LOUISIANA DEPARTMENT OF
EDUCATION

Louisiana Leader Rubric and Evaluation Handbook
Updated February 2026

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Introduction

Louisiana believes that effective school leaders must:
- Establish, communicate, and activate a **compelling vision of excellence;**
- Prioritize and create **instructional coherence** across standards, curriculum, classroom practice, assessment, evaluation, and feedback;
- Develop an atmosphere of high expectations and accessible opportunities for all;
- **Build the capacity of others** through a system of continuous learning, data analysis, and coaching; and
- Model **integrity** and build **trust**.

These beliefs provide a lens through which Louisiana views its efforts to support educational leaders. These beliefs are the foundation upon which Louisiana trainings, services, and supports are built. The Louisiana Leader Rubric reflects these beliefs.

To measure leadership skills, Louisiana has defined a set of professional indicators that are recommended for school leaders. A comprehensive rubric has been developed to measure performance in each of those indicators. It is essential that leaders develop an in-depth understanding of leadership expectations, as well as how a leader's performance will be measured using this rubric.

This handbook serves as a guide for school leaders, supervisors of leaders, and superintendents in implementing the Louisiana Leader Rubric. Leaders are encouraged to use this handbook as a resource for understanding and implementing leadership best practices. This handbook provides an explanation of each domain, indicator, and descriptor, as well as opportunities for capturing evidence for each indicator and possible coaching/reflection questions. Understanding the indicators in isolation, however, does not guarantee that leaders will accurately and consistently implement them. Leaders also need to see what each indicator looks like in the context of their leadership practice in order to understand how they are accurately applied.

This handbook emphasizes the responsibility of the leader to be reflective about his/her leadership practices. The use of the rubric as a tool for continuous growth and as a coaching instrument is strongly recommended. It will take high-quality implementation of the practices in the LLR in order for them to have a positive impact on teacher instructional practice and student achievement.

The Louisiana Leader Rubric is divided into six domains, as shown in the overview on the following page. Within each domain, performance indicators are listed with bulleted descriptors and three specific performance levels for measuring actual leader performance. Performance definitions are provided at levels 5, 3, and 1, but evaluators can also score performance at levels 2 or 4 based on their professional judgment and preponderance of evidence. Leaders earn a score of 1, 2, 3, 4, or 5 for each indicator.

Throughout this document, the "exemplary" column is used as a platform to discuss each indicator. Use of the exemplary descriptor is done to ensure that every aspect of each descriptor is considered. It should be noted that a leader exhibiting consistent traits associated with the "proficient" column is considered a "rock solid" leader who has modeled effective leadership practices.

Each person, both leader and leader evaluator, must develop his/her skills to frame and reference each indicator with practical application. Understanding and expertise will be increased through exposure and engagement in practice and real-life application. This practice will define the

observer's and the leader's understanding, and the skills of each will be advanced. Most importantly, the holistic nature of the rubric will become increasingly evident. The rubric is not a "checklist" of behaviors, but rather a highly interconnected set of indicators that define leadership actions that build instructional coherence, a vision of excellence, high expectations, accessible opportunities, and capacity-building of others in an environment characterized by integrity and trust.

Louisiana Leader Rubric

Released April 2024

The *Louisiana Leader Rubric* was designed through a partnership between the Louisiana Department of Education (LDOE) and National Institute for Excellence in Teaching (NIET) to directly support improvements in school leadership. By clearly defining excellence in school leadership, this rubric supports school leaders in building essential mindsets and skills that elevate their practice, advance instruction, and improve outcomes for all students. The rubric is grounded in the NIET *Principal Standards Rubric,* which is based on school leadership research and experience across numerous states and is used by leaders of schools ranging from urban to rural and spanning all grade levels and school types. The rubric provides school leaders with a common understanding and language for best practices in school leadership represented in six key domains, as shown in the overview below. Within each domain, performance indicators are listed with bulleted descriptors and a rubric specifying three performance levels for measuring actual leader performance. Performance definitions are provided at levels 5, 3, and 1, but raters can also score at levels 2 or 4 based on the consistency of the evaluatee's actions related to the descriptors and specific evidence to merit the rating. Leaders earn a score of 1, 2, 3, 4, or 5 for each indicator. The domains and their research-based performance indicators serve as a tool for leadership coaching, support, and evaluation.

The *Louisiana Leader Rubric* embeds the school improvement best practices of instructional leadership teams (ILT), teacher collaboration (TC), and career pipeline (CP) support. Additionally, references to instructional practice and strategies embedded within the rubric are rooted in the use of high-quality instructional materials (HQIM), as LDOE concurs with research to identify these materials to be most aligned to state standards and assessments.

Louisiana Leader Rubric Domains and Indicators

SCHOOL MISSION, VISION, & STRATEGIC GOAL SETTING	INSTRUCTIONAL LEADERSHIP	CAPACITY BUILDING
1. Goal-Setting and Monitoring 2. Communication of Mission, Vision, and Goals 3. Expectations	1. Curriculum and Assessment 2. Teacher Effectiveness 3. Meeting Student Needs 4. Instructional Focus	1. Reflective Practices 2. Leadership Development 3. Collaborative Practices 4. Continuous Improvement
SCHOOL & COMMUNITY ENVIRONMENT	**PROFESSIONALISM & INTEGRITY**	**SCHOOL OPERATIONS/MANAGEMENT**
1. School Atmosphere 2. Community Engagement 3. Discipline 4. Access to High-Quality Education 5. Responsiveness to Stakeholders	1. Professional Norms 2. Professional Behavior 3. Policy	1. Administrative Operations 2. Fiscal and Physical Management

SCHOOL MISSION, VISION, & STRATEGIC GOAL SETTING

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Goal-Setting and Monitoring	The leader **consistently** and **effectively:** ● Establishes rigorous and obtainable data-driven goals and comprehensive action plans to ensure achievement. ● Disaggregates current and relevant data in depth in order to create, support, and monitor school goals. ● Strategically uses current and relevant student data to impact significant student achievement. ● Plans, implements, supports, monitors, and/or evaluates/refines action steps, including acceleration and interventions. ● Systematically enlists teachers to analyze student data and student work to monitor attainment of goals, and to guide and inform instruction.	The leader **usually:** ● Establishes data-driven goals and an action plan for achievement. ● Disaggregates current and relevant data in order to create and support school goals. ● Uses current and relevant data to impact student achievement. ● Plans, implements, and supports acceleration and interventions. ● Effectively utilizes student data and student work to create and/or revise action plans a few times during the school year.	The leader **inconsistently** and/or **ineffectively:** ● Establishes data-driven goals and a vision for achievement. ● Disaggregates data in order to create and support school goals. ● Uses available data to impact student achievement. ● Plans, implements, and supports acceleration and interventions. ● Assesses student work and results a few times during the school year.
Communication of Mission, Vision, and Goals	The leader **consistently** and **effectively:** ● Establishes and communicates a school mission and vision that drives instruction and school activities. ● Communicates the mission, vision, and goals of the school with staff members, students, families, and other stakeholders. ● Invests teachers, students, and stakeholders in contributing to the school vision in order to reach established goals.	The leader **usually:** ● Establishes a school mission and vision that drives instruction and school activities. ● Communicates the mission, vision, and goals of the school with staff members and students. ● Invests teachers and students in contributing to the school vision in order to reach established goals.	The leader **inconsistently** and/or **ineffectively:** ● Establishes a school mission and vision that drives instruction and school activities. ● Communicates the mission, vision, and goals of the school with staff members. ● Invests teachers and students in contributing to the school vision in order to reach established goals.
Expectations	The leader **consistently** and **effectively:** ● Advocates for the best interests and needs of all students to ensure student achievement. ● Establishes high standards for students, teachers, and staff members. ● Models expectations and creates opportunities for students, teachers, and	The leader **usually:** ● Advocates for the best interests and needs of some students to ensure student achievement. ● Establishes high standards for students and teachers. ● Creates opportunities for students and teachers to establish high and demanding expectations.	The leader **inconsistently** and/or **ineffectively:** ● Advocates for the best interests and needs of some students to ensure student achievement. ● Establishes high standards for students and teachers. ● Creates opportunities for students and teachers to establish high and demanding expectations.

	staff to establish high and demanding expectations.	

INSTRUCTIONAL LEADERSHIP

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Curriculum and Assessment	The leader **consistently** and **effectively**: ● Develops all teachers' abilities to effectively utilize established schoolwide instructional plans where high-quality instructional materials are consistent with schoolwide goals. ● Develops teachers to set clear, measurable objectives aligned to the depth and rigor of the state standards*. ● Develops teachers to utilize systems where teachers analyze formative and summative data to monitor and systematically adjust teaching and learning as needed to meet student achievement goals and increase their proficiency. ● Plans and monitors professional learning to ensure that teachers grow in the areas of curriculum, assessment, and instructional practices. ● Utilizes existing structures (e.g. TC, ILT) to strategically engage in conversations about assessments and student progress.	The leader **usually**: ● Establishes and monitors schoolwide instructional plans where the use of high-quality instructional materials is consistent with schoolwide goals. ● Ensures teachers set clear, measurable objectives aligned to the depth and rigor of the state standards*. ● Implements systems that allow teachers to analyze formative and summative data to monitor student progress and adjust teaching and learning to meet student achievement goals. ● Creates opportunities for teachers to participate in professional learning that is focused on curriculum, assessment, and instructional practices. ● Engages in conversations about assessments and student progress with teachers.	The leader **inconsistently** and/or **ineffectively**: ● Establishes schoolwide instructional plans where the use of-high-quality instructional materials is consistent with schoolwide goals. ● Ensures teachers set clear, measurable objectives aligned to the depth and rigor of the state standards*. ● Implements systems that allow teachers to analyze formative and summative data to monitor student progress. ● Creates opportunities for teachers to participate in professional learning that is focused on curriculum, assessment, and instructional practices. ● Engages in conversations about assessments and student progress with teachers.
	*National or local standards may be used when state standards are not available for specific courses.		
Teacher Effectiveness	The leader **consistently** and **effectively**: ● Develops and organizes a leadership team's (e.g. ILT) ability to utilize a schoolwide evaluation system and coaching plans to increase teacher effectiveness. ● Develops and supports a leadership team's ability to evaluate teaching and learning through current and relevant student data. ● Develops and supports a leadership team's	The leader **usually**: ● Utilizes a schoolwide evaluation system and individualized coaching plans to increase teacher effectiveness. ● Evaluates classroom teaching and learning accurately and provides current and relevant student data to support the evaluation. ● Provides specific evidence from the	The leader **inconsistently** and/or **ineffectively**: ● Utilizes a schoolwide evaluation system and individualized coaching plans to increase teacher effectiveness. ● Evaluates classroom teaching and learning accurately and provides current and relevant student data to support the evaluation. ● Provides specific evidence from the

	ability to provide evidence from the observed lesson that connects to an overall area of strength, an area of growth, and a specific recommendation for next steps. ● Develops and supports a leadership team's ability to use teacher and student data gathered through observations to determine what development activities or instructional strategies will best meet the needs of each teacher to improve overall teacher effectiveness. ● Develops, organizes, and supports a system that ensures teachers receive a differentiated targeted coaching plan based on classroom evaluations. ● Strategically develops, organizes, and supports opportunities for teachers to implement learning in different ways and ensures teacher ownership of new learning. ● Organizes and supports opportunities where teachers work and plan together to impact student achievement.	observed lesson that connects to an overall area of strength, an area of growth, and a specific recommendation for next steps. ● Uses teacher and student data gathered through observations to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness. ● Ensures most teachers receive a differentiated targeted coaching plan based on classroom evaluations. ● Includes opportunities for teachers to implement learning in different ways and ensures teacher ownership of new learning. ● Creates structures where teachers can support one another so that they can build and sustain their own learning in order to impact student achievement.	observed lesson that connects to an overall area of strength, an area of growth, and a specific recommendation for next steps. ● Uses teacher and student data gathered through observations to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness. ● Ensures that teachers receive a differentiated targeted coaching plan based on classroom evaluations. ● Includes opportunities for teachers to implement learning in different ways and ensures teacher ownership of new learning. ● Creates structures where teachers can support one another so that they can build and sustain their own learning in order to impact student achievement.
Meeting Student Needs	The leader **consistently** and **effectively**: ● Develops teachers' abilities to utilize data to identify students in need of intervention, acceleration, extension, or other additional supports. ● Creates and implements a systematic monitoring process where all educators monitor, evaluate, and review student progress to ensure the academic needs of all students are being met. ● Develops teachers to adjust instruction by utilizing instructional supports within high-quality instructional materials, when available, to ensure that all students master the content. ● Creates and implements systems that develop teachers in implementing instructional practices that meet the needs of all learners.	The leader **usually**: ● Engages all teachers in utilizing data to identify students in need of intervention, acceleration, extension, or other additional supports. ● Monitors student progress to ensure the academic needs of all students are being met. ● Supports teachers in adjusting instruction by utilizing instructional supports within high-quality instructional materials, when available, to ensure that students master the content. ● Supports teachers in implementing instructional practices that meet the needs of all learners. ● Implements systems that ensure all students have access to rigorous, on grade-level instruction.	The leader **inconsistently** and/or **ineffectively**: ● Utilizes data to identify students in need of intervention, acceleration, extension, or other additional supports. ● Monitors student progress to ensure the academic needs of all students are being met. ● Supports teachers in adjusting instruction by utilizing instructional supports within high-quality instructional materials, when available, to ensure that students master the content. ● Supports teachers in implementing instructional practices that meet the needs of all learners. ● Implements systems that ensure all students have access to rigorous, on grade-level instruction.

	• Develops teachers' abilities to implement systems so all students access rigorous, on grade-level instruction.		
Instructional Focus	The leader **consistently** and **effectively**: • Creates and implements a schoolwide schedule and routines that maximize instructional time; monitors effectiveness and makes adjustments when necessary with input from other instructional leaders or key personnel. • Plans and prioritizes his/her schedule in order to engage in instructional leadership activities focused on teaching and learning. • Ensures teachers have access to and effectively use high-quality instructional materials to instruct all students; regularly monitors teachers' use of these materials and evaluates the impact on student achievement. • Plans and prioritizes instructional practices based on system and school goals when making decisions. • Develops schoolwide systems which ensure that there are specific roles for other instructional leaders on campus in supporting and building teacher capacity in order to meet both teacher and student goals. • Develops instructional leaders who lead instructional staff meetings and/or ongoing applied professional learning with adult learning principles.	The leader **usually**: • Implements a schoolwide schedule and routines that maximize instructional time. • Plans and prioritizes his/her own schedule in order to engage in instructional leadership activities focused on teaching and learning. • Ensures teachers have access to high-quality instructional materials to instruct all students. • Considers system and school goals when making decisions about instructional practices or priorities. • Utilizes other instructional leaders on campus to play a role in supporting and building teacher capacity in order to meet both teacher and student goals. • Leads instructional staff meetings and/or ongoing applied professional learning with adult learning principles.	The leader **inconsistently** and/or **ineffectively**: • Implements a schoolwide schedule and routines that maximize instructional time. • Plans and prioritizes his/her own schedule in order to engage in instructional leadership activities focused on teaching and learning. • Ensures teachers have the resources and materials they need. • Considers school goals when making decisions about instructional practices or priorities. • Utilizes other instructional leaders on campus to play a role in supporting and building teacher capacity in order to meet both teacher and student goals. • Leads instructional staff meetings and/or ongoing applied professional learning with adult learning principles.

CAPACITY BUILDING			
	Significantly Above Expectations (5) **Exemplary**	**At Expectations (3)** **Proficient**	**Significantly Below Expectations (1)** **Unsatisfactory**
Reflective Practices	The leader **consistently** and **effectively**: • Openly/transparently reflects on his/her own leadership practice resulting in	The leader **usually**:	The leader **inconsistently** and/or **ineffectively**:

	The leader consistently and effectively	The leader usually	The leader inconsistently and/or ineffectively
	strategic action plans that lead to a significant increase in student achievement and teacher proficiency. ● Self-reflects to determine areas of growth and sets rigorous goals routinely to strengthen his/her own leadership practice. ● Implements and adjusts schoolwide action plans based on feedback and data collected in order to enhance student achievement and educator effectiveness. ● Collaborates with colleagues at the school and system levels to implement local and schoolwide initiatives that consistently result in gains in student achievement and educator effectiveness.	● Reflects on his/her own leadership practice resulting in actions to increase student achievement and teacher proficiency. ● Determines areas of growth and sets goals to strengthen his/her own leadership practice. ● Implements schoolwide activities/action steps based on feedback and data. ● Collaborates with colleagues at the school and system levels to implement local initiatives that result in gains in student achievement.	● Reflects on his/her own leadership practice resulting in actions to increase student achievement and teacher proficiency. ● Determines areas of growth and sets goals to strengthen his/her own leadership practice. ● Implements activities/action steps based on feedback and data. ● Collaborates with colleagues at the school and system levels to implement local initiatives that result in gains in student achievement.
Leadership Development	The leader **consistently** and **effectively**: ● Develops school leaders to utilize teacher and student observational data to increase teacher effectiveness and ensure student growth. ● Fosters self-reflection in teacher leaders by creating systems for strong collaboration and coaching resulting in ongoing capacity-building and student achievement. ● Develops his/her leadership skills and those of others by establishing a career pipeline to assume additional responsibilities. ● Provides opportunities for teachers and staff members to participate and apply new learning.	The leader **usually**: ● Utilizes teacher and student observational data with school leaders resulting in adjustments to the support that is provided for teachers and to ensure student growth. ● Provides coaching support and collaborative opportunities for teacher leaders based on professional learning, classroom support and observations, teacher evaluation data, and student achievement data. ● Develops the leadership skills of others by establishing a career pipeline to assume additional responsibilities. ● Provides opportunities for teachers and staff members to gain new learning.	The leader **inconsistently** and/or **ineffectively**: ● Utilizes teacher and student observational data with school leaders to ensure student growth. ● Provides coaching support for teacher leaders utilizing feedback and support based on professional learning, classroom support observations, teacher evaluation data, and student achievement data. ● Develops the leadership skills of others by establishing a career pipeline to assume additional responsibilities. ● Provides opportunities for teachers and staff members to gain new learning.
Collaborative Practices	The leader **consistently** and **effectively**: ● Ensures collaborative opportunities/ structures for capacity-building of teachers to continuously examine evidence of student learning and make strong instructional adjustments to ensure student success. ● Fosters a strong sense of purpose by ensuring meaningful contribution from	The leader **usually**: ● Provides ongoing collaborative opportunities/structures for teachers to strengthen instructional practice by examining evidence of student learning and making instructional adjustments. ● Provides for meaningful contribution from teachers that includes significant student	The leader **inconsistently** and/or **ineffectively**: ● Provides ongoing collaborative opportunities/structures for teachers to strengthen instructional practice by examining evidence of student learning and making instructional adjustments. ● Provides for meaningful contribution from teachers that includes significant student

	teachers that includes analysis of significant student or teacher data to inform decisions, build teacher capacity, and increase student achievement. • Monitors and actively supports the quality of content within collaborative opportunities/structures (e.g., TC, ILT) to ensure it is a logical continuum that results in significant increases in student learning and teacher effectiveness.	or teacher data to inform decisions, build teacher capacity, and increase student achievement. • Monitors the quality of content within collaborative opportunities/structures (e.g., TC, ILT) so that it is a logical continuum that increases student learning.	or teacher data to inform decisions, build teacher capacity, and increase student achievement. • Monitors the quality of content within collaborative opportunities/structures (e.g., TC, ILT) so that it is a logical continuum that increases student learning.
Continuous Improvement	The leader **consistently** and **effectively**: • Prepares, plans, and monitors new staff by providing induction and mentoring systems and support. • Systematically fosters and empowers the continuous learning and improvement of teachers and staff to the highest levels of practice through job-embedded professional learning opportunities. • Ensures individualized professional learning, aligned to the coaching plan, is provided to support teachers' and staff members' skills, is guided by understanding of adult learning principles, and is measured with student data.	The leader **usually**: • Prepares and plans for new staff by providing induction and mentoring systems and support. • Systematically fosters and empowers the continuous learning and improvement of teachers and staff to the highest levels of practice through job-embedded professional learning opportunities. • Ensures individualized professional learning, aligned to the coaching plan, is provided to support teachers' and staff members' skills, is guided by understanding of adult learning principles, and is measured with student data.	The leader **inconsistently** and/or **ineffectively**: • Prepares and plans for new staff by providing induction and mentoring systems and support. • Systematically fosters and empowers the continuous learning and improvement of teachers and staff to the highest levels of practice through job-embedded professional learning opportunities. • Ensures individualized professional learning, aligned to the coaching plan, is provided to support teachers' and staff members' skills, is guided by understanding of adult learning principles, and is measured with student data.

