Standard 2: Instruction

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

	Ineffective	Developing	Skilled	Accomplished
2.1 Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards and curriculum priorities in the school and district.	Principal does not align instruction and assessment to the state standards.	Principal demonstrates the knowledge of district curriculum and assessments. Principal ensures teachers have a basic understanding of academic content standards, curriculum, and assessment. Principal allocates resources to align with the curriculum and assessment needs.	Principal ensures teachers have a basic understanding of academic content standards and curriculum; instruction, assessments, and resources are aligned.	Principal organizes the articulation of the academic standards across and between classroom, grade level, groups and content areas. Principal leads staff in analysis and revision of curriculum, instruction, assessments, and allocation of resources to ensure alignment with standards.
2.2 Principals ensure instructional practices are effective and meet the needs of all students.	Principal does not attempt to diagnose-and/or misdiagnoses the state of instructional practices in the school, and is unable to articulate clear strategies to improve instruction.	Principal makes regular classroom visits and provides basic feedback on classroom instruction.	Principal makes systematic and frequent classroom visits and provides feedback on classroom instruction and assessment while monitoring the use of varied instructional methods and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from diverse backgrounds. Principal connects teachers to other faculty for aid in the development of their instructional methods.	Principal guides staff in the implementation of research-based instructional practices and sets aside time for attention to crucial instructional issues during the school day. Principal empowers and facilitates teachers in designing curriculum and addressing

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	Ineffective	**Developing**	**Skilled**	**Accomplished**
2.3 Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	Principal believes that all students can achieve, but fails to connect this belief with concrete actions. Principal does not confront staff member(s) who have low student expectations.	Principal monitors the identification of students of diverse abilities and supports staff in implementing state and local policies. Principal monitors achievement data.	Principal monitors the identification and instruction of students of diverse abilities and supports staff in implementing state and local policies. Principal uses disaggregated achievement data to determine the performance and needs of particular students and groups and regularly examines school-wide students' performance data to determine under- and over-identification of students in gifted or special education.	Principal is directly involved in instructional issues for all students. Principal fosters systematic discussions regarding instructional needs of all students including students identified as gifted, students with disabilities and at-risk students.
2.4 Principals know, understand, and share relevant research.	Principal may know current research on instruction, but fails to communicate it clearly in a usable way to staff.	Principal shares current research and theory on effective schooling.	Principal keeps informed and shares current research and theory on effective schooling.	Principal engages staff in identifying and discussing research and theory that support the academic needs of students.
2.5 Principals understand, encourage and facilitate the effective use of data by staff.	Principal understands use of data, but fails to consistently link decision-making with data.	Principal uses data for decision-making.	Principal models the use of data to inform and make decisions about student progress. Principal monitors staff knowledge and use of data and impact of this knowledge on student achievement.	Principal provides on-going learning opportunities that facilitate staff to learn how to collect, analyze, interpret and use data on student progress. Principal facilitates teachers' use of assessment data to continually design and adapt instruction based on student needs.

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Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

	Ineffective	Developing	Skilled	Accomplished
2.6 Principals support staff in planning and implementing research-based professional development.	Principal may be able to identify areas for growth and accept opportunities for professional development, but fails to implement a coherent personal professional plan. Professional development on instructional strategies is offered, but professional development is general and standard for all staff.	Principal identifies strengths and areas for growth to develop and implement targeted goals for personal professional growth. Principal uses student data to identify general professional development needs for staff.	Principal uses staff input and student data to identify professional development needs in order to set short- and long-term professional development goals and takes action to meet these goals. Principal facilitates professional development opportunities that support classroom instruction.	Principal regularly modifies short- and long-term professional goals based on analysis of student, staff, and community evidence. Principal uses data to determine if professional development activities strengthen teachers' instructional skills to enhance student learning.

Standard 3: Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.				
	Ineffective	Developing	Skilled	Accomplished
3.4 Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.	Principal acknowledges that the new teachers need greater mentoring and support. Principal does not complete teacher evaluations, per guidelines or per contract. Principal does not link teaching assignments, retention, or feedback opportunities to the new teacher evaluation system.	Principal mentors and supports new and struggling teachers. The principal implements a schedule for and completes teacher evaluations based on district guidelines.	Principal supervises and evaluates all staff. The principal completes teacher evaluations based on district guidelines and provides feedback, sources of instructional models/lessons to improve instruction and assessment. Principal establishes and reinforces rules, guidelines and operational procedures that enable staff to focus on teaching and learning.	Principal actively supports the recruitment and selection of staff members who can ensure that the vision of the school is realized and retains productive staff, and implements incentives that ensure continued motivation. The principal systematically completes teacher evaluations that include substantive feedback that results in measurable improvements in instruction and assessment. Principal develops a collaborative culture of teachers helping each other to improve their instruction and assessment.
3.5 Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.	Principal does not meet professional responsibilities set by both the state and local level.	Principal complies with local, state, and federal mandates, including mandates related to teacher evaluations and student performance.	Principal meets legal, ethical and professional responsibilities with integrity, honesty, fairness, and dignity. Principal implements procedures to comply with local, state, and federal mandates.	Principal analyzes and revises procedures to comply with local, state, and federal mandates and can communicate those mandates to district and community.

Standard 4: Collaboration Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.				
	Ineffective	**Developing**	**Skilled**	**Accomplished**
4.1 Principals promote a collaborative learning culture.	Principal does not create teacher team meetings and/or common meeting times that would allow for collaboration.	Principal creates common meeting times to allow for collaboration.	Principal develops structures for collaboration between all teachers and other education support personnel. Principal establishes and reinforces expectations, roles, norms and responsibilities for effective working teams.	Principal builds a school culture in which educators work collaboratively which results in increased student learning.

Standard 5: Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.				
	Ineffective	Developing	Skilled	Accomplished
5.2 Principals involve parents and community members in improving student learning.	Principal rarely or never communicates with families; families and community do not feel welcome; and families are not sure what their children are learning.	Principal communicates with parents about expectations for student learning.	Principal regularly practices two-way communication with parents about expectations for student learning needs and progress. Principal provides parents and students with relevant information about available school services (instructional, behavioral, and psychological) to address student learning needs.	Principal actively recruits and utilizes parent and community volunteers as appropriate for the school's instructional program. Principal uses technology and other resources as appropriate to maximize the communication with parents and community members about student learning.
5.4 Principals establish expectations for the use of culturally responsive practices that acknowledge and value diversity.	Principal reacts to instances of intolerance, but does not proactively institute policies to ensure tolerance and support diversity.	Principal has implemented policies to ensure tolerance and to support diversity.	Principal models appreciation and respect for the cultures of the school and community to create an environment that supports high achievement for all students and uses strategies to remedy instances of intolerance of individuals and groups.	Principal uses proactive strategies to promote tolerance and address incidents of intolerance to create an environment that supports high achievement levels for all students.