

ACCOMPLISHED

- Principal provides professional development experiences that address content knowledge and underlying concepts that teachers need to enable students to achieve high standards.
- Principal communicates a clear description of expected practices that result from staff learning experiences.
- Principal works with teachers to review research and evaluation data from previous staff experiences when developing staff learning experiences and approaches.
- Principal works with staff to create a schedule that allows for additional time within the calendar for staff learning experiences on an ongoing basis.
- Principal has created a schedule for learning teams to meet during the school day and monitors this time to ensure it is used productively.
- Principal works with a representative group of teachers to analyze a variety of student learning results to plan staff learning experiences based on student and adult learning needs.

POSSIBLE EVIDENCE FOR INDICATOR 2E:

- Evaluator observations and interviews
- School improvement plan OR professional development plan
- Staff survey data
- Master schedule
- Professional development materials
- Staff meeting agendas and materials
- Learning team structures, schedules, meeting agendas, and meeting minutes
- Committee structures, meeting agendas, and meeting minutes
- Principal written communications—memos, newsletters, website
- Academic program reviews

Core Competency #3 – Human Resources

A successful principal manages human resources in order to promote quality instruction and professional growth.

Indicator 3A: *A successful principal develops a strategic action plan with staff that includes targets to improve school-wide student achievement and close achievement gaps with low performing student groups.*

ACCOMPLISHED

- Principal completes a needs assessment of the school by using multiple forms of data and previous year's school improvement plan to track and review progress.
- Principal uses the needs assessment to identify priority areas for improvement and to set measureable goals with specific grade level and content area targets; identifies benchmarks of student progress and develops a school improvement plan that identifies strategies to reach school-wide targets and goals for all students.
- Principal demonstrates a clear, concise focus on improving student achievement results; keeps the school-wide goals present for staff and stakeholders by referencing goals in all

meetings and planning sessions; tracks progress against benchmarks to monitor, track, and review progress, and adjusts strategies.

- Principal uses multiple measures to validate student academic growth to identify targeted reduction in student achievement gaps.

POSSIBLE EVIDENCE FOR INDICATOR 3A:

- School Improvement Plan
- Written student outcome goals at the school, classroom, grade, subject, subgroup, and student level are clear, rigorous, and based on Minnesota Academic Standards
- Disaggregated student data (observations and artifacts; analysis of data, RtI data and team minutes, formative and summative assessments analysis, student work analysis)
- Student dropout rate
- Teacher retention data
- Development and communication of goal-orientated personalized education plans for identified students
- Information about the effectiveness of intervention practices
- Schedule and samples of student achievement and performance progress reports provided to students, families and stakeholders
- Documented discussions of student performance results in attaining expected outcomes, areas needing improvement, and proposed strategies to increase performance

Indicator 3B: *A successful principal provides timely, appropriate, and quality professional development and facilitates learning teams that gather information, analyze data, examine issues, and develop new approaches to improve teaching and learning.*

ACCOMPLISHED

- Principal creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; aligned with curricular, instructional, and assessment needs; dedicates staff time for school's professional development activities.
- Principal ensures that effective teacher learning teams use student learning data and student work to advance student outcomes.
- Principal uses multiple data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school wide strategies for instructional improvement.
- Principal uses multiple sources of data to drive instructional decisions and uses data appropriately to identify/prioritize school wide areas of improvement; data is routinely used to identify and adjust school-wide priorities and to drive instructional decisions, teaching plans and changes in practice for individual teachers.