SCHOOL & COMMUNITY ENVIRONMENT			
	Significantly Above Expectations (5) Exemplary	**At Expectations (3) Proficient**	**Significantly Below Expectations (1) Unsatisfactory**
School Atmosphere	The leader **consistently** and **effectively**: • Establishes systems that ensure a safe and positive campus atmosphere for students, staff members, families, and community stakeholders. • Manages conflict among stakeholders effectively. • Develops structures and processes that result in ongoing, positive collaboration with a school leadership team.	The leader **usually**: • Establishes a safe and positive campus atmosphere for students, staff members, families, and community stakeholders. • Manages conflict among stakeholders effectively. • Regularly collaborates with a school leadership team.	The leader **inconsistently** and/or **ineffectively**: • Establishes a safe and positive campus atmosphere for students, staff members, families, and community stakeholders. • Manages conflict among stakeholders. • Supports collaboration with a school leadership team.

Community Engagement	The leader **consistently** and **effectively**: ● Develops productive and positive relationships with stakeholders. ● Uses communication to enhance student learning and build support for goals. ● Provides services for students, families, and the community during and beyond school hours. ● Creates opportunities for diverse and broad stakeholder engagement to support learning.	The leader **usually**: ● Develops productive relationships with stakeholders. ● Uses communication to enhance student learning and build support for goals. ● Provides needed support services for students and their families during school hours. ● Creates opportunities for stakeholder engagement to support student learning.	The leader **inconsistently** and/or **ineffectively**: ● Develops productive relationships with stakeholders. ● Uses communication to enhance student learning and build support for goals. ● Provides needed support services for students and their families during school hours. ● Creates opportunities for stakeholder engagement to support student learning.
Discipline	The leader **consistently** and **effectively**: ● Develops, implements, and monitors a campus wide discipline system/plan to promote a positive learning environment for all students. ● Addresses student misconduct in a positive and fair manner. ● Incorporates problem-solving skills to manage student behavioral challenges. ● Supports and coaches teachers in resolving discipline concerns.	The leader **usually**: ● Implements a campus wide discipline system/plan to promote a positive learning environment for all students. ● Addresses student misconduct in a positive and fair manner. ● Incorporates problem-solving skills to manage student behavioral challenges. ● Supports teachers in resolving discipline concerns.	The leader **inconsistently** and/or **ineffectively**: ● Implements a campus wide discipline system/plan to promote a positive learning environment for all students. ● Addresses student misconduct in a positive and fair manner. ● Incorporates problem-solving skills to manage student behavioral challenges. ● Supports teachers in resolving discipline concerns.
Access to High-Quality Education	The leader **consistently** and **effectively**: ● Implements and monitors systems that allow **all** students to have access to effective teachers. ● Develops and monitors initiatives to ensure **all** students have learning opportunities and academic and social supports that lead to academic success. ● Supports and coaches teachers with identifying and utilizing resources for providing **all** students with educational opportunities.	The leader **usually**: ● Implements systems that enable **all** students to have access to effective teachers. ● Develops initiatives to ensure **all** students are provided with learning opportunities and academic and social supports that lead to academic success. ● Supports teachers with identifying and utilizing resources for providing **all** students with educational opportunities.	The leader **inconsistently** and/or **ineffectively**: ● Implements systems that enable **all** students to have access to effective teachers. ● Develops initiatives to ensure **all** students are provided with learning opportunities and academic and social supports that lead to academic success. ● Supports teachers with identifying and utilizing resources for providing **all** students with educational opportunities.
Responsiveness to Stakeholders	The leader **consistently** and **effectively**: ● Incorporates and articulates a commitment to **all** students in the school mission and vision.	The leader **usually**: ● Incorporates and articulates a commitment to **all** students in the school mission and vision. ● Incorporates the background of students' communities in the curriculum.	The leader **inconsistently** and/or **ineffectively**: ● Incorporates and articulates a commitment to **all** students in the school mission and vision.

	• Incorporates the history, values, and background of students' communities in the curriculum. • Creates organizational structures at the school and system levels that empower **all** students and parents across communities.	• Creates organizational structures at the school that empower **all** students and parents across communities.	• Incorporates the background of students' communities in the curriculum. • Creates organizational structures at the school that empower **all** students and parents across communities.

PROFESSIONALISM & INTEGRITY

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Professional Norms	The leader **consistently** and **effectively**: • Monitors and supports an established environment that is open, productive, caring, professional, and trusting for teachers and staff. • Monitors and promotes accountability among teachers and staff for each student's success and the effectiveness of the school as a whole.	The leader **usually**: • Establishes and supports an environment that is open, productive, caring, professional, and trusting for teachers and staff. • Promotes accountability among teachers and staff for each student's success and the effectiveness of the school as a whole.	The leader **inconsistently** and **ineffectively**: • Establishes an environment that is open, productive, caring, professional, and trusting for teachers and staff. • Promotes accountability among teachers and staff for each student's success and the effectiveness of the school as a whole.
Professional Behavior	The leader **consistently** and **effectively**: • Models professional behavior by acting respectfully and responsibly in personal conduct and in relationships with others, and monitors staff and students to do the same. • Demonstrates and promotes the values of integrity, trust, collaboration, perseverance, and continuous improvement. • Makes all decisions based on what is best for children and holds self and others responsible for the academic achievement and well-being of all students.	The leader **usually**: • Provides professional direction by acting respectfully and responsibly in personal conduct and in relationships with others, and expects staff and students to do the same. • Demonstrates the values of integrity, trust, collaboration, perseverance, and continuous improvement. • Makes most decisions based on what is best for children and holds oneself responsible for the academic achievement and well-being of all students.	The leader **inconsistently** and/or **ineffectively**: • Provides professional direction by acting respectfully and responsibly in personal conduct and in relationships with others, and expects staff and students to do the same. • Demonstrates the values of integrity, trust, collaboration, perseverance, and continuous improvement. • Makes most decisions based on what is best for children and holds oneself responsible for the academic achievement and well-being of all students.
Policy	The leader **consistently** and **effectively**: • Understands, implements, and supports school personnel in following school and system expectations and policies to maintain consistency and impartiality.	The leader **usually**: • Understands, implements, and supports school personnel in following school and system expectations and policies to maintain consistency and impartiality.	The leader **inconsistently** and/or **ineffectively**: • Understands, implements, and supports school personnel in following school and system expectations and policies to maintain consistency and impartiality.

	● Models and ensures that all stakeholders understand, comply, and adhere to federal, state, and local laws, rights, policies, and regulations.	● Models and ensures that all stakeholders understand, comply, and adhere to federal, state, and local laws, rights, policies, and regulations.	● Models and ensures that all stakeholders understand, comply, and adhere to federal, state, and local laws, rights, policies, and regulations.

SCHOOL OPERATIONS/MANAGEMENT

	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Administrative Operations	The leader **consistently** and **effectively**: ● Models and manages the governance processes and internal and external politics toward achieving the school's mission and vision. ● Recruits, hires, retains, and builds the instructional capacity of a diverse group of highly qualified professional staff. ● Establishes and monitors a system that ensures all staff members (including but not limited to clerical, cafeteria, custodial, and transportation) are productive and use their time effectively by focusing on student needs and student achievement.	The leader **usually**: ● Manages the governance processes and internal and external politics toward achieving the school's mission and vision. ● Recruits, hires, and retains a diverse group of highly qualified professional staff. ● Establishes and monitors a system that ensures all staff (including but not limited to clerical, cafeteria, custodial, and transportation) are productive and use their time effectively by focusing on student needs and student achievement.	The leader **inconsistently** and/or **ineffectively**: ● Manages the governance processes and internal and external politics toward achieving the school's mission and vision. ● Recruits, hires, and retains a diverse group of highly qualified professional staff. ● Establishes and monitors a system that ensures all staff (including but not limited to clerical, cafeteria, custodial, and transportation) are productive and use their time effectively by focusing on student needs and student achievement.
Fiscal and Physical Management	The leader **consistently** and **effectively**: ● Seeks, acquires and manages fiscal, physical, and other resources to support student learning and community engagement. ● Creates systems for all stakeholders to routinely analyze allocated resources and provides recommendations for adjustments in order to maximize student achievement.	The leader **usually**: ● Acquires and manages fiscal, physical, and other resources to support student learning and community engagement. ● Analyzes data sources and utilizes feedback to make decisions for allocating resources in order to meet the needs and goals of the school.	The leader **inconsistently** and/or **ineffectively**: ● Acquires and manages fiscal, physical, and other resources to support student learning and community engagement. ● Analyzes data sources and utilizes feedback to make decisions for allocating resources in order to meet the needs and goals of the school.

DEFINITIONS

Acceleration - a just-in-time tutoring model that is focused on identifying, celebrating, and building upon the assets students bring to the learning experience. Acceleration means connecting unfinished learning in the context of new learning, integrating new information, and the needed prior knowledge. Acceleration is:
● support that builds students' knowledge and skills required to be successful in core instruction within the context of a high-quality

curriculum;
- a type of intervention;
- proactive, deliberate action planning; and
- targeted and individualized for students based on their specific needs as gathered from diagnostic and formative data collected as students engage in the work of the curriculum.

High-quality instructional materials (HQIM) - HQIM is fully aligned to state content standards, or national or local when state standards are not provided—what students are expected to learn and be able to do at the end of each grade level or course—and builds content-specific knowledge and skills. HQIM provides support for all learners and high-quality resources for teachers to support the delivery of meaningful instruction every day, including
- effective lesson structures and strategies;
- appropriate pacing guidance;
- meaningful, connected assessments; and
- implementation guidance and resources.

Expectations (also known as Success Criteria) - refers to a concrete learning performance: something students will say, do, or make to indicate they are moving towards the learning goal/objective.

School Leaders - encompasses assistant principals, deans, master teachers, content leaders, instructional coaches, and teacher leaders.

System/System Level - formerly referred to as "district."

SCHOOL MISSION, VISION, & STRATEGIC GOAL SETTING DOMAIN

Goal Setting and Monitoring

The leader on a campus challenges the status quo based on data to align the school's actions with the shared vision. Leaders lead the process of setting, monitoring, and implementing specific and challenging goals for students and staff that reflect high academic expectations for all. Leaders must lead their school through the goal-setting process in which student data is analyzed, improvement areas are identified, and action plans are created. This complex process involves working in collaboration with key stakeholders to identify the differences between current and future outcomes, to set and prioritize goals to help close the achievement gap in all populations, to develop strategies aimed at accomplishing the goals, to effectively communicate goals, and to strengthen efforts from stakeholders in the community. Leaders must also ensure that staff needs in analyzing student data and work are identified and addressed with appropriate professional development opportunities. There is close alignment with this indicator and the Instructional Leadership, Capacity Building, and School & Community Environment Domains.

Exemplary Descriptors for Goal Setting and Monitoring
The school leader consistently and effectively:
1. Establishes rigorous and obtainable data-driven goals and comprehensive action plans to ensure achievement.
2. Disaggregates current and relevant data in depth in order to create, support, and monitor school goals.
3. Strategically uses current and relevant student data to impact significant student achievement.
4. Plans, implements, supports, monitors, and/or evaluates/refines action steps, including acceleration and interventions.
5. Systematically and effectively enlists teachers to analyze student data and student work to monitor attainment of goals, and to guide and inform instruction.

Descriptor 1
Establishes rigorous and obtainable data-driven goals and comprehensive action plans to ensure achievement.

The leader is the lead learner on a campus and the driver of goal setting. Using data from state, system, and campus assessments, the leadership team on a campus completes gap analysis to find where academic goals that can be measured need to be created. To gain a true understanding of students' academic needs, the leader and teachers collect student data from a variety of data sources. By focusing on specific questions about student data, the leader, along with his/her data team, can prioritize which types of available data to gather to inform the instructional decisions of teachers and staff on that campus. This collection and analysis of data should lead the leader and team to create measurable action plans to monitor and support achievement for all students.

Descriptor 2
Disaggregates current and relevant data in depth in order to create, support, and monitor school goals.

Understanding what student data says about where the school is performing in relation to school, system, and state goals is an important step in data analysis and disaggregation. Working together as a school to understand why the campus data looks like it does is the next step. This process could involve grade level and content areas, teachers disaggregating individual data to identify trends, and then collaborating as a larger team to determine the overall school trends.

Descriptor 3
Strategically uses current and relevant student data to impact significant student achievement.

Accountability and testing policies have provided states, systems, and leaders access to various kinds of student-level data, and the availability of such data has led schools to strengthen the role of data for guiding instruction and improving student achievement. To use this data strategically requires time and planning on the part of the leader. The creation of data teams in a school to encourage the use of student-level data and help teachers learn how to interpret data is key. These collaborative meetings among teachers about data can help support student achievement. Pushing this kind of learning and data analysis out to students on how to use their own achievement data to set and monitor academic goals will create a schoolwide atmosphere where data is used strategically. Regular monitoring and data analysis by teachers over time can also lead to an increase in student performance.

Descriptor 4
Plans, implements, supports, monitors, and/or evaluates/refines action steps, including acceleration and interventions.

A leader must lead and support an intervention structure/system on his/her campus. Implementation of an intervention system requires flexibility in roles and resources. Decisions and action planning regarding the use of building-level resources are the primary responsibility of the leader. Effective intervention also requires having aligned assessments in place to determine predictors of student success. Because these decisions are vital to success, the focus of the leader is necessary to ensure successful implementation. Teachers and staff are receptive to change when they understand the need for the change (data), and they believe that they have the support necessary to implement the intervention plan. As a leader, developing a deep understanding of the need for intervention requires distributed leadership and continuous communication. If interventions are not working, it is up to the leader and the leadership team to evaluate and refine the process until it provides the movement in data that a campus is seeking.

Descriptor 5
Systematically and effectively enlists teachers to analyze student data and student work to monitor attainment of goals, to guide and inform instruction.

Leaders need to model the expectations and train staff to regularly collect, analyze and use student data to inform instruction. Effective leaders seek the input of stakeholders (teachers, school leaders, parents, and students) to ensure that all points of view and attitudes are represented in this multi-stepped process. Finding a recurring time and setting it aside for this work is key. Teachers can collaboratively analyze and interpret students' achievement data together to identify instructional changes that need to be made in either curriculum or pedagogy and make changes in lessons and units. To help facilitate collaboration and follow the cycle of inquiry, analyzing student data helps teachers prepare to implement a student data-based action plan and carry out the agreed upon instructional modifications and strategies.

Possible Sources of Evidence for Goal Setting and Monitoring

Example 1: Benchmark Assessments

During a leadership team meeting, the leader analyzes the 5th grade data from the first quarter benchmark assessments for the students projected to score mastery on the end-of-year assessments. During the meeting, the team determined that one of the fifth-grade teacher's students had five of ten students scoring at the approaching basic proficiency category. The leader had the team continue to dig into the grade level data to identify other students who had regressed and were in jeopardy of not meeting their individual growth targets. As part of the long-range leadership team plan, the leader discussed how the team's next steps would be to consider the amount and type of support being provided to teachers and how it should be adjusted to support students who were in jeopardy of regressing. Some possible sources of evidence and artifacts might include agenda(s) from leadership team meetings, long-range leadership plan, fifth-grade student data, and teacher support plans.

Example 2: Data Monitoring Displays

In the school, data is displayed for each grade level in the school in all content areas and grade levels. When asked, students share about the goal and where they fell within the bigger class goal. Students also share that the school celebrates when a grade level meets their quarterly goal with an assembly led by the leader. Some possible sources of evidence and artifacts might include pictures of the data displays, notes from conversations with students, and agenda and/or pictures from quarterly celebrations.

Example 3: TC Analysis of Data and Student Needs

During teacher collaborations (TC), teachers analyze quarter 2 benchmark assessments and identify which areas were most difficult for students (frequently missed questions). Teachers then identified which students would need additional support and with which anchor standard. The TC long-range plans showed that in the next two TCs, teachers would develop redesigned lessons to ensure that students had the opportunity to master the skills that they were missing. Some possible sources of evidence and artifacts might include agenda(s) from TC meetings; TC long-range plan.

Example 4: Post-Conference Plans

Post-conference plans from observations show that the evidence leaders noted was student-centered, with examples of student work noted. In addition, self-reflection questions guide the teacher to make connections between the area of reinforcement and refinement to the performance measures given quarterly to students. This serves to illustrate the impact that instruction plays on student growth over time. Some possible sources of evidence and artifacts might include copies of post-conference plans; notes from conversations with teachers regarding support received during post-conferences.

Suggested Reflection/Coaching Questions on Goal Setting and Monitoring
- Why is the creation of rigorous, clearly defined, and data-driven goals and action plans to achieve those goals critical to your effectiveness as a leader? How often do you visit your vision and mission statements?
- Why is it important for leaders to create action plans based on student achievement and monitor them as they go?

- What student data might you use when establishing goals? Why is it important to use multiple data sources?
- What teacher data might you use when establishing goals? Why is it important to use multiple data sources?
- Which areas of focus will have the greatest impact on teacher learning?
- How have you involved other stakeholders in the creation of your campus goals?
- What data systems are you using to set goals for your students and educators?
- What expectations for tutoring and intervention do you have for your teachers and staff?
- How are you communicating those expectations?
- What support or learning do you need in order to achieve these goals?
- How do you facilitate data discussions on your campus?
- How do you involve others in the creation of the goals and action plans?
- How do you facilitate ongoing data discussions on campus?
- How do you and your leadership team facilitate ongoing monitoring of progress toward goal attainment and plan implementation?
- How do you facilitate the creation of intervention plans for students who need them?
- How do you monitor the implementation and success of action plans?

Additional Resources: Goal Setting & Monitoring
- Wohlstetter, P., Datnow, A., & Park, V. (2008). Creating a system for data-driven decision-making: applying the leader-agent framework.
- Quinn, D.M. (2002). The impact of leader leadership behaviors on instructional practice and student engagement.
- Gómez-Miñambres, J., Corgnet, B., & Hernán-Gonzalez, R. (2016). Goal Setting in the Leader- Agent Model: Weak Incentives for Strong Performance.

Communication of Mission, Vision, and Goals

In education, mission and vision both relate to a system or school's purpose and are usually communicated in both electronic and written form. Mission and vision statements demonstrate what school leaders, teachers, and staff value relative to teaching, learning, and student achievement. A mission statement communicates the school's reason for operating and how it aspires to serve its students. The vision statement is a more specific, future-oriented explanation of the school's purpose and goals. Schools with clearly communicated, widely understood (by all stakeholders), and shared mission and vision statements operate with more effectiveness and clarity than those without them, especially when school goals and program objectives are aligned with that mission and vision. There is close alignment with this indicator and the Instructional Leadership, Capacity Building, and School & Community Environment Domains.

Exemplary Descriptors for Communication of Mission, Vision, and Goals
The school leader consistently and effectively
1. Establishes and communicates a school mission and vision that drives instruction and school activities.
2. Communicates the mission, vision, and goals of the school with staff members, students, families, and other stakeholders.
3. Invests teachers, students, and stakeholders in contributing to the school vision in order to reach established goals.

Descriptor 1
Establishes and communicates a school mission and vision that drives instruction and school activities.

Leaders begin by knowing where they want the school to go. Use of student data to inform decisions and create ownership around the school goals is critical. When creating and building the mission and vision statements for the school, a leader should intentionally consider the values of the system and community. Mission and vision are built on the idea that a school's values do not just hold promise, but they also can be delivered on every day. This attention to mission and vision requires recognition of a school's strengths and weaknesses. The mission and vision should be visible to everyone. Leaders should keep the mission and vision easy to understand. Confusing language and statements can hurt the impact. Stakeholders can't support what they don't understand. Effective leaders engage stakeholders in the process of establishing the school mission and vision. High, but achievable, aspirations can guide instructional practices and school activities. High and achievable aspirations, which are also actionable and clear, will increase stakeholder understanding of the mission and vision and will encourage stakeholder ownership and action aligned with the mission and vision. Communication of the mission and vision in multiple formats – posters, staff memos and agendas, verbal conversations, and announcements is a first step in bringing a mission and vision to life.

Descriptor 2
Communicates the mission, vision, and goals of the school with staff members, students, families, and other stakeholders.

Stakeholders are people or groups of people who have an interest in a school's ability to live up to its mission and reach its vision for student achievement. Schools are usually accountable to a broad range of stakeholders, including the state, the system, staff, students, parents, businesses, and community members, who can make it either more difficult or easier to realize its mission and vision. The impact of stakeholders is an important reason leaders must consider stakeholders' interests, concerns, and points of view.

