| **Continuous Improvement: Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.** |
| --- |
| **Standard** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **1.1** |  |  | * Bulletin
* Presentations to staff
* Staff communications to families / community
* SPO notes / presentations
* Conversations w/ staff (via walk-throughs)
* BLT Meeting agenda / notes
* Met with staff for AAP development
* Content of AAP’s
 | * Facilitates a collaborative process for AAP development that includes multiple shared approaches for gathering feedback (i.e.: parent survey)
* Demonstrates how the AAP is improved because of the shared and non-traditional approaches to engagement
* Strategically engage and challenge stakeholders based on the schools data and/or challenges to confront the status quoa (i.e. uses *Decision Tree* or *Five Why’s* protocol)
* Staff / school community take ownership and acts to deepen the school’s vision and mission
* Showing how the school has moved towards ambitious or stretch goals around challenging aspects of the schools’ data / culture
 |
| **1.2** |  |  | * Review use of PD 360 tool with staff
* Review the PD Plans for alignment to the Ohio Teaching Standards based on the data of staff
* Effective use of the additional 40-minutes (i.e. alignment )
 | * Content of the goal-setting for individual teachers and school
* Principal has a system of reviewing data and providing feedback
 |
| **1.3** |  |  | * Content of AAP
* Content of staff meeting dialogue (academic and social / emotional)
* Communicated expectations and an articulated plan re: how the building is responding for all children
* Evidence of an improvement cycle, reflection and improvement that is attended to throughout the year
* Establishment of a Key Messages (ie: common language, common belief statements, routine rituals, etc.) and engagement of all staff, community partners and families around it.
 | * Analyzing the needs of the school and then distributing articles and/or relevant information that results in reflection, action and/or enhanced practice
* Principal communicates and/or demonstrates a learning orientation (efficacy) and responsive action to staff
* Adaptive leadership should be evidenced
* Diverse stakeholder engagement
 |
| **1.4** |  |  | * Content of dialogue with Principals
* Research and inquiry around effectively scaling achievement / growth
* School play book (plan to utilize all human and material resources available to meet the needs of kids)
* Establishment of a Key Messages (i.e. common language, common belief statements, routine rituals, etc.) and engagement of all staff, community partners and families around it.
 | * Evidence of initiative beyond opportunities and convene provided by the leadership
 |

| **Instruction: Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.** |
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| **Standard** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **2.1** |  |  | * Visible evidence of Scope and Sequence
* Instructional AAP goals articulated and aligned
* Principal provides Professional Development during PD days or team meetings
 | * Monitor and gives feedback on alignment of lessons in appropriate sequence
* Collaboratively monitors and adjusts instructional AAP goals as needed (make living document)
* Principal monitors PD implementation/ new learning, gives feedback and documents progress/usage during walk-throughs
* Collaboration with colleagues on content knowledge and instructional practice
 |
| **2.2** |  |  | * Insures SST data appropriately used to identify and support students’ instructional needs
* Monitors HOW teachers are differentiating instruction and offers support
* Monitors use of cross curricular content areas to promote high levels of student achievement/ improvement
 | * Principal adjusts and communicates expectations based on SST findings in the classroom
* Utilizes PLC groups to support the growth of others
* Monitors enrichment of curriculum by viewing the integrating of district, state, and common core content standards
 |
| **2.3** |  |  | * Principal monitors IEPs/data of all students
* Monitors effective use of intervention time
 | * Monitors w/ BLT activities that enrich all students’ learning
* Monitors teacher use of student data
* vs. student performance
* Monitors/discuss lessons plans that are relevant to students’ learning
 |
| **2.4** |  |  | * Use PD360 with staff
* Utilizes books, articles and outside professional resources
* Principal attends conferences/belongs to professional organizations
 | * Facilitates and stretches staff discussions based on 360 learning
* Discussion of books read and classroom visits to see if content has impacted instruction
 |
| **2.5** |  |  | * Principal has ongoing data meetings with staff and stakeholders
* Principal utilizes State report card data and district data to support AAP goals
 | * Principal monitors use of teacher data/artifacts to monitor students’ progress
* Principals walk through “Data Dive” with staff that individualize at the student level
 |
| **2.6** |  |  | * Principal and BLT develop year-long calendar based on district and state data
* Principal develops and leads grade specific data teams
 | * Assist staff w/assessments; diagnostic, formative, summative to identify/promote growth and assess student learning
* Principal aligns metrics to PD opportunities
* Principal reviews data to see if PD is in alignment
 |