POSSIBLE EVIDENCE FOR INDICATOR 3B:

- Observations and artifacts such as teacher team meeting notes, building staff development plan
- Documentation of structures such as professional learning communities, common planning time, protocols for examination of practice designed to guide collaboration
- Evidence of team development and evaluation of classroom lessons

- Master school schedule documenting individual and collaborative planning and learning time for every teacher
- Schedule for teacher-shared practice time and a written description of how this time is being used to improve adult and student learning
- Results of school-wide or student learning-based action research studies
- Data notebooks, data walls, or other systems of data collection and sharing show multiple sources of information are used to regularly track and analyze student progress against goals
- Documented discussion of student performance results in attaining expected outcomes, areas needing improvement and proposed strategies of increase performance
- Staff surveys meet district and school targets for reported school-wide commitment to professional development
- Written individual staff professional development plans aligned to school goals for student outcomes and educator development; identifies remediation plans that reflect student and staff developmental needs
- School visits reveal strong staff commitment to shared professional development in pursuit of student learning goals
- School visits reveal common language about instruction
- School visit that show staff, individually and in teams, analyze student and group progress toward learning goals
- Discussions with school leaders show that analysis of student learning needs informs professional development planning, and that the success of professional development programs is measured by student progress
- 360 degree feedback

Indicator 3C: *A successful principal implements a cohesive approach to recruitment, placement, induction, and retention that secures highly qualified and effective staff.*

ACCOMPLISHED

- Principal actively uses professional organizations and established networks to recruit staff.
- Principal has clear and articulated selection criteria in place and assesses staff skills to place teachers based on school and student need in grade level and content areas.
- Principal has a system for each new teacher and teachers identified for improvement to assess strengths and weaknesses and to identify specific supports needed to improve; provides differentiated supports through mentors/coaches, teacher leaders or leadership team members.
- Principal identifies effective teachers and moves them into leadership roles; implements a formal retention strategy that recognizes effective staff through performance evaluation and gives retention offers based on effectiveness and student performance and uses a peer assistance model to improve performance of marginal staff.

POSSIBLE EVIDENCE FOR INDICATOR 3C:

- District/school has intentional recruitment and selection process in place that includes demonstration lesson, formal interview, interview with a panel of students and other stakeholders
- Building staffing plans
- School retention data staff climate surveys, exit interview data
- Teacher evaluation data
- School visits reveal a system for regular reviews of progress with staff members, especially

- those on remediation plans
- Records show that ineffective staff are dismissed after given a fair opportunity to improve
- Records show that tenure and retention decisions are based on clear assessments of effectiveness
- School human resource records show that vacancies are identified and recruitment begun as early as possible, given district procedures
- Retention data show appropriate differential staff retention, based on effectiveness, and do not show inappropriate patterns of highly effective teachers leaving the school or ineffective teachers being retained
- School visits reveal a system for regular reviews of progress with staff members, especially those on remediation plans
- Records show that tenure and retention decisions are based on clear assessments of effectiveness

Indicator 3D: *A successful principal routinely observes instruction and provides ongoing feedback and coaching to teachers and other staff in a fair and equitable manner in order to support professional growth.*

ACCOMPLISHED

- Principal provides regular coaching and professional development to all instructional staff to improve the capacity to use best practices such as learning teams, differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional practices and programs based on improving student results.
- Principal provides frequent and regular observations and actionable feedback and/or has systems in place so that staff receives specific formal and informal feedback from multiple observers.
- Principal differentiates walkthrough and observation protocols based on teacher and student needs.
- Principal conducts all required evaluations and observations are conducted timely, thoroughly and meaningfully focused on professional growth and improvement.
- Principal ensures professional development includes coaching and meets diverse learning needs and assists in meeting student learning goals.

POSSIBLE EVIDENCE FOR INDICATOR 3D:

- Written teacher evaluation aligned to student achievement goals
- Professional Growth plans for underperforming staff
- Evaluation documentation and consistency between practice ratings and student outcomes over time
- Schedule of teacher observation and feedback meetings, instructional walk-through documentation, teacher goals setting worksheets
- School visits and classroom observations show that systems are in place for identifying and implementing effective instructional practices that respond to student learning needs, including regular, effective coaching and development
- School visits and classroom observations show that teachers differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals

- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- Staff developmental growth plans are clear and based on student needs
- School visits show that school-based training and development addresses student learning goals and challenges, as well as the identified developmental needs of staff
- Staff surveys meet district or school targets for staff beliefs that staff are developed in accordance with their needs and the needs of students