Communication involves stakeholders taking part in the development of the mission and vision. Involvement of stakeholders, early in the process, increases a sense of ownership. A leader may consider identifying and requesting feedback and input in specific ways so that it's clear how each stakeholder can contribute. Involving stakeholders throughout the process to revise and reiterate the mission and vision is another way to keep the lines of communication open.

Collaboration can be a powerful thing with great minds on a campus working together to create the best possible product. Leaders may want to engage their teachers, staff, and other stakeholders in the creation of the school's mission, vision, and goals. Not only will new and powerful ideas come to the table, but this collaborative effort will create more ownership and support a positive school environment.

Descriptor 3
Invests teachers, students, and stakeholders in contributing to the school vision in order to reach established goals.

True engagement of teachers, students, and stakeholders goes well beyond the initial creation and communication of a school's mission and vision. Highly effective leaders engage all stakeholders in the process of living the mission and vision, making it alive in the school and the outside community. Day-to-day school decisions, actions, and communications reflect the school's mission, vision, and goals.

Possible Sources of Evidence for Communication of Mission, Vision, and Goals

Example 1: Teacher Collaboration (TC) Focus on Concern Identified by Stakeholders
During a TC meeting observation, teachers address one of the challenges identified during the fall school town hall meeting (open house) at which parents, teachers, students, and community members spend time identifying and addressing the challenges in meeting their school mission and vision, as well as celebrating the successes. During the TC meeting, teachers examine how they are building respectful conditions in their classrooms. Some possible sources of evidence and artifacts might include TC agenda(s) and follow-up plans to address identified concerns.

Example 2: Student & Teacher Recognition
As an attempt to build an environment of respectful conditions, each month a teacher and a student are selected who exhibit one of the values in the school's mission statement. During morning announcements, the leader shares how these individuals have actively contributed to the mission and vision of the school through tangible actions. Some possible sources of evidence and artifacts might include copies of morning announcements; a list of awardees and their recognized contributions.

Example 3: Schoolwide Celebrations/Recognition
Students, teachers, community members, and parents attend a quarterly celebration of those students who have earned entry into the "jacket club" for improving their grades and their quarterly benchmark scores. Students are presented with a jacket that they can proudly wear, which allows them special perks such as going to the front of the lunch line on Fridays in order to elevate academic growth, just as students are elevated for their athletic achievements with letter jackets. Some possible sources of evidence and artifacts might include pictures and/or agendas from quarterly celebrations; a list of student members in "jacket club"; and notes from conversations with students in the "jacket club."

Example 4: Leader/Teacher Regular Conversations
Quarterly fireside chats are held between the leader and each teacher to compare benchmark progress measures against Student Learning Targets (SLTs) that teachers set at the beginning of the school year. Several data sources are discussed, including the teacher's areas of reinforcement and refinement. Some possible sources of evidence and artifacts might include a schedule of the fireside chats and notes from the fireside chats.

Suggested Reflection/Coaching Questions on Communication of Mission, Vision, and Goals

- Why is it important to establish a clear mission and vision for instruction in your school?
- Why is it important to involve multiple stakeholders in developing the school's mission, vision, and goals? How might you involve teachers, students, and other stakeholders in the development of the school's mission, vision, and goals?
- Why is it important to involve all stakeholders in communicating the mission and vision of the school? What kind of actions will you take to communicate the mission, vision, and goals of the school with staff members, students, families, and other stakeholders?

- How might you most effectively communicate the school's mission and vision to faculty, students, families, and the broader community?
- What communication strategies and actions will you employ to ensure a common understanding of the school's mission and vision? Who else could be involved in these actions?
- How do you utilize the school's mission, vision, and goals as a context for making decisions and solving problems?
- What kinds of obstacles do you think you may face in reaching or exceeding the school goals you have created? How can you be proactive in meeting your school goals?

Additional Resources: Communication of Mission, Vision, and Goals
- Sterrett, W. (2011). Insights into Action.
- NASSP. (2013). Leadership Matters.
- American Institutes for Research. (2000). Vision, Leadership, and Change.
- Brown University. (2008). Leader as Instructional Leader Excerpts from The Knowledge Loom: Educators Sharing and Learning Together.
- Fayad, J.D. (2011).Making Mission Statements Operational: Perceptions of Leaders from Tri- Association Schools.
- Eastern Michigan University. (2009). The New School Year: An Opportunity to Commit to a Shared Vision.

Expectations

Connected to the school's mission, vision, and school goals, the leader is an instructional leader of the school who is responsible for setting, modeling, and monitoring academic expectations as well as personal, professional, and high expectations. Words, actions, and attitudes should all be aligned to shape the culture on a campus and connect to the vision. Expectations around curriculum, pedagogy, data use, differentiation, and interventions should be clearly understood and communicated so that the expectations for teaching and learning on the school campus are clear and all stakeholders can explain how their actions lead to student achievement. There is close alignment with this indicator and the Instructional Leadership, Capacity Building, School & Community Environment, and Professionalism & Integrity Domains.

Exemplary Descriptors for Expectations
The school leader consistently and effectively:
1. Advocates for the best interests and needs of all students to ensure student achievement.
2. Establishes high standards for students, teachers, and staff members.
3. Models expectations and creates opportunities for students, teachers, and staff to establish high and demanding expectations.

Descriptor 1
Advocates for the best interests and needs of all students to ensure student achievement.

To advocate means to publicly support or recommend a particular cause, expectations, systems or policies. A leader advocates through public speaking and/or social media opportunities that draw attention to successes and milestones of individual students, groups of students, teachers, staff, and the school as a whole. Leader membership in local, system, state, and national organizations fosters awareness of important issues facing students and the school and provides opportunities

for meaningful, direct conversations with policymakers and influential citizens who impact the school. Effective leaders advocate for students by providing opportunities for community members to interact with students through career days, college days, etc.

Descriptor 2
Establishes high standards for students, teachers, and staff members.

Aligning expectations to clear goals and communicating those standards helps the leader move all stakeholders toward meeting the established goals. A leader can set high expectations by establishing a clear and intentional direction for the school, by identifying a purpose and vision. High standards can be established by developing a plan for providing guidance to improve teachers' classroom practices. Redesigning the organization in order to strengthen and modify the school's atmosphere and strategies for building collaborative processes can also be considered when establishing high standards for students, teachers, and staff members.

Descriptor 3
Models expectations and creates opportunities for students, teachers, and staff to establish high and demanding expectations.

School leaders are critically important to school success. An effective leader models high expectations by actions and by functioning as a "lead learner" who is ready to "go first." An effective leader, who expects teachers to maintain a professional growth plan, shares his/her own growth plan with teachers, outlining areas of growth for himself/herself as a school leader. Effective leaders, who want teachers to provide students with learning opportunities that are meaningful and relevant, plan and provide learning opportunities for teachers that are meaningful and relevant to their work as classroom teachers. A leader who wants teachers to "reinforce and reward" efforts of students does the same for teachers in the building. In short, an effective school leader practices and models the behaviors and high expectations that are desired of others.

Possible Sources of Evidence for Expectations

Example 1: Leadership Team Meetings Attention to Benchmark Data in Relation to Goals
In the leadership team meeting room, goals are displayed showing the number of students for each grade level, with each student in the school represented with color-coded sticky notes that represent a student's level of proficiency. The leader explained that quarterly benchmark data is compared to the goals set. Some possible sources of evidence and artifacts might include leadership team meeting agendas and plans; benchmark data – assessments; pictures of goals displayed in the leadership team meeting room.
Example 2: Classroom Display of Goals & Student Personal Understanding of Goals
Throughout the school, each classroom has a visual of its goals in the core content areas. Students can explain these visuals of their goals and can speak to where they are in their individual progress toward the goals. Some possible sources of evidence and artifacts might include classroom observations and pictures of goals in classrooms; notes from conversations with students regarding individual goals.
Example 3: Leadership Team Meetings & TCs Setting and Monitoring Goals

At the start of the school year, the focus of the leadership team is on setting goals for the year. Likewise, during the first 3 weeks of teacher collaboration meetings, teachers review the school data to build their understanding and identify the student growth that should be made in order to reach the goals that are set. Some possible sources of evidence and artifacts might include leadership team long-range plan; leadership team meeting agendas, teacher collaboration long-range plans; teacher collaboration meeting agenda(s).

Suggested Reflection/Coaching Questions on Expectations
- What do high expectations mean to you? Where would we see evidence for those expectations?
- Why is it important to establish high standards and expectations for your students, teachers, and staff?
- What does the term "high expectations" mean to you? Where would we see evidence of those expectations?
- How do you set expectations for your teachers and staff? How do you involve others in creating high and demanding academic and personal expectations?
- What academic and behavioral expectations have you established for students, and how do you communicate those expectations?
- Why should a leader model their expectations for their educators and staff?
- How do you model high expectations for students, teachers, and staff?

Additional Resources: Expectations
- Hallinger. P. (2005). Instructional leadership and the school Leader: A passing fancy that refuses to fade away.
- McGuigan, L. & Hoy, W.K. (2006). Leader leadership: Creating a culture of academic optimism to improve achievement for all students.
- Thompson, C. S. (2017). Teachers' Expectations of Educational Leaders' Leadership Approach and Perspectives on Leadership: Identifying Critical Leadership Paradigms for the 21st Century.
- Cotton, K. (1989). Expectations and student outcomes.
- Davis, S., Darling-Hammond, L., & LaPointe, M. (2005). Developing successful Leaders.
- Skaalvik, E.M. & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion.

INSTRUCTIONAL LEADERSHIP DOMAIN

Curriculum and Assessment

Federal and state expectations require leaders and schools to ensure that all students achieve high goals and meet standards of approved high-quality curricula and instructional materials. Leading and monitoring instructional and curricular efforts in a school has evolved into a critical role for school leaders. Leaders must engage in and monitor how the high-quality curriculum is taught as well as support how it is developed. The knowledge that leaders gain through engagement in and monitoring of the curriculum can ensure that: 1) teachers understand the curriculum, 2) teachers have access to all necessary curricular support and resources, 3) lessons have clear, measurable objectives, and 4) assessments are utilized to inform and evaluate learning. This involvement allows the leader to hold teachers, students, and themselves accountable for the way content is taught on a campus. Knowing what is being taught and how it aligns to state standards helps leaders feel confident in their ability to evaluate the quality of lessons and effectiveness of teachers, increasing instructional coherence across standards, curriculum, classroom practices, assessments, and evaluation with feedback. There is close alignment with this indicator and the Instructional Focus indicator, as well as Capacity Building, and School & Community Environment Domains.

Exemplary Descriptors for Curriculum and Assessment
The school leader consistently and effectively:
1. Develops all teachers' abilities to effectively utilize established schoolwide instructional plans where high-quality instructional materials are consistent with schoolwide goals.
2. Develops teachers to set clear, measurable objectives aligned to the depth and rigor of the state standards. National or local standards may be used when state standards are not available for specific courses.
3. Develops teachers to utilize systems where teachers analyze formative and summative data to monitor and systematically adjust teaching and learning as needed to meet student achievement goals and increase their proficiency.
4. Plans and monitors professional learning to ensure that teachers grow in the areas of curriculum, assessment, and instructional practices.
5. Utilizes existing structures (e.g., TC, ILT) to strategically engage in conversations about assessments and student progress.

Descriptor 1
Develops all teachers' abilities to effectively utilize established schoolwide instructional plans where high-quality instructional materials are consistent with schoolwide goals.

The implementation of high-quality curriculum and instructional materials, aligned to state standards and assessments, is critical to student success. Leaders must help teachers utilize these materials to plan and implement high-quality instructional practices aligned to state content standards and assessments to move students towards the achievement of identified school goals. Teachers and staff operate more effectively with ongoing opportunities to meet with content-level peers to plan common units, lessons, and assessments aligned to the high-quality curriculum and state standards. The lack of an articulated curriculum halts improvement efforts, resulting in decreased opportunities for students to experience assessments that mirror how they will be assessed on state assessments used to determine school ratings.

Descriptor 2
Develops teachers to set clear, measurable objectives aligned to the depth and rigor of the state standards. National or local standards may be used when state standards are not available for specific courses.

Through the use of standards-aligned, approved high-quality curricula and assessments, leaders must support teachers in making sure that daily lessons are moving students toward the standards set for them. Once teachers understand how to answer the question, "What do I want students to know how to do when they leave this class?" they can set clear, measurable objectives for each lesson. Student progress toward objectives that are assessed through aligned formative and summative assessments reveals how well students have learned what the teacher expected them to learn. For this to occur, learning objectives, instructional strategies, and assessments need to be closely aligned. Using data to monitor instruction will help the leader and all teachers determine if they are successful in this alignment.

Descriptor 3
Develops teachers to utilize systems where teachers analyze formative and summative data to monitor and systematically adjust teaching and learning as needed to meet student achievement goals and increase their proficiency.

In order to understand how well students are mastering the objective(s) of a lesson, teachers must consistently engage in ongoing assessments of student learning. They do this using formative and summative measures. Formative assessment refers to assessments that provide immediate information to teachers about what students know, and they are used to improve teaching and learning throughout the lesson. These formative measures also inform how subsequent lessons will need to look in order to impact identified student needs through differentiated learning opportunities. Summative assessment refers to the cumulative graded assessments, usually occurring at the end of a lesson or set of lessons, that capture what a student has learned, their level of learning, and score performance on the objectives and standards. The leader is charged with providing opportunities for and developing the skills of teachers to use assessment data to adjust instruction to meet the identified needs of their students. To do this, leaders should know how to use high-quality instructional materials and assessments in order to appropriately identify the instructional changes within a lesson. Therefore, effective feedback and support for teachers in these processes is critical.

Descriptor 4
Plans and monitors professional learning to ensure that teachers grow in the areas of curriculum, assessment, and instructional practices.

Within the school, the leader is in a powerful position to influence the implementation of high-quality, approved curricula and assessments and affect the overall quality of teacher professional learning, including the support that teachers are provided. The leader's role is to develop teachers' understanding of high-quality instructional curriculum expectations, structures, and processes, so new ways of thinking about how to teach the state standards can emerge. By creating and regularly monitoring professional learning meetings where teachers have the opportunity to collaborate by grade level or content, leaders allow teachers and staff to continue to grow in their understanding. The leader must ensure that the learning that occurs in teacher collaborations and leadership meetings is relevant and grounded in data to assist teachers with evaluating the effectiveness of their ability to teach the curriculum and leverage assessments to make the best decisions for students. The leader must also monitor the impact of professional learning to support groups of teachers when needed.

Descriptor 5

Utilizes existing structures   (e.g. TC, ILT) to strategically engage in conversations about assessments and student progress.

An assessment that provides accurate information about student achievement can serve to support teachers and students as they work toward meeting academic goals. Possessing a clear understanding of the knowledge and skills students should demonstrate as a result of their learning can help a teacher make decisions about instruction, intervention, acceleration, instructional strategies, and assessments. A leader can help teachers on their campus by giving them the time and collaborative structures to develop an understanding of the relationship between instruction and assessment, and how to use data to make instructional decisions. Proactive teachers use multiple assessments to learn about their students, plan and adjust instruction, and evaluate their effectiveness. By providing consistent structures and time to critically examine their work, student work (impact), and implement new ideas or refine learning, the leader is investing in the most important factor that affects student achievement on a campus-the human capital of effective teachers.

Possible Sources of Evidence for Curriculum and Assessment

Example 1: Unit Planning
During the beginning of the year meeting, leadership team members develop a process to support teachers with planning effectively for standards-aligned, approved, high-quality ELA curriculum units. The process, led by teacher leaders, includes opportunities for teachers to examine the culminating writing task to elevate essential content standards and deconstruct the standards to gain a deeper understanding of the expectations illustrated in the standards-aligned writing assessment. Then, teachers are expected to review unit lessons to identify essential standards for each lesson and make connections between the lesson standards and the expectations of the standards-aligned culminating writing task to determine the impact of each lesson on students. This practice supported the ability of ELA teachers to grow in practice and for their students to demonstrate mastery of the standards connected to the end-of-unit task. Once the process was identified and tested, the leadership team identified key dates for teachers to engage in the collaborative process to ensure they would gain a deeper understanding of the identified units before teaching students. Some possible sources of evidence and artifacts might include: Leadership team meeting agendas and summary notes where this process was planned for and developed for teachers; professional learning/teacher collaboration meeting agendas, samples of annotated lessons plans by teachers in attendance, summary notes of grade-level meetings where this was the focus of learning, and interviews with teachers that include questions around their process for effectively planning lessons aligned to the state standards and high-quality curriculums.
Example 2: Developing Success Criteria
In preparation for a feedback conversation, a teacher was asked to bring the assessment and/or exemplar from a lesson that would inform mastery of the lesson's objective. The leader asks the teacher, "How will you know if students have achieved mastery of the lesson's objective?" and for those who haven't achieved mastery, "How will you know where students are in relation to mastery?" To assist the teacher with answering these questions, the leader then coaches the teacher through the deconstruction of the assessment task/exemplar to

identify the expectations required of students to illustrate mastery of the objective. The teacher is then provided an opportunity to reflect on the current lesson to determine how he/she will guide students through the appropriate learning to achieve mastery. Some possible sources of evidence and artifacts might include: The leader's post-conference plan, coaching notes, the teacher's reflection log, sample assessments and/or exemplars used in the discussion with annotations by the leader and teacher as they walked through the process, and a teacher professional growth plan (PGP) with data connected to student progress and anecdotal notes/reflections.

Example 3: Assessment Analysis

In collaborative meetings, teachers are provided opportunities to analyze student work from high-quality curriculum formative and summative measures aligned to grade-level content standards. Leadership team members help teachers use assessments (student work) to assess student progress toward identified student goals through weekly tracking of achievement levels (quantitative data) and identification of specific characteristics aligned to expectations/criteria (qualitative data). Information from assessments is then used to develop next steps for instruction, including decisions informing the fluid composition of intervention groups. Some possible sources of evidence and artifacts might include: The school's data collection schedule for the year, weekly student tracking charts, references to the tracking of individual student progress in emails, memos, meeting agendas, professional growth plans of teachers that include the tracking of student work, copies of visuals used in teacher collaboration meetings, visible data displays with references to individual student progress, etc.

Suggested Reflection/Coaching Questions on Curriculum and Assessment

- Why is it important for a leader to develop *all* teachers' abilities to effectively utilize the established schoolwide instructional program, where approved, high-quality curricular materials are consistent with schoolwide goals?
- What systems do you have in place to make sure that teachers have access to the high-quality instructional materials and curricula they need to be successful?
- What professional learning have you provided to your teachers that was focused on writing clear objectives aligned to state content standards?
- What professional learning have you provided to your teachers focused on identifying, communicating, and utilizing high-quality success criteria in daily instruction with students?
- Who, besides yourself, helps teachers understand and plan lessons from the high-quality curricula for their classroom?
- Why should you develop teachers to utilize systems where they analyze formative and summative data to monitor and systematically adjust teaching and learning as needed to meet student achievement goals and increase their proficiency?
- How do you monitor teachers' ability to use assessment data to impact their teaching practices?
- Why would it be important for you to plan and monitor teacher progress in planning and implementing high-quality curricula?
- Why would it be important for you to monitor teacher participation and engagement in collaboration opportunities centered around strengthening their implementation of high-quality curricula?
- How do you monitor the quality and impact of professional learning that your

teachers engage in? How do you know if the professional learning teachers engaged in has been effective?
- What existing structures do you have on your campus to help teachers engage in conversations about assessments and student progress? How do you know if these structures are effective?

Additional Resources: Curriculum and Assessment
- Bredeson, P.V. & Johansson, U.O. (2000). The School Leader's Role in Teacher Professional Development- PAUL V. BREDESON University of Wisconsin-Madison.
- Jacobs, H.H. (2004). Getting Results with Curriculum Mapping.
- Marks, H.M. (2003). Leader leadership and school performance: An integration of transformational and instructional leadership.
- Glatthorn, A.A. & Jailall, J.M. (1997). The Leader as curriculum leader: Shaping what is taught and tested.
- Leithwood, K.A. (2009). The Leader's role in teacher development.
- Clarke, S. (2021). Unlocking Learning Intentions and Success Criteria: Shifting From Product to Process Across the Disciplines.