| **Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.** |
| --- |
| **Standard** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **3.1** Principals establish and maintain a safe school environment |  |  | * School wide discipline plan
* Monthly Newsletters
* Agenda from discipline assemblies
* Classroom rules
* Parent meeting logs
 | * Agendas from discipline committee meetings
* Revised discipline plan based on meetings
* SST referrals
* Discipline Incentive plan
* Student Organization in place to resolve conflict W.A.V.E., N.O.W., etc.
* Parent/Student surveys to inform decision making and policy
* Community Watch in place to serve as eyes and ears of school
* Artifacts of safety and security incidents in the building.
* Partnerships with local law and safety and security for programming.
* Student Advisory Committee
* Academic Progress Team for the Response Education Intervention.
* Dashboard to address recidivism issues and discipline concerns.
 |
| **3.2** Principals create a nurturing learning environment that addresses the physical and mental health needs of all. |  |  | * Student surveys
* Parent surveys
* Teacher Surveys
* Observation feedback
* Data collected used to develop, support and/or inform decision-making regarding mental health need service and support.
 | * Weekly/monthly newsletters
* TBT/BLT meeting agendas
* Faculty meeting agendas
* Staff Discipline letters
* Positive letters from students/parents/ community stakeholders
* Schedules of Mental health organizations/services actively work in schools with staff, students and faculty to address needs
* Staff and students created wellness program to address dietary, mental and physiological needs of students, staff and community
 |
| **3.3** Principals allocate resources, including technology, to support student and staff learning. |  |  | * Budget narrative
* Staff survey
* Technology inventory
* Principal allocates resources effectively, including technology to support and impact student and staff growth.
 | * Grant applications
* Donation Letters
* Budget is reflective of needs as demonstrated from surveys
* Staff, parents and students work collaboratively to allocate money to areas of need
* Technology replacement plan in place and evidence of it being utilized.
* Evidence of participation in training and PD on use of latest technology (i.e. conferences, presenting at conferences, participation in Robotics competitions, etc.)
* Principal track allocation that resources are effectively supporting and impacting student and staff growth, and adjusts budget accordingly.
 |
| **3.4** Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning |  |  | * TDES evaluations are current and completed. Feedback and suggestions in areas of improvement are documented. Use of resources is provided, (i.e., PD 360) as a means to improve and evidence is clearly documented that recommended resources have been implemented to improve instruction.
* Timeline Compliance Summary
* Staff and Student Handbooks
* Policies and procedure manual in place to ensure operation of facility and classrooms.
 | * Interview packets
* Interview questions
* Staff Meeting Agendas
* Walk Through Evidence
* Formal/Informal Observations
* Informal Observation Feedback
* Professional Development Agendas and Topics
* TBT/BLT Agendas
* Surveys to staff, community, parents and students to inform policy and procedures
* Student groups and organizations operating in building to address mental, emotional and physical needs.
* Evidence of celebrations highlighting excellent student achievement and improvement.
* Staff actively involve in self-directed instruction.
* Evidence of clear goals and targets to reach.
* Documented evidence that Teacher has gone beyond principal recommendation to improve instruction and self-directed learning that document student progress and achievement.
 |
| **3.5** Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct. |  |  | * Faculty Meeting Agendas
* Monthly Newsletters
* Staff Handbook
* Staff Discipline Letters
* Overwhelming climate that all actions of principal and staff that students are treated with equity, dignity and respect.
* Mutual respect is evident in the interactions of staff, student and community.
* Collaboration is observable and policy and procedures are in place to support these action.
 | * Revised Staff Handbook
* Community Letters
* Commendations from community, parents or others, highlighting school/administrative accomplishments. Conduct of administrator is without reproach. Principal aware of and follows governing laws and procedures covering profession.
* Teachers, students, parents and Community of stakeholders uphold these ethics, policies and legal code of conduct. Based on law, the guidelines given to parents, community and constituents reflects these laws and are considered when rules and procedures are created.
 |