Indicator 3E: *A successful principal provides effective and timely supervision and evaluation aligned with local district goals, state regulations and contract provisions and uses these processes to facilitate development, remediation, or removal of underperforming staff members.*

ACCOMPLISHED

- Principal implements an evaluation process that includes annual goal setting, mid-year formative and summative ratings based on observations and student outcome results; communicates clear and transparent evaluation processes.
- Principal completes required evaluations and observations transparently and on time and thoroughly and in compliance with district/state and contract provisions.
- Principal monitors the implementation of professional growth plans, provides support in meeting goals and provides feedback to improve performance.
- Principal uses multiple measures of student growth to evaluate teachers and other staff members in a fair and equitable manner and uses the results to improve instructional practice, determine remediation for identified staff and identify staff who will not be retained.

POSSIBLE EVIDENCE FOR INDICATOR 3E:

- Use of multiple measures to evaluate teacher effectiveness such as assessment of student outcomes, learning environment, quality of instruction, planning and professional development
- Records show that ineffective staff are dismissed after given a fair opportunity to improve
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- Staff developmental plans are clear and based on student needs
- School visits show that school-based training and development addresses student learning goals and challenges, as well as the identified developmental needs of staff
- Staff surveys meet district or school targets for staff beliefs that staff are developed in accordance with their needs and the needs of students
- Written teacher evaluation aligned to student achievement goals
- Professional Growth plans for underperforming staff
- Evaluation documentation and consistency between practice ratings and student outcomes over time
- Schedule of teacher observation and feedback meetings, instructional walk-through documentation, teacher goals setting worksheets
- School visits and classroom observations show that systems are in place for identifying and implementing effective instructional practices that respond to student learning needs, including regular, effective coaching and development

- School visits and classroom observations show that teachers differentiate instruction, analyze student work, monitor student progress and redesign instructional programs based on student results
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals

Core Competency #4 – Professional and Ethical Relationships

A successful principal builds professional and ethical relationships through collaboration and effective communication.

Indicator 4A: *A successful principal demonstrates and communicates values, beliefs, and attitudes that make the wellbeing and academic success of all students the basis for all decision-making.*

ACCOMPLISHED

- Principal translates the school values into specific behaviors and ensures that all staff and students learn the expected behaviors; ensures staff delivers clear and consistent messaging about the values and behaviors to students.
- Principal actively models and implements strategies to promote a sense of wellbeing among staff, students and parents/guardians.
- Principal builds systems and relationships that utilize the staff's and community's diversity, ideological differences and expertise through shared decision-making in developing school's goals and action plans.
- Principal enhances and maintains trusting relationships among and between a variety of stakeholder groups.

POSSIBLE EVIDENCE FOR INDICATOR 4A:

- Building climate survey results
- Community partnerships
- Conflict resolution protocol
- Building staff development plan
- Disciplinary report data
- Teacher retention data
- Evidence of visibility and accessibility
- Evidence of shared decision-making and distributed leadership
- A fair and equitable student discipline policy
- Staff surveys meet school or district targets for reported effectiveness of school improvement, communication, and/or change management strategies
- Teacher retention data
- Evidence of visibility and accessibility
- Evidence of shared decision-making and distributed leadership
- Teacher, student, and family involvement and leadership in the work of the school reflect the school's demographics
- Multi-lingual newsletters and other school communications
- Involvement in professional associations
- A fair and equitable student discipline policy

- Description of structures that are in place to promote collegiality and collaboration
- Professional Learning Community and learning team meeting notes, agendas, action plans
- Professional Development Plan

Indicator 4B: *A successful principal models appropriate personal, professional, and ethical behavior that is respectful and fair, enhances the image of the school and the profession, and inspires others to higher levels of leadership and performance.*

ACCOMPLISHED

- Principal demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence in staff in the face of challenges.
- Principal upholds the foundations of mutual respect for all stakeholders and meets all legal requirements for work relationships; takes swift appropriate actions when inappropriate conduct is reported or observed.
- Principal identifies strengths and interests of the building staff in order to identify potential leaders, and builds leadership’s capacity to become proficient in role expectations
- Principal establishes and sustains school-community partnerships to support student achievement and collaborates with community groups to identify resources and solutions.