Teacher Effectiveness

The school leader is the primary instructional leader in a school. As such, his/her personal involvement in building teacher effectiveness as a role model, communicator of the vision, and primary voice behind the school's mission, vision, and goals is significant. Operating under the assumption that effective teachers are the single most important school-related factor for student success, the leader leads the effort to build teacher capacity on the campus through implementing a schoolwide evaluation system that is followed up with coaching and professional development/learning. The leader's consistency in using student data to make instructional decisions and building capacity in teacher leaders to support and coach teachers is necessary to push the school toward the goals created to impact student need. Having regular instructional leadership team meetings that stay focused on instruction and data can assist a leader in always being aware of how teachers are performing in their school and how their teaching practices are moving student achievement. There is close alignment with this indicator and the School Mission, Vision, & Strategic Goal Setting, Capacity Building, and School & Community Environment Domains.

Exemplary Descriptors for Teacher Effectiveness
The school leader consistently and effectively:
1. Develops and organizes a leadership team's (e.g., ILT) ability to utilize a schoolwide evaluation system and coaching plans to increase teacher effectiveness.
2. Develops and supports a leadership team's ability to evaluate teaching and learning through current and relevant student data.
3. Develops and supports a leadership team's ability to provide evidence from the observed lesson that connects to an overall area of strength, an area of growth, and a specific recommendation for next steps.
4. Develops and supports a leadership team's ability to use teacher and student data gathered through observations to determine what development activities or instructional strategies will best meet the needs of each teacher to improve overall teacher effectiveness.
5. Develops, organizes, and supports a system that ensures that teachers receive a differentiated, targeted coaching plan based on classroom evaluations.
6. Strategically develops, organizes, and supports opportunities for teachers to

implement learning in different ways and ensures teacher ownership of new learning.

7. Organizes and supports opportunities where teachers work and plan together to impact student achievement.

Descriptor 1
Develops and organizes a leadership team's (e.g., ILT) ability to utilize a schoolwide evaluation system and coaching plans to increase teacher effectiveness.

The leader and the leadership team on a campus must consistently work to improve teachers' instructional practices in order to have a positive impact on student achievement. The leader may be tempted to think that evaluating teacher practice will automatically result in improvements. Instead, leadership teams must realize that supporting teachers is how to impact real change so that better results can happen. Observation and evaluation of teachers are most effective when it gives them accurate information about their effectiveness in the classroom, with a focus on improving their instructional practices, and ultimately their students' performance.

Descriptor 2
Develops and supports a leadership team's ability to evaluate teaching and learning through current and relevant student data.

The leader has a responsibility to develop and support members of his/her leadership team. Developing leadership team members in building a common understanding of each of the performance levels in the evaluation system and what they will look like in the classroom helps maintain a fair and effective evaluation process. Over time, and after leadership team members have worked with their assigned teachers, it will be necessary for the team to revisit those common expectations. The integrity of the educator/teacher evaluation system is based on accurately showing or measuring student achievement growth. Keeping data as part of the conversation helps the school leader and members of the leadership team to have productive and relevant coaching conversations with teachers on their campus.

Descriptor 3
Develops and supports a leadership team's ability to provide evidence from the observed lesson that connects to an overall area of strength, an area of growth, and a specific recommendation for next steps.

The leader's ability to build their team in providing specific strengths and growth areas in a post-observation/evaluation conversation must be viewed as an opportunity to support the teachers in the school. Observers/evaluators should work together as a team to make sure that teachers have an impactful and professional experience in this regard. A teacher's trust in the process will grow as they experience quality feedback every time with every observer/evaluator. With that trust, a teacher is more likely to enter into the process open to growing professionally and at a meaningful level. Providing coaching connected to evidence collected during the observation/evaluation helps build trust between the observer/evaluator and the teachers. Before leaving that interaction, the leader and other observers/evaluators should talk about next steps with teachers and provide them with a high-quality recommendation to improve their practice.

Descriptor 4
Develops and supports a leadership team's ability to use teacher and student data gathered through observations to determine what development activities or instructional strategies will best meet the needs of each teacher to improve overall teacher effectiveness.

The use of observational/evaluative data to inform the feedback and coaching given to a teacher helps to inform instructional practices and provides reasons and motivation for teachers to make immediate changes. It also requires leaders and leadership teams to identify the types of student data to collect during classroom instruction. The data collected about teaching and learning on a campus can assist a leader and leadership team with creating a plan of action to develop each teacher to improve effectiveness. Communication between leaders can further inform relevant content for professional learning aligned to student and teacher needs. Leaders and their leadership teams should also participate regularly in learning walks, debrief those walks, and use information gathered in regard to both teacher instruction and student learning to plan professional learning opportunities for teachers.

Descriptor 5

Develops, organizes, and supports a system that ensures that teachers receive a differentiated, targeted coaching plan based on classroom evaluations.

Working with a leadership team, the leader leads the campus in creating PGPs/coaching plans based on teacher and student data. Observations, evaluations, student assessment data, and focused learning walks all work together to give leaders a good idea about which teachers need support and what kind of support they need. Tracking and monitoring this support is also important and can allow for rigorous conversations about instruction between leaders.

Descriptor 6

Strategically develops, organizes, and supports opportunities for teachers to implement learning in different ways and ensures teacher ownership of new learning.

Teachers can continue to improve their instructional practice by learning in a format that meets their individual needs. Leaders are responsible for developing opportunities for teachers to learn instructional strategies or methods by observing other teachers or co-teaching with another teacher.

Learning can also be enhanced through coaching opportunities, such as implementing and monitoring PGPs/coaching plans with a teacher leader, whisper coaching, and planning sessions. Engaging in these coaching opportunities will support teachers in implementing and practicing new learning with support and taking ownership of the new learning.

Descriptor 7

Organizes and supports opportunities where teachers work and plan together to impact student achievement.

The leader's knowledge, support, and commitment to teachers working together to improve instruction are vital to meeting the goals for the campus. Weekly TC meetings, grade level meetings, department or vertical alignment meetings provide critical professional learning experiences for teachers to improve student achievement. It is vital that school leaders monitor these meetings and provide appropriate feedback and support to the leaders of these collaborations. Following the observation of a collaboration meeting, leaders should provide relevant feedback to the educator(s) responsible for leading the meeting to strengthen teacher instructional capacity, thereby raising the capacity of other teachers and thus raising student achievement.

Possible Sources of Evidence for Teacher Effectiveness

Example 1: Leadership Team Meeting: Connecting Observations and Evaluations with Student Impact
During a leadership team meeting, members noticed a misalignment between teacher observation/evaluation data and student benchmark data. To investigate the misalignment, the leader secured a sampling of post-conferences from the first two cycles of evaluations and asked members to look for evidence of student learning and curriculum connections in the post-conference plans. Team members noticed that the majority of the post-conference plans had evidence of student learning in the reinforcement area but lacked evidence in the refinement area. The team decided that evidence of student impact must be included in both reinforcement and refinement areas after observations/evaluations. The leadership team identified a teacher to observe as a team and individually categorize evidence and data to share with team members. As a team, the members created an exemplar for both the evidence notes and post-conference plan with references to student learning (outcomes) in both the reinforcement and refinement areas created for the observed teacher. Leadership team members used these exemplars as they conducted third-cycle observations/evaluations. The team reviewed benchmark assessment data along with teacher observation/evaluation data, post-conference plans, and evidence notes for a group of teachers to ensure alignment to areas of reinforcement, refinement, and overall ratings. Some possible sources of evidence and artifacts might include: post-conference plans for teachers that were used in this process, the leadership team meeting agenda(s) in which this process took place, the third cycle evaluation schedule with participating teacher names highlighted, a packet of materials used in the leadership team meetings in which this process took place, teacher observation/evaluation reports linked to benchmark data for specific students, copies of the exemplar evidence notes, post-conference plans, and/or copies of the observation/evaluation schedule used in each cycle.

Example 2: Differentiated Coaching/Support Plans
Benchmark assessments revealed increases in all but two 7th grade ELA classrooms. The Master teacher/teacher leader informed the school leader that the data was a result of the two teachers' lack of quality implementation of core curriculum at the rigor required of the standards. The leader decided to schedule a focused learning walk with the master teacher/teacher leader to identify specific areas of need for the identified teachers. After the learning walk, they debriefed and identified the lack of student voice and opportunities for collaboration and discussion in one class and the lack of clear expectations for student learning in the other class. As a result of the findings, the Master teacher/teacher leader was asked to create an individualized coaching/support plan for each teacher with identified goals and action steps for improvement. Some possible sources of evidence and artifacts might include: A copy of the summary notes of several learning walks where this was a focus, copies of the coaching/support plans that were created, the school's focused learning walk schedule, interviews with teacher leaders and the classroom teachers with whom they worked through this process with, and summary notes from the coaching conversations that were held, including areas of strength and areas in which growth is needed, a list of critical resources for teachers (data management systems, curriculum guides, behavior management support, daily/weekly teacher/staff communications (e.g., newsletter etc.).

Suggested Reflection/Coaching Questions on Teacher Effectiveness

- Why is it important for a leader to develop and organize a leadership team's ability to utilize a schoolwide evaluation system and support plan to increase teacher effectiveness?
- What have you done to create an evaluation system that supports and coaches teachers?
- Why should a leader develop other teacher observers/evaluators on your team to evaluate teaching and learning effectively through the use of student data? How have you done this?
- How do you currently use student data when evaluating teaching and learning? What data is being used?
- Why do leaders need to develop and support other teacher observers/evaluators on your team to provide specific evidence from an observed lesson that is connected to an overall area of strength, area of growth, and a specific recommendation for next steps is outlined for the teacher? How do you ensure this occurs?
- How do you ensure that every evaluator is providing high-quality and appropriate feedback to teachers?
- How do you ensure that every "coach" is providing regular, high-quality feedback and support to teachers?
- How do you develop and support your leadership team's ability to use teacher and student data from observations and walkthroughs to determine the best support needed to improve overall teacher effectiveness?
- Why should a leader develop, organize, and support a system that ensures that teachers receive a differentiated and targeted PGP/coaching plan based on classroom observations/evaluations?
- How does your leadership team assess the impact of teacher support and coaching on student outcomes?
- How do you track targeted PGPs/coaching plans for teachers?
- Why is it important to organize and support opportunities where teachers work and plan together in an effort to impact student achievement?
- How does educator collaboration support student achievement?
- What kind of opportunities do you currently have in place for teachers to work together to plan how to move student data?

Additional Resources: Teacher Effectiveness

- DuFour, R. & Mattos, M. (2013). How Do Leaders Really Improve Schools?
- Tucker, P.D. & Stronge, J.H. (2005). Linking Teacher Evaluation and Student Learning.
- Cotton, K. (2003). Leaders and Student Achievement: What the Research Says.
- Leithwood, K.A. (2003). What we know about successful school leadership.
- Goldring, E., Grissom, J.A., & Rubin, M. (2015). Leaders' Human Capital Decisions and the Emergence of Teacher Observation Data.

Meeting Student Needs

Every student has different learning preferences, background knowledge, cognitive skills, processing habits, interests, challenges, and strengths. Knowing this provides leaders an additional challenge to meet every student's individualized learning needs. To accommodate all students, most schools implement different education programs and specialized services with the goal of providing individualized, differentiated learning experiences. When leaders and teachers

encounter students who need support academically, socially, or behaviorally, they can work smarter by pulling together an intervention team comprised of teachers, teacher leaders, and content experts (e.g., instructional coaches, interventionists, or resource teachers). The team's purpose is to identify several levels of strategies or interventions that will support student progress. Then the leader and team monitor the effectiveness of those interventions and make decisions from there. This process helps ensure that all students master the content, and their individual needs are being met. Investing in the learning of teachers and their abilities to differentiate is also key. Building teacher capacity early pays off in the long run. There is close alignment with this indicator and the School Mission, Vision, & Strategic Goal Setting, Capacity Building, and School & Community Environment Domains.

Exemplary Descriptors for Meeting Student Needs

The school leader consistently and effectively:
1. Develops teachers' abilities to utilize data to identify students in need of intervention, acceleration, extension, or other additional supports.
2. Creates and implements a systematic monitoring process where all educators monitor, evaluate, and review student progress to ensure the academic needs of all students are being met.
3. Develops teachers to adjust instruction by utilizing instructional supports within high-quality instructional materials, when available, to ensure that all students master the content.
4. Creates and implements systems that develop teachers in implementing instructional practices that meet the needs of all learners.
5. Develops teachers' abilities to implement systems so all students access rigorous, on grade-level instruction.

Descriptor 1

Develops teachers' abilities to utilize data to identify students in need of intervention, acceleration, extension, or other additional supports.

Leaders know that using student data to make instructional decisions can lead to improved student achievement. But when it comes to improving and differentiating instruction and learning, it's not the amount of the data that matters, but instead how teachers and staff use the information provided by the data. Some teachers may need assistance in learning how to use data effectively when developing intervention, acceleration, and extension plans. Providing professional learning and coaching to these teachers is the job of the leader.

Descriptor 2

Creates and implements a systematic monitoring process where all educators monitor, evaluate, and review student progress to ensure the academic needs of all students are being met.

A leader's ability to monitor and evaluate are complementary processes that mutually reinforce each other and requires all leaders on the campus to participate to be most effective. By creating systems that monitor the impact of acceleration and interventions against the overall student learning goals, the leader uses data to assess if all students are getting the interventions and support they need. Consistent data meetings with relevant stakeholders should be scheduled, and student progress tracked and recorded so that the appropriate actions can be taken.

Descriptor 3

Develops teachers to adjust instruction by utilizing instructional supports within high-quality instructional materials, when available, to ensure that all students master the content.

Providing time and coaching on how to analyze data and adjust instruction may be needed for teachers in a school. The leader should conduct and/or set up systems for teachers, through coaching and support, to receive regular feedback with specific instructional practices to try in order to adjust their instruction and ensure all students master the content. Teachers can also be supported by differentiating instruction for multiple intelligences, as well as special populations. Taking time to develop these skills in teachers will have a significant impact on teacher effectiveness and student achievement.

Descriptor 4
Creates and implements systems that develop teachers in implementing instructional practices that meet the needs of all learners.

Just as a teacher is expected to monitor, support, and encourage student success, leaders have to monitor, support, and encourage teachers' professional learning in implementing practices that meet the needs of all learners. Systems that support professional learning can be developed to include one-day workshops, effective and consistent job-embedded teacher collaborations, grade-level team meetings, etc. Job-embedded professional learning opportunities, allowing teachers to collaborate with other colleagues on their student work and teaching practices, can be more powerful than being pulled out to attend outside training. Depending on the size of the classroom and the number of students a teacher has to teach, a system of support should be differentiated and consist of various opportunities to learn and grow.

Descriptor 5
Develops teachers' abilities to implement systems so all students access rigorous, on grade-level instruction.

Leaders know that any given classroom in their school will contain a mix of students with different learning levels and instructional needs. Developing teachers who must be experts at differentiating the curriculum and pedagogy to support or accelerate instruction requires focus and time. Building teacher understanding of differentiating learning includes helping teachers understand that reaching the needs of all students goes well beyond providing the same instruction, for the same amount of time, in exactly the same way. Helping teachers make these differentiated instructional decisions through coaching, training, and professional learning will guide them in utilizing effective practices to reach their students and provide them with opportunities to develop and demonstrate their individual strengths and abilities.

Possible Sources of Evidence for Meeting Student Needs

Example 1: Practices for Professional Learning
This year, the school received an influx of students due to the closing of a school within the system. Consequently, the school's population of students with disabilities increased from 5% to 15% of the total population. The leader sought out professional learning opportunities for a few core teachers and master/lead teachers to attend, focused on implementing practices to meet needs of all students. Teachers in attendance were then expected to share key practices learned with peers during common planning time. Some possible sources of evidence and artifacts might include Meeting agendas for those professional learning opportunities provided to classroom teachers and master/lead teachers, and/or summary notes shared during common planning meetings with classroom teachers, and/or teacher annotation notes regarding lesson delivery for students.

Example 2: Monitoring Student Performance with Data Binders

The leadership team monitors the progress of key student groups on their campus. Periodically, they pull a set of teacher data to track and assess the progress of identified students and hold data conversations with teachers to discuss progress toward identified student group goals. Some possible sources of evidence and artifacts might include: leadership team agendas where analyzing student group data and progress was a focus, sample data binders with teacher/leader annotations in the margins, teacher and leader summary reports and summary notes for monitoring progress of student groups, and sample teacher lesson plans with specific annotations that leverage the high-quality materials to address the needs of all students.

Suggested Reflection/Coaching Questions on Meeting Student Needs

- Why is it important to develop teachers in their analysis and utilization of data to identify students in need of intervention, acceleration, or extension support? How do you support teachers in that data analysis?
- What professional learning do you provide for your teachers to ensure they are successful in differentiating learning for student needs in their classrooms?
- Why does a leader need to create a system for monitoring a process where all teachers monitor, evaluate, and review student progress to ensure the academic needs of all students are being met?
- How will you and your leadership team continue to measure student progress throughout the year? What data sources will be used?
- Why does it benefit the school to develop teachers to adjust instruction and assessments in order to ensure that all students master the content?
- How have you developed and supported teachers and staff in the process of adjusting instruction to meet student needs?
- Why is it important to create and implement systems that develop teachers in planning and implementing high-quality instructional strategies that meet the needs of all learners?
- Why should you develop a teacher's ability to implement systems where all students have access to rigorous, on-grade-level learning opportunities?
- What systems do you have in place to ensure that teachers are monitoring the progress of all of the students they teach?
- What systems do you have in place to consistently keep student achievement part of an ongoing conversation you have with teachers and staff on your campus?

Additional Resources: Meeting Student Needs

- Wallace Foundation. (2013). Leadership Matters.
- Center for Collaborative Education. (2003). Conversations: Turning Points Transforming Middle Schools, 4(1), 1-12.
- Glickman, C. D. (2003). Holding sacred ground: Essays on leadership, courage, and endurance in our schools. San Francisco: Jossey-Bass.
- Leithwood, K., Seashore Louis, K., Anderson, S. & Wahlstrom, K. (2004). How leadership influences student learning. New York: Wallace Foundation. Retrieved September 14, 2005, from http://www.wallacefoundation.org/.
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- Stronge, J.H. (2007). Qualities of Effective Teachers.
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Instructional Focus

Always striving to meet the challenges associated with state assessment expectations and outcomes, leaders must prioritize their time and their schedule to focus on ensuring high-quality teaching and student learning. When leaders concentrate on building a vision and setting goals for their school, distributing leadership with teacher leaders, and leading the analysis of student data, they have the tools they need to focus on instruction. Strategic leaders know that working alone makes meeting instructional goals much more challenging. A vital responsibility of an effective leader is to invest in teacher learning. This can best be accomplished through growing teacher leaders across the campus and investing in true sustainability. In distributing leadership across a team of leaders, school leaders can provide opportunities for professional learning and collaboration for teachers and other stakeholders to analyze and problem solve challenges related to instruction. Teacher leaders can provide insight and act as a co-leader to school leaders as they work together toward moving data toward the school goals. There is close alignment with this indicator and the School Mission, Vision, & Strategic Goal Setting, Capacity Building, and School & Community Environment Domains.

Exemplary Descriptors for Instructional Focus

The school leader consistently and effectively:
1. Creates and implements a schoolwide schedule and routines that maximize instructional time; monitors effectiveness and makes adjustments when necessary with input from other instructional leaders or key personnel.
2. Plans and prioritizes his/her schedule in order to engage in instructional leadership activities focused on teaching and learning.
3. Ensures teachers have access to and effectively use high-quality instructional materials to instruct all students; regularly monitors teachers' use of these materials and evaluates the impact on student achievement.
4. Plans and prioritizes instructional practices based on system and school goals when making decisions.
5. Develops schoolwide systems which ensure that there are specific roles for other instructional leaders on campus in supporting and building teacher capacity in order to meet both teacher and student goals.
6. Develops instructional leaders who lead instructional staff meetings and/or ongoing applied professional learning with adult learning principles.

Descriptor 1
Creates and implements a schoolwide schedule and routines that maximize instructional time; monitors effectiveness and makes adjustments when necessary with input from other instructional leaders or key personnel.

The goal of any leader is to have a master schedule that is structured and designed to meet the needs of all students and the professional needs of all teachers. Systems and routines provide much-needed structure to both students and teachers. However, the schedule and systems of a school should also be organized with a focus on instruction first and foremost. Using the feedback and insight of leadership team members, system leaders, and the school leader's evaluator can

assist the leader in thinking through all possibilities and keeping student achievement a priority in decision-making around time and resources.

Descriptor 2
Plans and prioritizes his/her schedule in order to engage in instructional leadership activities focused on teaching and learning.