| **Collaboration: Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.** |
| --- |
| **Standard** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **4.1** |  |  | * System to engage staff in initiatives
* Protocols used during collaborative time to lead towards a deeper level of thinking , planning and collaboration beyond the meeting
* Content of the agendas and the resulting plan of action
* Vision and goals are embedded in the practices and focus of the building throughout the year (via walkthroughs and content of communications / plans)
 | * Staff ownership and initiative to work together
* Varying configurations of team members engaged in building initiatives
 |
| **4.2** |  |  | * Staff meetings. P.D., events, etc.
* Staff leadership of initiatives
 | * Artifacts (ie: written and communicated) about their entire staff talents and data
* Maximizing the talent in buildings
 |
| **4.3** |  |  | * Mission-oriented dialogue / action
* Professional Attire
* Professional traits
* Attentiveness
* Punctual
* Attendance
* Preparedness
* Exhibits a professional and leadership tone
* Maintains a balance in relationships with students and staff
* Dialogue with and in the presence of staff
* Dialogue with stakeholders (daily interactions)
 | * Selections of staff
* Use of time, effort and opportunities to enhance the practice of other leaders (students / staff)
* Take initiative to identify potential and a development plan for Teachers, student leaders and colleagues
 |

| **Principals engage parents and community members in the educational process and create an environment where community resources support student learning.** |
| --- |
| **Standard** | **Ineffective** | **Developing** | **Skilled** | **Accomplished** |
| **5.1** |  |  | * Attendance and participation at community events (i.e.

CDCs, faith based functions* Monthly newsletters are printed and also electronic media to inform parents and community
 | * Involve community partnerships to support the school programs and academic initiatives ( i.e. member of the AAP team, member of SPO committee)
 |
| **5.2** |  |  | * Uses all opportunities to engage families evident by sign in log with written feedback (i.e. Math night, Open house, etc.)
* Monthly newsletters are printed and also electronic media to inform parents and community of school services available at the school
* A parent friendly resources summary is distributed and available for parents
 | * A established group of parents, community volunteers and partners are present at the school daily performing a vital role in support of the school (i.e. RSVP, WAVE, GRADS, City Year.)
* Utilization of multiple technologies to reach out to parents and community ( i.e. Electronic report cards, emails, RVIs, tweeters, parent component of district program, etc.)
 |
| **5.3** |  |  | * Timely and appropriate use of the budget and additional resources with input from the stakeholders (AAP)
* Utilization of resources is aligned and driven by the

AAP | * Reach out to external stakeholders to play a key role in expanding the number of resources available for the school academic programs (i.e. Science Center, NASA)
 |
| **5.4** |  |  | * The entire school displays positive messages and pertinent school information (i.e. welcome signs, school story, academic and SEL data)
* Establish a culture of respect and appreciation for all students, staff and community (i.e positive posters, Path Kid, STAR kid for district programs, certificate of recognition for attendance, transitions in halls, lunch time and dismissal)
 | * Reach out to external stakeholders to play a key role in expanding the number of resources available for the school academic programs (i.e. Science Center, NASA)
* SEL 5 competencies are embed in all school activities and are demonstrated in all interactions (i.e. adults and students can communicate the 5 SEL competencies, prominently included in all communications
 |