POSSIBLE EVIDENCE FOR INDICATOR 4B:

- Teacher retention data.
- Evidence of visibility and accessibility.
- Evidence of shared decision-making and distributed leadership.
- Teacher, student, and family involvement and leadership in the work of the school reflect the school’s demographics.
- Multi-lingual newsletters and other school communications.
- Involvement in professional associations.
- A fair and equitable student discipline policy.
- Description of structures that are in place to promote collegiality and collaboration.
- Professional Learning Community and learning team meeting notes, agendas, action plans
- Professional development plan

Indicator 4C: *The successful principal proactively employs conflict resolution and problem-solving strategies in a wide variety of situations and circumstances.*

ACCOMPLISHED

- Principal directly addresses staff emotions that occur during a change process, is supportive of staff, and models persistence and wellbeing of the staff.
- Principal demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence for the staff in the face of challenges.
- Principal regularly provides opportunities for staff members to express opinions and solicits information from those that are contrary to those of authority or in relation to potentially discordant issues.
- Principal routinely and consistently addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary.

POSSIBLE EVIDENCE FOR INDICATOR 4C:

- School improvement plan.
- Staff surveys.
- School financial information.
- School safety and behavior expectations.
- Master school schedule documenting individual and collaborative planning for every teacher.
- Evidence of format and informal systems of communication.
- Dissemination of clear norms and ground rules.
- Evidence of ability to confront ideological conflict and then reach consensus.
- Student/family handbook with rules and expectations for behavior

Indicator 4D: *A successful principal demonstrates strong interpersonal, written, and verbal communication skills and facilitates groups effectively.*

ACCOMPLISHED

- Principal utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community; provides information in different formats in multiple ways through different media in order to ensure communication with all members of the community.
- Principal builds partnerships with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning.
- Principal actively recruits and uses parents and community volunteers; creates a school culture in which staff are accessible and approachable to families and community.
- Principal balances appropriate communication strategies for diverse constituents and contexts; selects appropriate facilitation and leadership strategies in all settings.
- Principal communicates with stakeholders bi-monthly through written and web-based communication that is clearly written and error free.

POSSIBLE EVIDENCE FOR INDICATOR 4D:

- Plans for internal and external communications
- Documentation and understanding of individual and group behavior in normal and stressful situations
- Teamwork; initiatives/agenda
- Documentation of understanding of conflict resolution and problem-solving strategies
- Examples of speaking, listening, and writing for different audiences (students, teachers, parents, community and other stakeholders)
- Examples of appropriate communication technology
- School website, mass e-mail/social media, newsletters, and other examples of direct communication with families and community stakeholders

Indicator 4E: *A successful principal welcomes and honors families and other stakeholders by engaging them in the work of the school.*

ACCOMPLISHED

- Principal implements processes that empower parents/guardians and all community stakeholders in making significant decisions and shared responsibility in the work of the school.
- Principal ensures that parents, community members and staff have autonomy to make decisions and supports the decisions made as a part of the collective decision-making process.
- Principal directly addresses and assists stakeholders to understand and navigate the change process balances the need to make change within the school quickly while supporting the staffs' ability to learn and develop new skills.
- Principal examines, addresses and changes any school structures or school practices that limit the participation of groups of students and families and/or does not build upon diversity in plans to increase student learning.