As the school leader is the instructional leader on the campus, his/her presence in classrooms, TC meetings, and planning meetings is vital. These practices allow leaders to possess greater knowledge of instructional matters. When leaders assume a central instructional role, they influence teachers' attitudes and abilities to effectively implement high-quality instructional materials and assessments. They also directly influence the progress and achievement of all students in the school. This tight connection also allows the leader to act proactively on instructional matters and adjust personnel and resources as needed.

Descriptor 3
Ensures teachers have access to and effectively use high-quality instructional materials to instruct all students; regularly monitors teachers' use of these materials and evaluates the impact on student achievement.

Implementation of approved, high-quality instructional materials are critical for successful teaching and learning in all classrooms and with all students, regardless of skill levels, learning styles, and interests. This can be varied and challenging for teachers. Leaders that are focused on instruction have information about student needs in real-time and can work to provide teachers with the coaching, support, or professional learning they need to be successful. Continuous use of data will provide the leader with more information on the effectiveness of these materials on student learning and achievement.

Descriptor 4
Plans and prioritizes instructional practices based on system and school goals when making decisions.

A key layer of responsibility for a school leader is to make decisions on a regular basis. Therefore, by using the insight of their leadership team or teacher leaders on their campus, and always keeping student achievement in mind, the school leader can make the best decisions possible for the students in the school. When faced with questions that affect teachers and consequently students, leaders should review system and school goals and ask themselves if one decision or another will influence the success of their goals. When school resources and time have been given to any plan of action or commitment to instructional practice, making changes to that plan without data or collaboration with other leaders may move the school away from the mission and vision, thereby hurting their chances of meeting instructional goals.

Descriptor 5
Develops schoolwide systems that ensure that there are specific roles for other instructional leaders on campus in supporting and building teacher capacity in order to meet both teacher and student goals.

Leading a school faculty and staff to reach an instructional vision requires intensive and consistent collaboration with teachers in a school. The leader's ability to create a system to collaborate and communicate with teachers regarding the roles and responsibilities of other instructional leaders on a campus is necessary so there is an atmosphere of ownership and responsibility to do what

needs to be done for student achievement. This system needs to be clear in its definition of roles and responsibilities and how instructional leaders will build capacity in other teachers to meet instructional goals.

Descriptor 6
Develops instructional leaders who lead instructional staff meetings and/or ongoing applied professional learning with adult learning principles.

In order to develop instructional leaders, school leaders must collaborate with teachers and teacher leaders, provide professional learning for their teacher leaders, and support continuous learning about effective teaching on their campus. Therefore, it is recommended that school leaders utilize adult learning principles to honor the knowledge already on the campus. They must also create roles and prioritized opportunities for teachers to work collaboratively and share best practices. These principles of adult learning include active participation in learning and strong connections to previous knowledge and experiences. Leaders must ensure that teacher learning is self-directed, linked to school goals, and explicitly related and useful in their work with students.

Information regarding the 6 Adult Learning Principles can be accessed in Appendix I.

Possible Sources of Evidence for Instructional Focus

Example 1: Leader Schedule
The leader creates a personal schedule with sections of the day identified as "uninterrupted time." During the uninterrupted time, the leader engages in actions focused on the instructional program of the school (i.e., participating in teacher collaboration learning, conducting leadership team meetings, providing feedback/follow-up; conducting observations/evaluations, engaging in focused learning walks, etc.). Some possible sources of evidence and artifacts might include copies of the leader's schedule showing the specific "uninterrupted time" for these actions, TC meeting agendas, LT meeting agendas, learning walk summary notes and next steps, teacher observation/evaluation post-conference schedule, and interviews with classroom teachers and teacher leaders.
Example 2: Leadership Team Meetings
The leader plans and facilitates leadership team meetings focused on increasing the effectiveness of the instructional program on the school's campus. The leader and leadership team develop units of study or long-range plans to focus the work of the leadership team around monitoring the school plan, developing and supporting teacher collaboration learning, supporting and monitoring teacher feedback and reflection, and developing, monitoring, and supporting the evaluation process on the school's campus. Some possible sources of evidence and artifacts might include LT meeting agendas, the LT long-range plan, TC long-range plans and meeting agendas, samples of other professional learning meeting agendas, samples of teacher PGPs/coaching plans, and leader & teacher reflection logs.

Suggested Reflection/Coaching Questions on Instructional Focus
- Why is it important for the school leader to engage in instructional leadership activities focused on teaching and learning?
- How does your daily schedule communicate that engaging in the work connected to teaching and learning is a priority?
- How often do you reflect on your schedule to see what portion of your day is

spent in instruction related activities as opposed to other duties?

- What insights have you gained regarding time management and making the best use of each day as an instructional leader?
- How does the instructional focus on your campus support your school and system goals?
- What innovative and effective instructional initiatives are you implementing/supporting this school year?
- What systems do you currently have in place to ensure that the instructional leaders on your campus are focused on supporting and building teacher capacity in order to meet both teacher and student goals?
- Why is it important to invest in building other instructional leaders on a campus? How are you building a pipeline of instructional leaders on your campus?
- How do you select the individuals who serve on the school's leadership team? How do you determine and communicate the roles of the people who make up your leadership team?
- How do you currently determine the focus of your leadership team meetings?
- How are you building the capacity of leadership team members to become experts in instruction and effective implementation of high-quality instructional materials?
- How are you supporting your teachers to become experts in instruction and effective implementation of high-quality instructional materials?
- How do you prepare instructional leaders to be effective coaches of teachers?
- What opportunities do your effective teachers have to share their practices with others?
- What is your greatest barrier to increased student achievement and what efforts are you making to address the barrier?
- What benchmarks do you have in place to encourage and ensure continuous academic improvement?
- What is your process for determining allocation of human, financial, and physical resources to ensure access for all? How do you prioritize requests from your teachers and staff?

Additional Resources: Instructional Focus

- Blasé, J. (2000). Effective instructional leadership: teachers' perspectives on how Leaders promote teaching and learning in schools.
- DuFour, R. (2002). The learning-centered Leader.
- De Bevoise, W. (1984). Synthesis of research on the Leader as instructional leader.
- Mark, H.M. (2003). Leader leadership and school performance: An integration of transformational and instructional leadership.
- Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research.
- Whitaker, B. (1997). Instructional leadership and Leader visibility.
- Bossert, S.T., Dwyer, D.C., & Rowan, B. (1982). The instructional management role of the Leader.
- The Wallace Foundation. (2013). The School Leader as Leader: Guiding Schools to Better Teaching and Learning.
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CAPACITY BUILDING DOMAIN

Reflective Practices

Research shows that without reflection, there can be no growth. As noted by Pete Hall in his book Creating a Culture of Reflective Practice, "The key to increasing our impact – to raising student achievement – lies in our ability to engage in frequent, accurate, and deep self-reflection." The indicator, Reflective Practices, describes a leader's ability to be reflective and set measurable goals that will lead to student achievement and teacher effectiveness. Reflecting on leadership practices is the cornerstone for a leader's continued development and growth.

Additionally, in order for a leader to build capacity in others, he/she must be skillful in their own reflective practices. A reflective leader engages daily in the process of reflection as they meet the many demands of their day. A leader continually reflects on what action steps should be taken next to grow the campus as well as evaluates how well those steps were implemented in order to see growth. Leaders engage in ongoing analysis to identify patterns in the steps taken and determine how the steps can be utilized again to get results. A leader's reflection process focuses on what is working and what is not working, and which critical components need to be repeated or changed in order to continue to get positive results. The Reflective Practices indicator also focuses on the leader's ability to collaborate with system and school-level colleagues to reach his/her set goals. Reflective practices allow the leader to be the lead learner on his/her campus. There is close alignment with this indicator and other leadership indicators, such as Goal Setting and Monitoring, Teacher Effectiveness, and Meeting Student Needs.

Exemplary Descriptors for Reflective Practices
The school leader consistently and effectively:
1. Openly/transparently reflects on his/her own leadership practice, resulting in strategic action plans that lead to a significant increase in student achievement and teacher proficiency.
2. Self-reflects to determine areas of growth and sets rigorous goals routinely to strengthen his/her own leadership practice.
3. Implements and adjusts schoolwide action plans based on feedback and data collected in order to enhance student achievement and teacher effectiveness.
4. Collaborates with colleagues at the school and system levels to implement local and schoolwide initiatives that consistently result in gains in student achievement and teacher effectiveness.

Descriptor 1
Openly/transparently reflects on his/her own leadership practice resulting in strategic action plans that lead to a significant increase in student achievement and teacher proficiency.

It is critical for school leaders to reflect on their leadership practices. As a lead learner, leaders have to be open and transparent about their own leadership practices. They should be willing to identify the components of their leadership practice that are strong and those components that require further development. This type of reflection will support the leader in developing a

strategic action plan that will include specific steps for strengthening identified areas of need. The reflection process will also allow the leader to monitor his/her action plan to ensure leadership goals are being met.

When a leader can reflect upon his/her own practices, the leader is more equipped to support teacher leaders and teachers in reflective practices that improve the teachers' instructional practices. Reflection also demonstrates transparency, which can be a model for teachers and teacher leaders, and creates an environment that facilitates further reflection.

When a leader models the value of reflection and the importance of continuous growth, he/she establishes a culture of reflection for all stakeholders which will lead to increased teacher proficiency and student achievement.

Descriptor 2
Self reflects to determine areas of growth and sets rigorous goals routinely to strengthen his/her own leadership practice.

A reflective leader not only identifies areas for continued growth, but also establishes rigorous and attainable goals and monitors his/her own growth throughout the school year. As the leader continuously monitors progress towards meeting goals, he/she makes necessary adjustments as needed, and identifies the impact that his/her leadership practice is having on student achievement and teacher proficiency. As a result of this reflection and self-monitoring practice, leaders communicate with other stakeholders so that monitoring and tracking of the progress is shared and collaborative.

Descriptor 3
Implements and adjusts schoolwide action plans based on feedback and data collected in order to enhance student achievement and teacher effectiveness.

In addition to monitoring a leader's own goals, the reflective leader uses their reflective practice to adjust the overall school improvement plan's activities and action steps in order to enhance student achievement and teacher effectiveness. Based on stakeholder feedback and state/system/campus data, the reflective leader proactively modifies the schoolwide action plan to meet identified student and teacher needs when necessary. Throughout the school year, feedback and data are collected and analyzed to put a school improvement plan in place that will assist the school in meeting its overall campus goals. Data and progress are regularly shared with teachers and staff members during professional learning or staff meetings.

Descriptor 4
Collaborates with colleagues at the school and system levels to implement local and schoolwide initiatives that consistently result in gains in student achievement and teacher effectiveness.

The leader's reflective practices extend as he/she collaborates with teachers, teacher leaders, and staff members at his/her school in order to effectively implement system and schoolwide initiatives. He/she also collaborates with colleagues from other campuses as well as at the system level to implement initiatives that have proven to lead to gains in student achievement and teacher

effectiveness. The leader is open to working with teachers, taking suggestions and input in order to meet system and schoolwide goals through the implementation of research-based initiatives.

Possible Sources of Evidence for Reflective Practices

Example 1: Encouraging Intentional Reflective Observations of Colleagues
Many leaders require teachers to observe one another for professional growth. Very often, this becomes more of an 'assignment' or compliance activity rather than the 'growth' opportunity it was intended to be. As a result, teachers miss the opportunity to truly reflect and make adjustments to their own teaching. When a leader accompanies the teacher in observing and uses "whisper coaching" to engage the teacher, the possibilities for reflection and change are increased. By asking questions like: "Why do you think the teacher did that? What do you think he/she will do next? What would have happened had he/she not done that?", the leader dramatically increases the likelihood that the observing teacher will actually reflect on what he/she sees/hears and is more likely to adjust their own instruction. Some possible sources of evidence and artifacts might include: leader or teacher leader schedule entries that include 'Whisper Coaching' opportunities; teacher PGP/coaching plan entries that include journaling notes by the teacher following a 'whisper coaching' activity with the leader; professional learning/TC meeting agenda that includes teachers sharing 'takeaways' from their most recent observation of a colleague; memos or emails by teachers to the leader outlining 'highlights' from a recent observation of a colleague; staff newsletter entries that provide 'shout outs' to teachers who participated in a colleague observation either as the observer or the teacher delivering the lesson and were willing to share a story of personal growth after intentional reflection following the activity.

Example 2: Be the Lead Learner in regard to Reflective Practice
Leaders need to model the kinds of reflective behaviors they expect to see in their teachers, just like teachers model the kinds of things they expect their students to do. Many leaders require teachers to have an individual PGP/coaching plan in which they select a specific area of instruction they want to improve upon. As part of the PGP process, teachers engage in various activities (professional reading, peer observations, attending specific Professional Learning sessions, etc.) and implement new learning into their teaching, then reflect on the impact or lack of impact that this adjustment had on student learning. Leaders should challenge themselves to do the same kind of thing (their own leadership growth plan) in regard to a specific area of their leadership they want to improve upon, using strong reflection in the process. They should apply new learning to their daily leadership practice and reflect on its impact on both teacher instruction and student learning. Leaders should not be afraid to share their own selected area for growth with teachers and have conversations about things they have learned through reflection themselves. Some possible sources of evidence and artifacts might include a copy of the leader's own PGP with journaling notes, scripting notes from a conversation around a strategy "field test" that the leader observed and helped a teacher leader process and reflect on the impact of the strategy, copies of monthly or quarterly newsletters or memos with an "As I reflect........." section to the staff about the impact that certain changes/adjustments implemented as part of the school plan have had.

Suggested Reflection/Coaching Questions on Reflective Practices

- In what ways have you been open and transparent with your own reflective practices?
- What have you learned about yourself as a leader?
- During the reflection process, what strengths have you identified, and what areas would you like to improve upon?
- What process have you utilized for reflecting on your leadership practices?
- What rigorous goals have you set for yourself based on your reflections?
- Talk about how you have monitored your leadership goals.
- In what ways have you used the collection of data and feedback in order to enhance student achievement and teacher effectiveness?
- Can you provide some examples of how you have collaborated with colleagues to implement system and/or schoolwide initiatives in order to increase student achievement and teacher effectiveness?
- What might your staff say is an area of strength for you as a leader and a possible area of growth for you as a leader?

Additional Resources: Reflective Practices

- Day, C. (2000). Effective leadership and reflective practice. International Journal of Reflective Practice, 1(1), 113–127.
- Day, C. & Harris, A. (2002). Teacher leadership, reflective practice, and school improvement.
- Second International Handbook of Educational Leadership and Administration, 957-977.
- Fullan, M. (2001). Leading in a culture of change. San Francisco: Jossey-Bass.
- Hart, A.W (1993). Leader succession: Establishing leadership in schools. New York: SUNY Press.
- NAESP. (2013). Leadership Matters: What the Research Says About the Importance of Leader Leadership.
- Pappas, P. (2010). The Reflective Leader: A Taxonomy of Reflection.

Leadership Development

Implementing a campus mission, vision, and goals takes more than one person; it takes a team of individuals at every level within a school building. Leadership development empowers teachers to take on additional responsibilities and be a critical component of the change process. The campus leader plays a crucial role in fostering the conditions that support leadership development among teachers. The leader must establish a safe environment for risk-taking that will allow teacher leaders to emerge and feel confident in taking on a leadership role.

The leader must also encourage teacher leaders by being proactive in helping teachers acquire the necessary leadership skills and opportunities to practice and develop their new skills. These necessary skills may involve curriculum planning, instructional improvement, assessment design, collaboration, and facilitation. This indicator outlines a leader's ability to develop other campus leaders and support all stakeholders on a school's campus in fostering their own skills and reflective practices. Additionally, this indicator focuses on the leader's ability to provide opportunities for teacher leaders to learn, practice, and apply their new learning in the context of

the school while working among colleagues and students. There is close alignment with this indicator and Goal Setting and Monitoring, Teacher Effectiveness, Meeting Student Needs, Instructional Focus, and Professional Norms indicators.

Exemplary Descriptors for Leadership Development

The school leader consistently and effectively:
1. Develops school leaders to utilize teacher and student observational data to increase teacher effectiveness and ensure student growth.
2. Fosters self-reflection in teacher leaders by creating systems for strong collaboration and coaching resulting in ongoing capacity building and student achievement.
3. Develops his/her leadership skills and those of others by establishing a career pipeline to assume additional responsibilities.
4. Provides opportunities for teachers and staff members to participate and apply new learning.

Descriptor 1
Develops school leaders to utilize teacher and student observational data to increase teacher effectiveness and ensure student growth.

The leader not only directly supports teachers but also develops other teacher leaders to effectively support teachers. Effective coaching support plans for teachers are determined by both observational teacher data and student data. Therefore, the leader's development of teacher leaders begins with assisting the campus teacher leaders to effectively utilize both teacher and student data to adjust PGPs/coaching plans and support for teachers. Based on the observational teacher data and student data, an effective leader guides campus leaders in adjusting PGPs/coaching plans provided to teachers that will improve their instructional practices as well as student growth.

Additionally, a leader guides all campus leaders in developing a common understanding of the teacher observation/evaluation tool (LER) and effective recommended instructional practices from approved high-quality instructional materials. Through this common understanding, the leader ensures the use of a common language for instruction in the building in order to streamline the feedback that teacher leaders are providing to teachers. The leader's oversight and development of other leaders' use of both teacher observational data and student data leads to improved instructional practices, teacher effectiveness, and student growth.

Descriptor 2
Fosters self-reflection in teacher leaders by creating systems for strong collaboration and coaching resulting in ongoing capacity building and student achievement.

The leader provides specific opportunities for campus teacher leaders to collaborate on the implementation of professional development for teachers, as well as the overall support provided to teachers. This collaboration time is important since it allows the leader to ensure that campus teacher leaders are utilizing both observational teacher data as well as student achievement data to determine next steps for teacher coaching and support. This collaboration time also allows the leader to specifically coach other campus leaders in order to improve their coaching practices with other teachers. By providing these collaborative opportunities for teacher leaders, school leaders foster self-reflection and allow teacher leaders the time to engage in their own professional

learning. Effective leaders identify areas for building teacher leader capacity and utilize leadership team meetings to coach and support them. Leaders can also provide follow-up coaching and support through shadowing and/or advising teacher leaders as they carry out their leadership roles and responsibilities. During collaboration and coaching opportunities, teacher leaders are able to self-reflect and make adjustments that will lead to ongoing teacher capacity building and student achievement.

Descriptor 3
Develops his/her leadership skills and those of others by establishing a career pipeline to assume additional responsibilities.

An effective leader seeks to develop other leaders on his/her campus. One way to develop the leadership skills of other campus leaders is to create opportunities for them to take on additional responsibilities. When teacher leaders take on additional responsibilities, it builds a pipeline of leaders as well as affords opportunities for teacher leaders to grow and develop for future leadership positions, such as mentor teachers, content leaders, and other instructional leaders. New learning and leadership skills of campus leaders can be further developed through attendance at professional learning sessions or educational conferences.

Providing these additional responsibilities not only helps to develop and/or foster the leadership skills of campus leaders but also positively impacts the overall culture of learning at the school. The leader is responsible for supporting the campus leaders as they take on new responsibilities, but also in coaching them to develop their leadership skills as they engage in the new responsibilities. Effective leaders identify the strengths of teacher leaders and place them in targeted leadership positions that match their strengths.

Descriptor 4
Provides opportunities for teachers and staff members to participate and apply new learning.

Providing opportunities for teachers and staff to develop and apply new learning on the school's campus is critical to the practices of an effective school leader. On-site, job-embedded, effectively planned and implemented professional learning through TC meetings that follow a continuum of learning is powerful in moving teaching practices and student achievement. Learning from fellow practitioners within the school and system can broaden and expand learning and ideas for existing teachers and staff members. A collaborative environment can also be established when the new learning is collaboratively shared with colleagues. Leaders understand the importance of providing these collaborative learning opportunities for teachers and staff in order to stay updated with new research, strategies, and techniques that can inform the needs of both teaching and learning. These opportunities provide new ideas and new learning, and can further elevate the school's culture for learning. These opportunities allow teachers and staff with occasions to apply their new learning in their own classrooms with their students in order to enhance student learning and increase student achievement.

Possible Sources of Evidence for Leadership Development

Example 1: Frequent Inter-rater Reliability support for Leadership Team members who observe/evaluate teaching and learning

Leaders have a responsibility to build the capacity of leadership team members who observe/evaluate teaching and learning to utilize the LER (Louisiana Educator Rubric) by strengthening their understanding of the indicators and descriptors and their ability to recommend effective instructional practices. Many Leaders do this through a strong focus on "inter-rater reliability". Effective leaders will engage their leadership team periodically in group observations of a live lesson, utilizing individual scripting, categorization of evidence, scoring, and a group debriefing afterwards. This activity helps build a common understanding of what effective best practices look and sound like, consistency in applying the evaluation tool (LER), confidence in leadership team members, and trust in the process among teachers. During the debriefing, there is a conversation about the strengths of the lesson, areas for growth, and recommendations for improving the lesson. This helps leaders to streamline the feedback that teacher leaders are providing to classroom teachers and the common language with which it is done. Some possible sources of evidence and artifacts might include: Leadership team meeting agendas with specific entries connected to "Inter-rater reliability' activities, interviews with leadership team members who participated in this process, recorded video clip of leadership team meeting with inter-rater reliability as a focus, sample individual PGP of a leader or leadership team member who has "inter-rater reliability" as a focus for their reflection and professional growth.

Example 2: Capacity building learning walks with other leadership team members

It is important for leaders to include other members of the leadership team (other administrators/school leaders, mentor teachers, instructional coaches, lead teachers, instructional interventionists, etc.) in "learning walk" activities. This is an effective way for leaders to develop leadership skills in teacher leaders and fellow school leaders while also maintaining a pulse on instruction and student learning at the same time. Learning walks that are purposeful help the leader collect valuable information and note trends in teacher actions and student engagement, while involving other members of the leadership team in an authentic learning exercise in leadership development. This process also helps develop team members' ability to collect and use teacher and student data to help delineate what professional learning for teachers might need to look and sound like – a major responsibility of school leaders. Following these learning walks, effective leaders reflect with team members and begin to frame up what teachers may need in terms of professional learning. Effective leaders also use this information to decide what new learning leadership team members may need to engage themselves in to be able to provide teachers with what they need. Some possible sources of evidence and artifacts might include: Learning walk schedule with list of participants, leadership team meeting agendas, sample learning walk protocol, sample learning walk note taker handouts, emails, memos, meeting agendas, individual PGPs of leadership team members that include participation in learning walks as an area of development for the team member.

Suggested Reflection/Coaching Questions on Leadership Development

- What strategies or structures have you utilized to support the reflective practices of teacher leaders?
- What opportunities have you provided to foster the development of teacher leaders?
- Share how you have provided your teacher leaders with opportunities to assume additional responsibilities?
- What opportunities have educators and staff members had to obtain new learning outside of the campus?
- How have educators and staff members applied their new learning from professional development obtained outside of the school campus? What impact has this new learning had on student achievement?
- As you were developing teacher leaders on your campus, what did you learn about your leadership style and the needs of your teacher leaders?

Additional Resources: Leadership Development

- Danielson, C. (2007). The Many Faces of Leadership. Educational Leadership, 65(1).
- Gurr, D., Drysdale, L. & Mulford, B. (2005). Successful Leader leadership: Australian case studies. *Journal of Educational Administration*, 43(6), 539-551.
- Harris, A. (2010). Leading system transformation. *School leadership and management* 30 (3) 197-207.
- Fullan, M. (2007). Leading in a culture of change. San Francisco: Jossey-Bass, p.9.
- Smylie, M., Conley, S. and Marks, H. (2002). Exploring new approaches to teacher leadership for school improvement. In: J. Murphy (ed.) Educational leadership challenge: redefining leadership for the 21st century, Washington: *American Educational Research Association*,162-188.
- Spillane, J.P. (2006). Distributed leadership. San Francisco, Jossey-Bass.

Collaborative Practices

While it is common for teachers to work independently, working collaboratively can have a positive impact on teachers and contribute to overall school improvement efforts if school leaders are intentional and strategic with establishing collaborative practices. Effective leaders intentionally provide opportunities for teachers to work alongside one another. Collaborative efforts among teachers not only positively impact the teachers but also the students. Collaboration allows teachers to share best practices that make the biggest impact on student learning and can, in turn, lead to the utilization of these shared best practices in multiple classrooms in order to get desired results for students. When teachers are collaborating around the right things, it creates a campus culture that leads to student learning being at the forefront of every conversation and instructional decision. Opportunities for teachers to collaborate, facilitate growth mindsets, and efficacy for teachers. This indicator outlines a leader's ability to establish collaborative opportunities for teachers to determine the impact of their instructional practices through the evidence and analysis of student learning. While engaged in collaborative practices, teachers can make informed decisions about their instruction and increase student understanding and learning. In addition to providing collaborative opportunities, the leader supports and monitors the process to ensure student learning and teacher effectiveness. There is close alignment with this indicator and Goal

Setting and Monitoring, Expectations, Curriculum and Assessment, Teacher Effectiveness, Meeting Student Needs, Instructional Focus, Access to High-Quality Education, and Professional Norms indicators.

Exemplary Descriptors for Collaborative Practices

The school leader consistently and effectively:
1. Ensures collaborative opportunities/structures for capacity-building of teachers to continuously examine evidence of student learning and making strong instructional adjustments to ensure student success.
2. Fosters a strong sense of purpose by ensuring meaningful contribution from teachers that includes analysis of significant student or teacher data to inform decisions, build teacher capacity, and increase student achievement.
3. Monitors and actively supports the quality of content within collaborative opportunities/structures (e,g. TC, ILT) to ensure it is a logical continuum that results in significant increases in student learning and teacher effectiveness.

Descriptor 1

Ensures collaborative opportunities/structures for capacity-building of teachers to continuously examine evidence of student learning and making strong instructional adjustments to ensure student success.

Effective leaders ensure that teachers are afforded consistent opportunities and structures that allow for continuous growth for their own practices and the growth of their students. When leaders provide consistent opportunities and structures that focus on capacity building for teachers, this leads to improved instructional planning, lesson delivery, assessment of student learning and understanding, and ultimately student achievement. When leaders establish time and systems that allow teachers to analyze their student data and evidence of student learning, teachers grow in their overall practices. Collaborative opportunities can support teachers with goal setting for their students as well as tracking progress over time in order to adjust and/or modify their instructional practices to meet the needs of all students. Based on a variety of data analyses, teachers are able to make changes to their instructional practices to ensure their students are successful, have a deeper understanding of the content, and are able to apply their new learning as evidence of their mastery of on-grade-level standards.

Descriptor 2

Fosters a strong sense of purpose by ensuring meaningful contribution from teachers that includes analysis of significant student or teacher data to inform decisions, build teacher capacity, and increase student achievement.

The school leader establishes and communicates the importance of utilizing data to make informed decisions. Student data from state, system, school, and classroom assessments is utilized to make adjustments to instruction in order to increase student achievement. Teacher data from formal and informal observations or classroom walk-throughs is utilized to improve teacher practice and build teacher capacity. It is also critical for teachers to clearly understand the purpose of utilizing data and incorporating this process as a daily practice to improve their own instruction and student achievement. Effective leaders ensure there are regular opportunities for reviewing and analyzing student and teacher data in order to support and coach teachers to improve their instructional practices.

Descriptor 3

Monitors and actively supports the quality of content within collaborative opportunities/structures (e,g. TC, ILT) to ensure it is a logical continuum that results in significant increases in student learning and teacher effectiveness.

During collaborative opportunities/structures, the leader monitors to ensure that the content presented and shared with teachers is of high quality and will strategically lead to increases in student learning and the effectiveness of teachers. The leader is available to support teacher leaders with planning and vetting the content that will be shared with teachers in order to enhance the transfer of learning during these collaborative opportunities/structures for teachers. The leader is responsible for determining if the quality of the content presented will lead to significant increases in student learning and teacher effectiveness. The leader regularly utilizes student data by grade levels and content areas to track and monitor the effectiveness of professional learning in order to intervene or redirect when necessary and appropriate.

Possible Sources of Evidence for Collaborative Practices

Example 1: Establishing Time for Teacher Collaboration
A leader is intentional about establishing time for teachers to collaborate. At the beginning of the school year, a leader organizes and provides a schedule that allots specific time during the week for teachers to collaborate. Not only is the time and date outlined, but norms are identified as well as a well-developed long-range plan that focuses teacher learning on a continuum during these collaboration meetings. These long-range plans are developed in cycles of learning and improvement with identified student and teacher goals and measures to determine progress toward the goals. The leader spends time working with teacher leaders to plan these collaborative cycles and each meeting's agenda and focus. The leader also attends these collaboration meetings regularly to engage with teachers as they collaborate. During these meetings, the leader values and advocates for the use of student work and data to drive teacher planning and collaboration. The leader will evaluate student artifacts alongside teachers and work with teachers to analyze root causes and determine instructional next steps. Collaboration is not only grounded in pedagogy and planning for instruction, but also in evaluating how students are learning and how to address students who need enrichment, acceleration, and intervention. The leader will ask, *"What are our next steps for the students who have learned this skill, and what are our next steps for the students who have not learned this skill?"* Questions like these drive the quality of the teacher collaboration and keep everyone focused on not only the teacher actions but the student learning as well. Some possible sources of evidence and artifacts might include: Leadership team meeting agendas and summary notes where collaboration was planned for and developed for teachers; professional learning and collaboration meeting agendas or observation notes, samples of annotated lesson plans by teachers in attendance, student progress, and tracking measures.
Example 2: Oversees Quality of Content
When leaders and teacher leaders facilitate collaboration among teachers, they ensure that

the new learning being shared with teachers will assist teachers in getting positive results with their students. A leader will work closely with teacher leaders to "try" new instructional practices or student strategies in the classroom with students to ensure that this will provide positive results for student learning. For example, a leader might schedule time with a teacher leader to visit classrooms to see how a particular instructional strategy is impacting student learning. They make notes about how the teacher is utilizing the strategy and what the teacher is specifically doing and saying to get results with students. After the leader discusses how this new learning can be shared with other teachers during a collaboration session, he/she works with the teacher leader to sequence the learning (collaboration cycle long-range plan) and show the impact this strategy/practice had on student learning. Monitoring the quality of this content is critical to ensure that teachers can transfer this new learning and get the same or similar results with their students. This leadership practice allows the leader to know that what teachers are collaborating around will get results. The leader knows that teachers can meet and learn together often, but if their new learning is not grounded in what will get results, they will not see gains. Some possible sources of evidence and artifacts might include: Leadership team meeting agendas and summary notes where collaboration was planned for and developed for teachers; professional learning and collaboration meeting agendas or observation notes, student progress and tracking measures, teacher surveys or feedback from teachers about their new learning in their collaborative meetings.

Suggested Reflection/Coaching Questions on Collaborative Practices
- How have you provided your teachers with collaborative opportunities/structures for strengthening their instructional practice?
- How did you communicate the purpose of collaborative opportunities/structures to teachers?
- What type of student/teacher data was utilized during collaborative opportunities/structures?
- Provide some examples of how the student/teacher data led to instructional adjustments and student success.
- How did you monitor and support the quality of the content being utilized during the collaborative opportunities/structures?
- How did you ensure that the logical continuum of the learning/content resulted in increased student learning and teacher efficacy?

Additional Resources: Collaborative Practices
- Bryk, A. S. & Schneider, B. (2002). Trust in schools: A core resource for improvement. New York: Russell Sage Foundation.
- Jackson, C. K. & Bruegmann, E. (2009). Teaching students and teaching each other: The importance of peer learning for teachers. NBER Working Paper 15202. Cambridge, MA: National Bureau of Economic Research.
- Tschannen-Moran, M. (2004). Trust matters: Leadership for successful schools. San Francisco: Jossey-Bass.

Continuous Improvement

Since schools are responsible for adapting to a rapidly changing environment, a changing student population, and increasing demands for accountability in order to become more innovative and effective, leaders must ensure that there is a focus on continuous improvement. An effective leader focuses on the systems within a school that impact continuous improvements for teaching and learning. This involves acknowledging and adapting to the needs of not only students, but teachers as well. Effective leaders understand that there must be a systematic approach that actively assesses, monitors, and improves teacher practice.

Additionally, leaders understand that this approach for continuous improvement must also provide transparency, accountability, reinforcement, and guidance through feedback, coaching, and support. This indicator focuses on a leader's ability to put systems/structures in place to improve teacher practice. The leader considers the professional needs of not only new staff members but also provides regular learning and improvement opportunities for all teachers and staff. During these learning and improvement opportunities, the leader ensures that adult learning principles drive the professional learning sessions. There is close alignment with this indicator and Expectations, Curriculum and Assessment, Teacher Effectiveness, Meeting Student Needs, Instructional Focus, School Atmosphere, Access to High-Quality Education, Responsiveness to Stakeholders, and Professional Norms indicators.

Exemplary Descriptors for Continuous Improvement

The school leader consistently and effectively:
1. Prepares, plans and monitors new staff by providing induction and mentoring systems and support.
2. Systematically fosters and empowers the continuous learning and improvement of teachers and staff to the highest levels of practice through job-embedded professional learning opportunities.
3. Ensures individualized professional learning, aligned to the coaching plan, is provided to support teachers' and staff members' skills, is guided by understanding of adult learning principles, and is measured with student data. (see more information on adult learning principles in Appendix I)

Descriptor 1
Prepares and monitors new staff by providing induction and mentoring systems and support.

In order to ensure that new staff members are effectively supported as they engage in all aspects of their role, an effective leader organizes mentoring systems that strategically support new staff members' induction. The leader ensures that new staff members are assigned to be mentored by an experienced staff member on the campus. This mentoring system should support new staff members in orienting themselves and making a smooth transition into the campus environment, as well as understanding the school's mission, vision, goals, structures, and systems. Additionally, the leader monitors the mentoring system as well as supports the mentees to ensure that new staff members are acclimating to their roles. The induction, mentoring, and support of new staff are most effective when they provide new staff members with structures for reflecting, collaborating, and communicating with their mentor on a regular basis in order to support their educational practices.

Descriptor 2
Systematically fosters and empowers the continuous learning and improvement of teachers and staff to the highest levels of practice through job-embedded professional learning opportunities.

Regardless of experience level, an effective leader ensures that all teachers have consistent opportunities to hone their craft through participation in professional learning opportunities. Through identification of the teachers' professional needs, the leader plans intentional professional learning opportunities to support the growth and development of all teachers. Alongside the campus leader, teachers and staff members are empowered to value the process of constantly improving their craft based on the most current research-based educational practices and applying the new learning obtained with their students in the classroom.

Descriptor 3
Ensures individualized professional learning, aligned to the coaching plan, is provided to support teachers' and staff members' skills, is guided by understanding of adult learning principles, and is measured with student data.

Providing support and development for all teachers with many different needs and strengths is a critical component to ensure continuous improvement. For this reason, the leader provides professional learning opportunities that are aligned with what data has identified as needs for teachers, staff members, and students. These professional learning opportunities take into account the differentiated needs of the teachers and staff members and are guided by the principles of how adult learners understand, develop, and apply the new learning presented all toward impacting student learning and achievement. The leader also considers how teacher leaders can support and provide follow-up coaching and support for teachers based on the new learning presented. The needs of the students are a critical component to the focus of professional learning opportunities because they help to identify the critical instructional pieces that teachers must implement to support student success. Not only do teachers have different needs, but the students they teach have different needs as well. For this reason, the leader ensures that professional learning includes adjustments and/or modifications and possible sequencing and segmenting needed to meet the individual needs of each student to lead to mastery of on grade-level standards.

Possible Sources of Evidence for Continuous Improvement

Example 1: Mentoring Systems
Once a new teacher is hired, the leader assigns the new teacher to work closely with an assigned mentor teacher. The leader has established a clear mentoring system that has been divided into several phases and outlines specific activities that should take place in order to support the new teacher. Both the mentor teacher and the mentee understand their roles. The leader supports and monitors their progress as they work through the phases of support. Additionally, the leader supports the mentor teacher in providing timely and targeted support to the mentee as well as providing support to the mentee by checking in on their progress and providing feedback. Some possible sources of evidence and artifacts might include: An induction mentoring document that outlines phases and actions, any leadership team meeting

agendas and summary notes where this process was planned for and developed for teachers; mentor/mentee meeting agendas, professional learning meeting agendas that mentor teachers utilize when meeting with mentees, emails to the mentor or mentee, samples of teacher PGP documentation with reflections and identified growth.

Example 2: Planning and Implementing Impactful Professional Learning

The leader values all opportunities to provide impactful professional learning for their teachers. The leader works with teacher leaders to create professional learning long-range plans for cycles of learning on a continuum in teacher collaborations. The plan is strategically created to meet the needs of the teachers and their students. The leader also understands that there are many needs for both teachers and students and works with their leadership team to develop agendas that address the needs of all. The leader is engaged in the oversight and planning of the professional learning and provides feedback and guidance in order to ensure that what teachers are learning is timely, relevant, and connected to identified student and teacher needs. Some possible sources of evidence and artifacts might include: Leadership team agenda meetings and summary notes where professional development was planned and discussed, agendas for all professional learning/collaboration meetings, teacher observational data and effectiveness as well as student data.

Example 3: Professional Learning that Focuses on Both Teaching Practices and Student Learning

Professional learning that meets both the needs of the teachers and students is valued by the leader. The leader ensures that all professional learning opportunities are connected back to student performance in some way. The leader spends time planning and discussing an upcoming agenda for professional learning and asks several critical questions: *"What connection does this new learning have to our student needs? How will this learning not only enhance teacher practice but also student achievement?"* By asking these questions, the leader is ensuring that the professional learning opportunity can be specifically tied to the needs of the students. This is a critical component that enhances teacher development and ownership. When teachers can see how their new learning will impact their students, they are more eager to transfer the new learning into their practice. Some possible sources of evidence and artifacts might include: Leadership team agenda meetings and summary notes where professional learning was planned and discussed, follow up classroom observational data that shows how the learning obtained in professional development has transferred to the classroom and has impacted the learnings, student data and student work being utilized during professional learning meetings and sessions, long-range plans for professional learning & collaboration, the school's data collection schedule for the year, weekly student tracking charts, references to the tracking of individual student progress in emails, memos, meeting agendas, individual PGPs of teachers that include the tracking of student work, visible data displays with references to individual student progress, etc.

Suggested Reflection/Coaching Questions on Continuous Improvement
- Talk about how you have fostered continuous improvement on your campus.
- What have you identified as the professional needs of your new and returning staff members?

- How have you prepared, planned, and monitored induction and mentoring systems and support for new staff members?
- How have you fostered and empowered the continuous learning and improvement of your teachers and staff?
- What are some ways you have ensured that your teachers and staff members receive high levels of practice/development opportunities during professional learning?
- What is some of the feedback that you have received from teachers about their participation in continuous improvement efforts?
- How have you used data and the adult learning principles in the campus professional learning opportunities for teachers and staff members?
- Provide examples of how adult learning principles have been utilized during on-campus professional learning opportunities.
- How have you ensured that data and the adult learning principles are a guiding component in all professional learning opportunities for teachers and staff members?
- How have professional learning opportunities been differentiated for teachers and the needs of their students?

Additional Resources: Continuous Improvement

- Bernhardt, V., & Hebert, C. (2010). Response to intervention and continuous school improvement: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention system. New York: Routledge.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). School leadership that works: From research to results. Alexandria, VA: ASCD.
- Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous improvement in education. Stanford, CA: Carnegie Foundation for the Advancement of Teaching.
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SCHOOL & COMMUNITY ENVIRONMENT DOMAIN

School Atmosphere

School atmosphere is a part of a strategic effort and is born from a campus' vision, beliefs, values, and mission. School atmosphere has to be developed and managed by the leader and leadership team to ensure that the campus's vision, beliefs, values, and mission drive all decisions and actions. In order for students to achieve at a high level, the atmosphere of the school has to be a part of the important work of the leadership team. The leader is responsible for fostering and supporting the school atmosphere for all on the campus and providing processes for ensuring consistency. This specific indicator deals with a leader's ability to collaborate with the school leadership team to establish systems to ensure the campus is safe and positive for students and their families, staff members, and community stakeholders. There is close alignment with this indicator and Communication of Mission, Vision, and Goals; Expectations, Meeting Student Needs, and Continuous Improvement indicators. There is also a close alignment to the Professionalism & Integrity Domain.

Exemplary Descriptors for School Atmosphere
The school leader consistently and effectively:
1. Establishes systems that ensure a safe and positive campus atmosphere for students, staff members, families, and community stakeholders.
2. Manages conflict among stakeholders effectively.
3. Develops structures and processes that result in ongoing, positive collaboration with a school leadership team.

Descriptor 1
Establishes systems that ensure a safe and positive campus atmosphere for students, staff members, families, and community stakeholders.

The leader establishes systematic policies, procedures, and practices with the ultimate goal of creating a safe and positive environment for staff members to instruct, students to learn, and families and stakeholders to have a place to support the education process. A safe and positive campus atmosphere is developed when expectations are clearly communicated and modeled, adults and students are engaged, and model respect for one another, student progress is at the forefront, and all stakeholders support and adhere to the established systems and norms.