POSSIBLE EVIDENCE FOR INDICATOR 4E:

- Family surveys meet district- or school-established targets for understanding and support of student learning goals
- Family participation rates for specific events meet district or school targets
- School visits show strong evidence of family outreach and family presence and participation in the school
- School visits show family and community participation on school improvement teams
- Family and community members provide tangible and intangible support of school goals
- School Improvement Plan
- Formative and summative evaluation data
- Professional learning activities that build staff capacity to support diverse populations
- Parent involvement in School Improvement Team.
- PTSA/Booster club operation and participation.
- Parent survey results.
- Evidence of business partners and projects involving business partners.
- Plan for shaping the school's image throughout the community.
- Evidence of community support.
- Number and use of school volunteers.
- List of ways in which staff and students have been involved in community events.
- Participation at family nights, open houses, discussion groups, and other scheduled opportunities for dialogue with stakeholders.
- School website, mass e-mail/social media, newsletters, and other examples of direct communication with families and community stakeholders.

Indicator 4F: *A successful principal ensures that the school is in compliance with local, state, and federal laws, standards, and regulations as well as local district and school policies.*

ACCOMPLISHED

- Principal ensures compliance with federal, state and district mandates and updates protocols and processes in place.
- Principal aligns school plans with district initiatives and continually assesses and reports

- results to district-level decision-makers.
- Principal communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.
- Principal acts to influence local, district, state and national decisions affecting student learning.

POSSIBLE EVIDENCE FOR INDICATOR 4F:

- Building expectations / rules posted
- Student, faculty, substitute, and teacher handbook
- Crisis plan
- Staff memos – agendas
- Fire marshal reports/fire and disaster drill records
- Insurance audit of building
- Regular meetings with maintenance staff; save agendas of those meetings
- Door monitors, hall monitors, parking lot monitors, schedules/duties
- Safety committee meeting/crisis management plan
- Attendance/tardy procedures/expectations with consistently enforced consequences
- Minutes of faculty meetings, department head meetings
- Physical plant management plan/walk through
- Student (new and incoming) orientation documents
- Budget management procedures collaboration (dates and documents)
- In-service of new staff members (agendas)
- Hiring rubric/questions
- Building leadership team minutes
- Staff meeting agendas
- Student safety survey data results

Core Competency #5 – Resource Management

A successful principal strategically manages resources for systemic performance accountability.

Indicator 5A: *A successful principal distributes leadership responsibilities, shares decision-making, and daily supervises ongoing management structures and practices to enhance teaching and learning.*

ACCOMPLISHED

- Principal delegates tasks with corresponding levels of authority for instructional and management structures and practices.
- Principal identifies strengths and interests of building staff in order to identify potential leaders and builds leadership capacity with professional development and coaching; principal creates opportunities for staff to demonstrate leadership skills by recruiting them for leadership and decision-making roles.
- Based on implementation and assessment, principal creates new management structures and operational processes that result in improved efficiency.

POSSIBLE EVIDENCE FOR INDICATOR 5A:

- Evaluator observations and interviews
- Documentation of teacher-led meetings and committees
- Documentation of volunteer programs
- Staff and student survey data
- Committee structures, meeting agendas, and meeting minutes
- Principal written communications—memos, newsletters, website
- Professional development materials

Indicator 5B: *A successful principal improves organizational performance by making appropriate and sound use of time, technology, management strategies, and accountability measures, including assessments, to achieve the district’s and school’s vision, mission, and goals.*

ACCOMPLISHED

- Principal maximizes instructional time by protecting it from interruptions and supporting creative ways of managing students, communicates and monitors the expectation that engaging instruction is provided for the entire instructional period, and schedules time for teacher collaboration and planning focused on teaching and learning.
- Principal designs scheduling processes and protocols that maximize staff input and address diverse student learning needs.
- Principal includes integration of 21st century instructional tools, including technology, in instructional expectations and provides learning experiences for staff that support technology’s role in students’ learning experiences.
- Principal routinely and systematically communicates the impacts of change processes to all stakeholders.
- Principal impacts cultural conditions by modeling continuous improvement, discussing current results, and implementing new processes that result in improvements.
- Principal schedules and communicates opportunities to recognize student and staff successes and achievements that support organizational change.
- Principal plans leadership and change processes using research concerning organizational change processes and how individuals experience the change process; supports staff as they move through changes in organizational practices.
- Principal uses various forms of student achievement data to inform organizational decisions.