Descriptor 2
Manages conflict among stakeholders effectively.

The leader incorporates strategies that will proactively support stakeholders in managing conflict. During conflicts, the leader keeps the lines of communication open, actively listens to each individual or group's perspective, discusses possible options to resolve the conflict, and supports stakeholders with focusing on the ultimate goal and agreeing to an option that benefits both sides and, most importantly, benefits the students.

Descriptor 3
Develops structures and processes that result in ongoing, positive collaboration with a school leadership team.

Supporting collaboration with the school leadership team is a foundation of effective distributed leadership. Effective leaders develop structures and processes that provide opportunities for school leaders to work collaboratively to accomplish the school goals. This responsibility consists of the leader establishing defined times for collaboration among the school leadership team and a defined structure for what and how identified needs will be addressed while building the leadership capacity of all team members.

Possible Sources of Evidence for School Atmosphere

Example 1: Parent Coffee

To involve parents in the school atmosphere, the leadership team creates a platform for feedback on classroom activities or school programs by hosting a monthly parent coffee. During this time, coffee and doughnuts are provided to any parents or community members who would like to talk to the leader about their hopes or concerns regarding their children's education or any upcoming school events or issues. Some possible sources of evidence and artifacts might include marketing and notes from these meetings shared with the system supervisor via Google Drive, calendar announcements on the school website, emails/flyers sent to parents & community members, and sign-in sheets showing participation by parents and community members.

Example 2: Addressing a conflict within a TC Meeting

The leader was informed that during ELA TC meetings, members were being rude to each other. This disruption was causing teachers to avoid the TC meeting altogether. The leader attends the next TC meeting and addresses the group, "I want to remind everyone that one of our agreements and norms is to assume positive intent with each other. We need everyone to contribute and share their thoughts so that we can be sure we're making the best decisions for our students. If we don't make respectful decisions, we're less likely to get full commitment and respect from each other. Let's be purposeful in giving everyone the full time they need to express their thoughts with positive intentions." The leader then leads the team through revisiting the social contract they had created at the beginning of the school year. Some possible sources of evidence and artifacts might include: a copy of the staff social contract; agenda and summary notes from faculty meetings; notes from interviews/conversations with staff members; TC agendas and beginning and end-of-year comparison surveys in regard to school atmosphere, professionalism, and teacher efficacy**.**

Example 3: Leadership Team Calibration

In the weekly leadership team meeting, the leader charges the assistant administrator(s)/leaders with leading the group through an evaluation observation calibration activity where the group watches a video of a teacher teaching and individually provides feedback using the system template. The assistant administrator then has the team work in

groups and then as a whole to determine the quality and consistency of the feedback they are giving teachers. Some possible sources of evidence and artifacts might include: a film clip of the meeting shot with an iPad and shared online with system leaders along with a request for feedback to the leader; leadership team meeting agendas showing entries for both planning & delivery; and, exit tickets completed by team members following the meeting that speak to individual "take-aways" and next steps.

Suggested Reflection/Coaching Questions on School Atmosphere

- What are your beliefs about the importance of the school atmosphere on a campus?
- Why is building a positive and professional school atmosphere so important to student success?
- What do you think are the critical components of establishing a positive and professional school atmosphere on a campus?
- What systems have you established to ensure the school atmosphere is safe and positive for all stakeholders?
- What impact have these systems had on the environment of your campus?
- Share some examples of how you have built consensus and managed conflict.
- How have you ensured consistent collaboration among your school leadership team?
- What impact has consistent collaboration amongst your leadership team had on the professional atmosphere of your school?

Additional Resources: School Atmosphere

- Deal, T. E. and Peterson, K. D. (1999). *Shaping School Culture: The Heart of Leadership,* San Francisco, CA: Jossey Bass.
- Donaldson, G. A. (2001). Cultivating Leadership in Schools: Connecting People, Purpose, and Practice, New York: Teachers College Press.
- Fisher, D., Frey, N., & Pumpian, I. (2012). How to Create a Culture of Achievement. ASCD.
- Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco, CA: Jossey Bass.
- Maslowski, R. (2001). School Culture and School Performance: An Explorative Study into the Organizational Culture of Secondary Schools and their Effects, Endschede, The Netherlands: Twente University Press.

Community Engagement

Community engagement is an integral part of a successful campus environment. Much of a student's life happens outside of the classroom and school. These out-of-school experiences in a student's life can impact their academic success. Community impact on students is why community engagement and involvement are so important when considering how schools successfully educate all children. This indicator deals with a leader's ability to engage the stakeholders in the educational process. Community engagement can be established with the development of positive working relationships between the leader and all stakeholders. Positive relationships are nurtured by providing students, their families, and community members with opportunities to participate in

and support services and campus activities during and beyond the school day. This level of engagement from the community improves the school atmosphere and student learning. There is close alignment with this indicator and Communication of Mission, Vision, and Goals; Meeting Student Needs, Collaborative Practices, Continuous Improvement, Professional Norms, and Professional Behavior indicators.

Exemplary Descriptors for Community Engagement

The school leader consistently and effectively:
1. Develops productive and positive relationships with stakeholders.
2. Uses communication to enhance student learning and build support for goals.
3. Provides services for students, their families, and the community during and beyond school hours.
4. Creates opportunities for diverse and broad stakeholder engagement to support learning.

Descriptor 1
Develops productive and positive relationships with stakeholders.

Building relationships across a diverse and broad set of stakeholders is a fundamental responsibility of the school leader. In order to increase the involvement of parents and community members in the educational process, school leaders must develop strong relationships. Stakeholders should include a wide audience, but not limited to, school staff; system and state educational leaders (e.g., board members, central office personnel); parents; members and leaders of local organizations; the media, and the community at large. Building strong relationships requires an awareness of who the stakeholders are and a strategy for communicating with them.

Descriptor 2
Uses communication to enhance student learning and build support for goals.

By building and maintaining open and effective lines of communication, the leader is able to understand the perspectives of families and community members in order to identify how to best meet the needs of all students. Communicating the school's mission, vision, goals, and data with stakeholders allows for strong engagement and provides the leader with opportunities to consider additional ways to improve the school atmosphere and learning environment.

Descriptor 3
Provides services for students, their families, and the community during and beyond school hours.

Leaders are responsible for leading their team in meeting the educational needs of students during the school day. In order to engage the community, the leader is tasked with identifying the support services that are needed not only by the students but also by their families and community members. Identified support services have to be offered at times that are convenient for all stakeholders, which may be before, during, and after the school day. This will help to ensure that all voices and perspectives are heard and lead to students reaching their academic goals.

Descriptor 4
Creates opportunities for diverse and broad stakeholder engagement to support learning.

A successful school climate and atmosphere is created and cultivated when all stakeholders have opportunities to be involved in the educational process. The leader should consider the needs of the students and what role stakeholders can play in meeting, addressing, and enhancing the academic development of all students. The leader should promote this symbiotic relationship and be open to new ideas and innovation from stakeholders. Providing multiple avenues to connect with stakeholders to ensure that all voices are heard is key.

Possible Sources of Evidence for Community Engagement

Example 1: Effective Stakeholder Communication Plan

The leader develops a strategic plan to consistently communicate with parents and members of the community. The plan includes things such as: monthly/weekly newsletters, updated and informative websites with essential information about upcoming events, and opportunities for parents/community members to be engaged. Some possible sources of evidence and artifacts might include copies of the strategic communication plan shared with the leadership team and submitted to the system supervisor with a request for feedback; parent newsletters; website updates; invitations sent out to parents and community members; upcoming event announcement flyers; and monthly school calendars sent home to parents and mailed to community leaders and businesses.

Example 2: Offering the school as a site to support families and community members

After-school tutoring and extended school care are provided by the school to meet the needs of working parents. In collaboration with various local health agencies, the school offers a site for specific health screenings at different times during the year. Parents and community members are also offered numerous opportunities to hear speakers address issues that impact families, such as mental health, cyber-bullying, healthy lifestyles/nutrition, and physical exercise. Some possible sources of evidence and artifacts might include: copies of flyers/school newsletters announcing these upcoming opportunities; copies of invitations to parents and/or specific groups of parents and community members and local leaders in the community; and interviews with parents or specific focus groups of parents.

Example 3: Back to School Night

To encourage ELL family members to interact with other families within the school in order to build a sense of community, numerous "back-to-school" activities are offered throughout the year. Activities include: game night, story time, town hall-type problem solving, and movie night. Throughout the year, the number of parents participating in these activities has increased significantly. Parents are now beginning to volunteer in supporting teachers during the school day because they are feeling more comfortable coming to school. Some possible sources of evidence and artifacts might include: Sign-in sheets from the various activities offered throughout the year; meeting agendas; conversations/interviews with parents who have participated; email communications between the school leader, parents, and community members, conversations/interviews with students who've participated with their parents; and, comparison lists of volunteers from beginning of the year to end of the year in the volunteer

portal on the school website.

Suggested Reflection/Coaching Questions on Community Engagement

- Why is it important to involve stakeholders in the work of serving students on your campus?
- How have you built productive relationships and kept the lines of communication open with all stakeholders? Provide some examples.
- How have you identified and provided support services for your students' families before, during, and after school hours?
- Why do you think the community may want to be involved in your campus?
- How have the provided support services impacted community engagement and student success?
- In what ways have you engaged all stakeholders in efforts to improve the school learning atmosphere?
- How do you intentionally bring parents into your school in a way that they feel comfortable?

Additional Resources: Community Engagement

- Henderson, Anne T. and K.L. Mapp. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory.
- Henderson, A., K. Mapp, V. Johnson, and D. Davies. (2007). Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. New York: The New Press.
- Patrikakou, E.N., Weissberg, R.P., Redding, S., & Walberg, H. J. (2005). School-family partnerships: Dimensions and recommendations. In E. N. Patrikakou, R. P. Weissberg, S. Redding, & H. J. Walberg (Eds.), *School-Family Partnerships for Children's Success*, 189-194. New York: Teachers College Press.
- Reynolds, Arthur and M. Clements. (2005). Parental Involvement and Children's School Success. In School-Family Partnerships: Promoting the Social, Emotional, and Academic Growth of Children, edited by E. Patrikakou et al. New York: Teachers College Press.

Discipline

Discipline in schools is needed in order to guide and redirect the behavior of students and create a safe environment and atmosphere for academic success. The goal of discipline structures within schools is to set limits restricting certain behaviors or attitudes that are seen as harmful or contrary to school policies, educational norms, and school expectations. Discipline can also positively impact the classroom environment by providing consequences and instilling values among students. Effective discipline plans/policies within schools provide a clear account of the campus rules and strategies for promoting positive student behavior, strategies for managing unsuitable behavior, and behaviors that are prohibited on school grounds.

This indicator deals with a leader's ability to establish and maintain a school atmosphere that is safe for all stakeholders and to provide a positive learning experience for all students. The leader

collaborates with teachers and the school leadership team to develop a campus wide discipline system and/or plan that will support student learning. The system/plan is implemented and monitored to ensure it is positive, fair, and consistent with system and campus policies. The plan also incorporates processes and tools that teachers can utilize for managing student behavior challenges. Additionally, the leader and leadership team support teachers in establishing classroom discipline plans/systems that align to the school's discipline plan. There is close alignment with this indicator and Communication of Mission, Vision, and Goals, Expectations, Meeting Student Needs, Collaborative Practices, Continuous Improvement, Professional Norms, Professional Behavior, Policy and Administrative Operations indicators.

Exemplary Descriptors for Discipline

The school leader consistently and effectively:
1. Develops, implements, and monitors a campus wide discipline system/plan to promote a positive learning environment for all students.
2. Addresses student misconduct in a positive and fair manner.
3. Incorporates problem-solving skills to manage student behavior challenges.
4. Supports and coaches teachers in resolving discipline concerns.

Descriptor 1
Develops, implements, and monitors a campus wide discipline system/plan to promote a positive learning environment for all students.

In order for students to learn, they must feel safe and supported on campus. The leader is responsible for collaborating with teachers, stakeholders, and other campus leaders to develop a schoolwide discipline system and plan to ensure the building is a positive learning environment for all students. The leader should also ensure that teachers and staff members have been provided with the tools to understand and implement the school discipline system/plan (this includes school bus drivers who are responsible for students on the way to and from school each day). The leader is also responsible for monitoring the plan throughout the school year to determine if the system/plan is meeting the goal of promoting a positive learning environment for all students. If the goal is not met, the leader guides teachers and teacher leaders in identifying the needs and developing a plan for addressing the issues. A powerful resource to support this process is school counselors. They can be a very valuable resource in developing and implementing the school discipline plan, as well as in supporting teachers in developing and implementing their own classroom management/discipline plans.

Descriptor 2
Addresses student misconduct in a positive and fair manner.

In addition to developing, implementing, and monitoring a campus wide discipline system/plan, the leader should model how he/she addresses student misconduct in a positive and fair manner. The leader should do his/her due diligence to investigate student misconduct without showing bias to a student or groups of students. He/she should also ensure that during the investigation process, the students or groups of students should be treated fairly and that all communication and actions remain positive. This descriptor is also closely aligned to Descriptor 1 in that the campus wide discipline system/plan should also include language about maintaining a positive and fair manner when addressing all student misconduct.

Descriptor 3
Incorporates problem-solving skills to manage student behavior challenges.

There may be times when leaders have to utilize different tactics when managing challenges with student behavior. Leaders and leadership team members should first know the students that they serve and be prepared to address their group and/or individual behavior needs as they arise. Incorporating and teaching problem-solving skills will allow the leader to manage student behavior challenges in a positive and fair manner. The leader can enhance the problem-solving skills of students by modeling the problem-solving process, rather than just giving students the answer/solution. The development of this skill is further enhanced by having students work through problems individually and by asking direct questions or giving helpful suggestions. The development of problem-solving skills will also allow students to take ownership of their own behavior and actions. A powerful resource to support this process are school counselors. They can often support school leaders in problem-solving skills to manage student behavior challenges.

Descriptor 4
Supports and coaches teachers in resolving discipline concerns.

Leaders should create a campus environment that equips teachers and staff members with the professional learning and tools needed to resolve discipline concerns. There should be a consistent outline of the steps that teachers and staff members should take when resolving such concerns in their classrooms and other areas of the campus. These steps should be included in the campus wide discipline system/plan and should be clearly explained by the leader or other school leaders. There should also be opportunities for the teachers and staff members to be coached on discipline strategies and techniques that can be used and receive follow-up support on areas of need. Implementing the discipline plan consistently and fairly by all campus school leaders will support teachers in having ownership and problem-solving skills in resolving discipline issues. This process includes supporting teachers in developing and implementing their own classroom behavior management/discipline plans aligned with the school's discipline plan/system.

Possible Sources of Evidence for Discipline

Example 1: **Discipline Philosophy Communicated**
An elementary school has the following posted on their website, in the hallway and on posters in the cafeteria and library: *We believe that: All students have the responsibility to learn. All teachers have the responsibility to provide a positive learning environment. All parents have the responsibility to support the students and teaching staff.*   **Schoolwide Standards:** To ensure a safe, positive, rewarding education experience, we will: • Listen and follow directions the first time.   • Keep hands, feet, and objects to ourselves.   • Be courteous, kind, and thoughtful to all.   • Respect the rights and property of others.   • Use safe conduct at all times.   These rules apply on the way to school, at school, and on the way home from school. Some possible sources of evidence and artifacts might include focus group conversations/interviews

with small groups of students, parents and teachers, bus drivers and other staff members; copies of newsletters/memos/emails to parents and community members where these standards are referenced and used to frame the planning, delivery, and participation in all school related activities.

Example 2: Positive Behavior Management System

The Leader pulls together a Positive Behavior Management Committee composed of teachers, school leaders, paraprofessionals, counselors, parents and volunteers to create a campus wide PBMS. The plan they are tasked with creating will include: a list of clearly defined expectations for behavior; a program that helps students understand and display the behaviors that are desired; a sequence of consequences; and an awareness/training program for all teachers, staff, and students. All committee members actively participate in the development of the plan that is shared with system leadership prior to implementation. Some possible sources of evidence and artifacts might include: a copy of the PBMS plan that was created and submitted to system leaders with requests for feedback; agenda and summary notes from the Positive Behavior Management Committee meetings; and, conversations/interviews with committee members, students, teachers, parents, community members, and system leaders who visit & support the school on a regular basis.

Example 3: Cool Down Room

The school leadership team, in line with the school behavior management plan, worked together to create a "Cool Down" Room where students can go for a 15-minute break. The leader contracted with a local group to train teachers and students on meditation and mindfulness. The room is painted blue and has comfortable seating and relaxing music. Students and teachers are assigned to manage the room on a rotating schedule. About 10 - 20 students were trained in mediation and are commonly referred to as mediators, conflict managers, or fuss busters. Depending on the age of the students, mediations are either conducted by the student and teacher mediators or students are allowed to listen to a guided meditation wearing headphones. The leader has documented a reduction of discipline issues since the creation of the program. Some possible sources of evidence and artifacts might include: a copy of the "Meditation & Mindfulness" training agenda; conversations/interviews with students, parents, teachers, and other staff members; copy of school discipline referral reports from one year to the next and/or reports generated on a quarterly or monthly basis; and, an ongoing log of students participating and their reflections as well as the reflections of teachers who worked as mediators or had students who participated.

Suggested Reflection/Coaching Questions on Discipline
- Talk a little about the campus wide discipline plan and how it has promoted a positive learning environment for your students. What evidence have you observed that the schoolwide discipline plan is positive and fair?
- Why is it important to train your teachers, staff, and students on the school's discipline plan?
- What problem-solving skills have you been able to utilize to manage student behavior challenges?
- How have you supported and coached educators in resolving discipline concerns

in their classrooms and within the school building?

- What role did teacher leaders play in developing the schoolwide discipline plan/policy?
- What changes have you seen in student behaviors based on the schoolwide discipline plan/policy?
- How do you share and encourage teachers and staff to use discipline data?

Additional Resources: Discipline

- Bear, G. G. (2008). Classroom discipline. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp. 1403–1420). Bethesda, MD: National Association of School Psychologists.
- Walker, H. M., Ramsey, E., & Gresham, F. M. (2004). Antisocial behavior in school: Evidence-based practice. Belmont, CA: Wadsworth.

Access to High-Quality Education

Students have the right to learn despite differences in their educational needs and backgrounds. Access to high-quality education refers to the ability of each and every student to have the same opportunity to be taught by an effective teacher. It is the responsibility of system and campus leaders to ensure students receive instruction from a teacher who is qualified, experienced, and committed to the education of all students, based on their individual needs. This indicator deals with a leader's ability to provide all students on the campus with access to an effective teacher. The leader is responsible for ensuring teachers have the tools and resources to provide all students with access to high-quality educational opportunities. There should also be campus initiatives that are focused on all students being provided with opportunities and support that will lead to student academic success. There is close alignment with this indicator and Communication of Mission, Vision, and Goals; Expectations; Meeting Student Needs; Collaborative Practices; Continuous Improvement; Professional Norms; Professional Behavior, Policy; and Administrative Operations indicators.

Exemplary Descriptors for Access to High-Quality Education

The school leader consistently and effectively:

1. Implements and monitors systems that allow all students to have access to effective teachers.
2. Develops and monitors initiatives to ensure all students have learning opportunities and academic and social supports that lead to academic success.
3. Supports and coaches teachers with identifying and utilizing resources for providing all students with educational opportunities.

Descriptor 1
Implements and monitors systems that allow all students to have access to effective teachers.

All students have the right to have access to a teacher who is highly qualified. Effective leaders have a system or utilize system-level processes to ensure that effective teachers are hired and retained for all classrooms. Implementing a system with fidelity and monitoring it in order to make changes as needed leads to effective classroom practices, teacher retention, and student success. Systems for enabling students to have access to effective teachers can be shared and

communicated with teachers so they will be aware of the expectations for providing all students with high-quality educational experiences.

Descriptor 2
Develops and monitors initiatives to ensure all students have learning opportunities and academic and social supports that lead to academic success.

Student academic success is the number one priority and responsibility of every leader. He/she should have initiatives in place that ensure students are provided with learning opportunities to meet their individual instructional needs through whole, small, and/or individual group instruction. While in these group settings, having systems in place will support each student's social and emotional needs.

Descriptor 3
Supports and coaches teachers with identifying and utilizing resources for providing all students with educational opportunities.