POSSIBLE EVIDENCE FOR INDICATOR 5B:

- Evaluator observations and interviews
- Principal reflections and personal leadership plans
- School master schedule
- School mission, vision, and goal documents OR school improvement plan OR professional development plan
- Evidence of changes based on data
- Evidence of principal’s professional development and use of research-based leadership strategies
- Evidence of recognition and celebrations
- Documentation of teacher-led meetings and committees
- Staff and student survey data

- Committee structures, meeting agendas, and meeting minutes
- Principal written communications—memos, newsletters, website
- Committee structures, meeting agendas, and meeting minutes
- Professional development materials

Indicator 5C: *The successful principal maintains a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.*

ACCOMPLISHED

- Principal communicates, monitors, and enforces clear expectations, effective structures, fair rules, and efficient procedures for students and staff.
- Principal utilizes staff and student input to resolve issues of compliance with expectations, structures, rules, and procedures for students and staff.
- Principal develops student and faculty responsibility for reinforcing positive behaviors in the school that support established norms of respect, caring, and safety.
- Principal resolves school-based problems in a fair, democratic way; discusses with staff and implements solutions to address potentially discordant issues.

POSSIBLE EVIDENCE FOR INDICATOR 5C:

- Evaluator observations and interviews
- Student behavior and attendance data
- School crisis management plan
- Procedures for reporting, investigating, and resolving incidents of school bullying, harassment, etc.
- Student and staff handbooks that communicate expectations, structures, rules, and procedures
- Evidence of school advisory, guidance, and health programs
- Staff and student survey data
- Committee structures, meeting agendas, and meeting minutes
- Evidence of recognition and celebrations
- School mission, vision, and goal documents OR school improvement plan OR professional development plan
- Evidence of changes based on data
- Principal written communications—memos, newsletters, website

Indicator 5D: *The successful principal manages the organization, operations, and resources to promote student success and maintain a safe, efficient, and effective learning environment.*

ACCOMPLISHED

- Principal collaboratively develops a plan for resource allocation aligned to student and staff needs and communicates the plan to stakeholders; procures additional resources for the school to support student and staff learning.
- Principal maintains and refines operational systems in areas of physical safety, legal

requirements, fiscal resources, daily operations, and maintenance of facility, materials, and technology resources.

- Principal works with staff to identify a small number of high-priority goals and plan resource allocation and operational systems based on those goals.

POSSIBLE EVIDENCE FOR INDICATOR 5D:

- Evaluator observations and interviews
- School resource, materials, and budget data
- Staff handbooks that communicate expectations, structures, rules, and procedures
- Evidence of operational systems
- Staff and student survey data
- Committee structures, meeting agendas, and meeting minutes
- Evidence of improvements to resource management and school operational systems
- School mission, vision, and goal documents OR school improvement plan OR professional development plan
- Principal written communications—memos, newsletters, website
- Grant applications and evidence of community partnerships

Indicator 5E: *The successful principal develops and implements a budget process that manages expenditures consistent with district and school goals, policies, and available resources.*

ACCOMPLISHED

- Principal collaboratively develops a plan for financial resource allocation aligned to student and staff needs and communicates the plan to stakeholders.
- Principal procures additional financial resources for the school to support student and staff learning.
- Principal utilizes input from staff to establish budget priorities and a balanced operational budget for school programs and activities.
- Principal designs transparent systems to budget and manage school financial resources.
- Principal works with staff to identify a small number of high-priority goals and budget financial resources based on those goals.

POSSIBLE EVIDENCE FOR INDICATOR 5E:

- Evaluator observations and interviews
- School budget data and financial records
- Staff handbooks that communicate expectations, structures, rules, and procedures
- Evidence of budget and accounting procedures
- Staff and student survey data
- Committee structures, meeting agendas, and meeting minutes
- Evidence of improvements to budget and accounting systems
- School mission, vision, and goal documents OR school improvement plan OR professional development plan
- Principal written communications—memos, newsletters, website
- Grant applications and evidence of community partnerships