Access to high-quality education also involves the leader providing teachers with opportunities to be trained, supported, and coached on their pedagogy and curriculum practices. The leader ensures teacher leaders and other school leaders have the tools to help teachers identify the instructional, social, and emotional needs of their students and equip them with the resources to provide them with high-quality learning opportunities.

Possible Sources of Evidence for Access to High-Quality Education

Example 1: Weekly Department Meetings
A weekly TC meeting takes place every Wednesday during conference periods for each department, is led by Department Chairs, and supported by a member of the school leadership team. Several of these meetings this year have focused on sharing differentiated instructional strategies designed to meet the needs of specific groups of students, such as ELL and Students with Disabilities. Quarterly benchmark data showed an improvement in both groups of students. Some possible sources of evidence and artifacts might include: detailed agendas from these meetings showing specific objectives, new learning and development that teachers were engaged in; conversations/interviews with teachers who participated in these meetings and teacher leaders who planned and facilitated them; reports showing comparison benchmark data for students; and, long-range plans for TCs showing targeted areas of focus for these two groups of students.
Example 2: Interview Committee
As part of a plan to hire effective teachers, the leadership team has created an interview committee made up of the leader, several teachers, students and parents. Prospective candidates are asked to provide evidence of academic growth in specific student groups based on the identified needs of students. In addition, the leader has created a set of system-vetted scenario questions that help the committee understand how a candidate might respond to specific scenarios that mirror the challenges of the school. Some possible sources of evidence

and artifacts might include copies of the interview questions being used; conversations/interviews with interview committee members (teachers, parents, students), and candidates who participated in the process.

Example 3: PGPs/Coaching Plans
The leadership team has completed a series of classroom visits and used the first benchmark test data to create PGPs/coaching plans for teachers. Teachers are tiered for support according to need. Each team member is assigned a teacher to coach and monitor the progress of their students. Results are shared in weekly leadership team meetings, and adjustments are made to the support plan along the way. Some possible sources of evidence and artifacts might include: Notes from classroom visits or "learning walks" that identified the need for the development of these PGPs/coaching plans, copies of sample PGPs/coaching plans that were developed, conversations/interviews with classroom teachers who were identified for support and leadership team members who participated in this activity by providing support; agendas from leadership team meetings where this information was shared and comparative benchmark data reports for students whose teachers participated in this activity; sample PGPs/coaching plans with teacher reflections.

Suggested Reflection/Coaching Questions on Access to High-Quality Education

- Why is it important that all students have access to a high-quality learning experience on your campus?
- What steps have you taken to ensure accessible opportunities for all students?
- How have you communicated the importance of accessible, high-quality learning opportunities for all learners to your teachers and staff?
- How have you supported teachers in providing accessible, high-quality learning opportunities to all of their students?
- How have you monitored the implementation of identified accessible, high-quality learning opportunities for all students?
- What steps have you taken to ensure there is an effective teacher in every classroom?

Additional Resources: Access to High-Quality Education

- Gamoran, A. (2004), "Classroom organization and instructional quality", in M. Wang and J. Walberg (Eds.), Can unlike students learn together? Grade retention, tracking, and grouping, Greenwich, CT: Information Age, pp. 141–155.
- Oakes, J. (2005), Keeping track: How schools structure inequality, Yale University Press, New Haven.

Responsiveness to Stakeholders

Schools are responsible for creating a learning environment that enables teachers and students to connect with one another. This type of connection can occur when classroom instruction is congruent with the value systems of the school for the students being served. The leadership team is responsible for establishing a school environment and classroom settings where the history, values, and background knowledge of students and their families are acknowledged and

incorporated into learning. In addition to creating this type of learning environment, it is critical to involve parents and other stakeholders in the process to ensure their voices are heard and understood. This indicator deals with a leader's ability to be conscious of needs and challenges in the larger society and his/her ability to create structures within the school to incorporate the history, values, and backgrounds of the students and their families. There is close alignment with this indicator and Communication of Mission, Vision, and Goals; Expectations; Meeting Student Needs; Collaborative Practices; Continuous Improvement; Professional Norms; and Professional Behavior indicators.

Exemplary Descriptors for Responsiveness to Stakeholders

The school leader consistently and effectively:
1. Incorporates and articulates a commitment to all students in the school mission and vision.
2. Incorporates the history, values, and background of students' communities in the curriculum.
3. Creates organizational structures at the school and system levels that empower all students and parents across communities.

Descriptor 1
Incorporates and articulates a commitment to all students in the school mission and vision.

In creating the mission and vision statements for the school, a leader should explicitly communicate a commitment to ensuring success for all students. The attention to stakeholder responsiveness in the school's mission and vision demonstrates that access to high-quality educational experiences is foundational to all school decisions and actions.

Descriptor 2
Incorporates the history, values, and background of students' communities in the curriculum.

When students see connections to their history, values, and background knowledge reflected in the content and lessons being taught, it leads to higher levels of engagement because they see themselves represented and acknowledged. The leader is responsible for ensuring teachers and staff members are aware and acknowledge the backgrounds of their students' communities. This type of support and encouragement can happen through professional learning, follow-up support, planning, and coaching. When teachers better understand their students' backgrounds, communities, and values, they can build positive relationships with their students, make activities more relevant, and foster their interest in learning.

Descriptor 3
Creates organizational structures at the school and system levels that empower all students and parents across communities.

The leader establishes and monitors structures and systems at the school and system levels that build and strengthen family and school community partnerships. Such structures can empower students to achieve their maximum potential and provide parents with the support they may need to foster educational success at home and engage in campus activities. Partnerships with students

and their families will increase their ability to learn more about each other in order to support academic goals.

Possible Sources of Evidence for Responsiveness to Stakeholders

Example 1: Día de los Muertos Performance

Every year, the campus combines efforts with the local Ballet Folkloric dance studio to put on a performance for the entire campus, honoring Día de los Muertos. Students work on the dances in PE and during designated rehearsal times. All classes participate in the performance in some way either by creating art, singing, or dancing. Some possible sources of evidence and artifacts might include: teacher created lesson plans in PE, Art, and music that show curriculum content being blended with consideration of the history, background knowledge and values of students in the school as they prepare for this event; conversations/interviews with students, teachers and parents who participated in this event; and, parent/student/teacher surveys that speak to the schools ability to be responsive to the history, values, and background knowledge of students and their families while delivering high-quality instruction.

Example 2: Professional Learning Cycle around Responsiveness to Stakeholders

To develop a deeper understanding of responsiveness to stakeholders and its impact on student learning, the leader guides teacher leaders in creating a unit of study for TCs. The focus of the unit is on building the awareness of student histories, values, and backgrounds, as well as how to effectively plan, deliver, and assess its impact on students. For example, in one TC, teachers analyzed the curriculum to identify opportunities for connections to student history, values, and background knowledge through questioning, use of technolog,y and academic feedback. Some possible sources of evidence and artifacts might include: Leadership team planning notes/agenda where the unit of study was developed; conversations/interviews with teacher leaders who planned and delivered the TC session and classroom teachers who participated in it; sample annotated lesson plans in which teachers identified specific points in delivery which promote connections to student history, values, and background knowledge (questions, feedback, follow up questions, partner/group activities etc); and, a sample teacher individual PGP where this was an area of growth for the teacher and in which there are guidance/support/feedback comments from the teacher leader or school leader who supported her/him.

Example 3: International Food Festival

Each classroom on the campus adopts a country and culture for the international food festival that is put on for the community on the campus every year. The PTO helps promote the event and works with teachers to connect them to community businesses that help provide donations and volunteer their time. Teachers incorporate the country's history, values, and backgrounds into their curriculum as they plan with students for their classroom contribution to the festival. The leadership team provides project management, logistics, and marketing for the event.

Some possible sources of evidence and artifacts might include: a school newsletter/email/social media post/flyers announcing the event and its purpose; faculty/PTO/community leaders meeting agenda; list of volunteers signed up for the event; annotated teacher lesson plans showing deliberate effort to include connections between curriculum content and this specific event as they plan with intentional responsiveness to student history, values, and backgrounds in mind; and, conversations/interviews with parents, teachers, and students.

Suggested Reflection/Coaching Questions on Responsiveness to Stakeholders

- Why is it important for a leader to be aware of the history, values, and background of the students on their campus? Why is it important for teachers to be aware of the history, values, and background of the students they teach?
- How have you supported teachers and teacher leaders in setting high expectations for all students?
- Share how your campus has incorporated the history, values, and background of your students in the schoolwide instructional plans.
- What structures/systems have you put in place to engage the voices of your students and parents in the school community?
- How do you ensure teachers are considering students' history, values, and background knowledge in their planning and delivery of daily lessons?

Additional Resources: Responsiveness to Stakeholders

- Cambron-McCabe, N., McCarthy, M. M. (2005). Educating school leaders for social justice. Educational Policy, 19, 201–222.
- Cooper, C. W. (2009). Performing cultural work in demographically changing schools: Implications for expanding transformative leadership frameworks. Educational Administration Quarterly, 45, 694–724.
- Drago-Severson, E. (2012). New opportunities for Leader leadership: Shaping school climates for enhanced teacher development. Teachers College Record, 114, 1–44.
- Eilers, A. M., Camacho, A. (2007). School culture Change in the Making: Leadership Factors that Matter. Urban Education, 42, 616–637.
- Gay, G. (2002). Culturally responsive teaching. New York: Teachers College Press.

PROFESSIONALISM & INTEGRITY DOMAIN

Professional Norms

This indicator deals with a leader's ability to create a safe and productive work environment for all staff and promote accountability at all levels to ensure that students are successful. Similar to the student-teacher relationship, teachers will readily accept increased accountability when there is a high level of trust with school leaders. Given this indicator's importance, there is close alignment with other indicators such as Expectations and School Atmosphere.

Exemplary Descriptors for Professional Norms
The school leader consistently and effectively:
1. Monitors and supports an established environment that is open, productive, caring, professional, and trusting for teachers and staff.
2. Monitors and promotes accountability among teachers and staff for each student's success and the effectiveness of the school as a whole.

Descriptor 1
Monitors and supports an established environment that is open, productive, caring, professional, and trusting for teachers and staff.

The most important thing that a leader must do with staff is to develop a high level of trust. While trust takes time to grow, a leader should be diligent in his/her efforts to create an atmosphere/environment that shows the staff that a high level of importance is placed on interpersonal relationships. When a leader shows a willingness to listen and respond to the opinions and ideas of their staff, collaborative and productive work is the result. Teachers who feel they are in a caring and trusting environment are much more willing to tackle and overcome any new challenges that come their way. Three key strategies leaders can employ to establish trust are care, character, and competence. A caring leader takes the time to talk to staff on a personal level about things unrelated to school and work. An example of character might be speaking directly to staff who are habitually late rather than talking vaguely about tardiness at a staff meeting or in a schoolwide email. Competence may be exhibited by a leader who shows a willingness to learn new things and expects the same of others.

Descriptor 2
Monitors and promotes accountability among teachers and staff for each student's success and the effectiveness of the school as a whole.

Any school or system that considers itself to be highly functioning and effective must possess a level of accountability. At the school level, a building leader must model and promote accountability in a way that puts the student at the center of all decision-making. An effective leader works with staff to establish building and individual goals related to professional growth and increased student achievement. Teachers should meet with the building leader at the beginning, middle, and end of the year to set, monitor, and evaluate goals. Just as we expect teachers to adjust instruction to meet the needs of their students, leaders should differentiate goal setting and support with teachers based on their own personal needs and student achievement

data. A highly effective leader also promotes student accountability by having teachers set goals with students in a similar way.

Possible Sources of Evidence for Professional Norms

Example 1: Instructional Leadership Team Invitation
The leadership team is in the process of disaggregating data to determine the focus for the second cycle of ELA job-embedded professional learning (TC meetings). The leader invites two ELA core content level teachers to the meeting who have shown positive increases in student performance during the first cycle to assist in the decision-making process. During the meeting, the teachers' voices are included in the overall focus for the upcoming professional learning opportunities. The teachers are asked to take a supporting role in the initial professional learning for the cycle by helping to communicate the identified need to the other members of their ELA TC group. Periodically, they are asked to join the leadership team throughout the identified cycle to continue to support decision-making. Once the cycle is complete, new or existing core content teachers are identified to support the learning that occurs on the campus and provide a voice to the instructional decisions made. Some possible sources of evidence and artifacts might include: LT agendas with identified roles of participants; interviews with core content teachers; TC meeting agendas with identified roles of facilitators; email with invite to LT.

Example 2: Goal Setting Process (PGP)
At the beginning of the year, the leader sits down with each teacher to engage in a goal-setting conversation and planning of their individualized PGP. First, the leader shares the school's goals for each content, grade level, group of students, etc. Together, they look at last year's student and teacher data and talk about what strengths and areas of need are visible. The leader engages the teacher in analyzing the school and his/her classroom student data by asking questions that facilitate the teacher's development of goals and action steps for the school year for his/her students and himself/herself that are also aligned to the school's goals. The leader asks the teacher about possible support needed to attain his/her goal(s). Then, the leader collaborates with the teacher to identify possible professional learning opportunities/action steps, internally and externally, to assist in meeting his/her own professional goal(s). Then, the leader engages the teacher in thinking about how he/she can use the data analysis and goal-setting process with his/her own students to set individual goals that are aligned to the classroom and school goals. The leader communicates the expectations to the teacher that he/she is expected to reflect on personal and student goals weekly and that there will be regular meetings/conversations to make adjustments. Additionally, the leader expects the teacher to facilitate the same reflective process with his/her own students regarding their own individual goals and by having regular conversations with students. Some possible sources of evidence and artifacts might include: Agendas from teacher goal/PGP conversations; agendas from teacher and student goal conversations; data and documents that reflect goal setting and reflective practice expectations for teachers and students; interviews with students and teachers regarding the goal setting/PGP and monitoring process.

Suggested Reflection/Coaching Questions on Professional Norms
- Why is it important for a school leader to build trust among her/his staff?
- What are some ways you have actively worked to establish trust in your building?
- What are some ways that you show care/concern for your staff members?
- What opportunities exist for your staff to have input and make decisions related to school processes?
- How do you hold teachers individually accountable for the success of students in their classes?
- How do teachers promote student accountability related to learning? How do you encourage and support them in that process?

Additional Resources: Professional Norms
- National Association of Elementary School Leaders (2008). Leading learning communities: Standards for what Leaders should know and be able to do. Reston, VA: Author.
- "Professional norms guiding school Leaders' pedagogical leadership", International Journal of Educational Management, Vol. 29 Issue: 4, pp.461-476,
- Sergiovanni, Thomas. Moral Leadership: Getting to the Heart of School Improvement. San Francisco, CA: Jossey-Bass. 1992.

Professional Behavior

This indicator describes the foundational aspects or qualities that all school leaders must possess in order to establish an environment of respect and integrity that allows all staff and students to work, grow, and learn. A highly effective leader will consistently model professional behavior and be an example for all adults in the building by always making decisions that are focused on what is best for students. Naturally, this indicator is closely aligned with Professional Norms in this same domain, but also the Access to High-Quality Education indicato,r since an effective school leader is focused and helps others focus on making sure that all students have opportunities to succeed.

Exemplary Descriptors for Professional Behavior
The school leader consistently and effectively:
1. Models professional behavior by acting respectfully and responsibly in personal conduct and in relationships with others, and monitors staff and students to do the same.
2. Demonstrates and promotes the values of integrity, trust, collaboration, perseverance, and continuous improvement.
3. Makes all decisions based on what is best for children and holds self and others responsible for the academic achievement and well-being of all students.

Descriptor 1
Models professional behavior by acting respectfully and responsibly in personal conduct and in relationships with others, and monitors staff and students to do the same.

At the exemplary level, a leader would not only demonstrate consistent professional behavior in interactions with all stakeholders but would also expect the same from all staff and students. If a

school leader has an expectation that all staff are going to demonstrate professional behavior, honesty, dignity, and fairness, this expectation should be visible and present in all classrooms. These values of professional behavior do not happen accidentally but must be cultivated and attended to by each teacher so students are explicitly aware that they are valued, respected, and cared about by each adult in the building. It is certainly easier to hold students to the same expectations when the adults in the building are examples of model behavior. A leader must be clear with staff about conditions that will not be tolerated regarding hostile work environment, sexual harassment, and sexual assault. School and system policies and guidelines are followed and included during training of staff.

Descriptor 2
Demonstrates and promotes the values of integrity, trust, collaboration, perseverance, and continuous improvement.

An effective leader can create and foster a sense of trust and display integrity by doing what he/she says he/she will do. School staff are encouraged and motivated when they have a leader who will follow through on promises and commitments made. Because a typical day for a leader can be full of conversations and requests from staff members, it is imperative that a leader have a system to stay organized. Nothing frustrates teachers more than when they feel as if a leader has either forgotten something discussed or when their ideas are not valued due to a lack of follow-up. There are several ways a leader can increase collaboration and build a sense of trust among staff. Team-building activities (not just at the beginning of the year) are a wonderful way to allow staff to get to know each other on a personal level and start to understand how to work together by understanding each other's strengths and weaknesses.

Descriptor 3
Makes all decisions based on what is best for children and holds self and others responsible for the academic achievement and well-being of all students.

It is imperative that a leader is a model of what she/he says and does to show that students are at the center of all decisions made in a school. Whether done in a committee, small group, or independently, administrative decisions must be made and evaluated in the context of the resulting impact on children. Additionally, a leader must be strong in situations when a teacher or group of teachers appears to be considering or making decisions based on what is best for them as adults, rather than what is best for students. There are times when a decision may not be popular but is the right thing to do. By bringing focus to the impact on students, a leader can guide staff towards the best direction.

Possible Sources of Evidence for Professional Behavior

Example 1: Student Advisory Committee
The leader develops an advisory committee of students to meet quarterly with him/her to elicit student opinions about their academic progress and instructional practices on the campus. The leader marks the date/time/location in his/her calendar and communicates to leadership team members and office staff that these meetings with students are sacred and to be protected.

The leader uses a structured protocol to ensure that the meetings are productive and stay focused on improving student outcomes and student-teacher relationships. The leader and his LT meet to discuss the results from the advisory meetings, along with other data sources, to determine support needed to make decisions about academic strategy and relationship building with students and faculty. Some possible sources of evidence and artifacts might include: advisory committee meeting agendas and minutes; advisory committee handbook/ school handbook; student surveys.

Example 2: Integrity of Curriculum Implementation

After conducting several walk-through observations in ELA classrooms, it appears that the 3rd-grade teachers are not following the high-quality, approved curriculum with integrity/as intended. They have added additional activities, such as weekly vocabulary flash cards and quizzes in order to build vocabulary understanding in students. The leader meets with the 3rd Grade ELA teachers to have a conversation about their decision to incorporate activities that are not part of the high-quality, approved curriculum. Then, the leader reminds and provides documentation of the system and leader expectations in following the curriculum with integrity to the 3rd Grade ELA teachers. Additionally, the leader communicates the purpose of following the approved curriculum with integrity and the research behind each carefully selected activity in the curriculum. Next, the leader and 3rd Grade ELA teachers engage in planning an upcoming lesson together where the approved, high-quality curriculum is followed with integrity and teachers are asked to collect student work samples from that lesson. The leader and 3rd Grade ELA teachers have a follow-up meeting next week to analyze the work and make connections to the importance of following the rigor of the curriculum. Some possible sources of evidence and artifacts might include: teacher PGP/coaching and support plans; lesson plans and student work from the planned lessons from the approved curriculum; signed system policy on curriculum expectations; agendas from meetings where the system curriculum policy was communicated to teachers; curriculum research.

Suggested Reflection/Coaching Questions on Professional Behavior
- Why is it important for a school leader to model professional behaviors for staff, students, and all other stakeholders?
- Can you describe various ways you model professional behavior for your staff, students, and other stakeholders?
- Talk to me about discussions or activities you facilitated at the beginning of the year with your staff that established expectations for professional behavior.
- How do you promote collaboration among your staff?
- When planning for staff learning, what opportunities are provided for staff to engage in team-building activities?
- Can you think of an example or time when you had to make a difficult decision that was not welcomed by all adults but was the best thing for students? What was that decision, and how did you communicate it to staff?
- How do you hold yourself accountable for your role as instructional leader in your building?
- How do you hold all teachers and staff accountable for the success of all students in your building?

Additional Resources: Professional Behavior
- Bryk, A. S., & Schneider, B. (2002). Trust in schools: A core resource for improvement. New York, NY: Russell Sage.
- Goddard, Y. L., Goddard, R. D., & Tschannen-Moran, M. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. Teachers College Record, 109(4), 877-896.
- Goddard, R. D., Salloum, S. J., & Berebitsky, D. (2009). Trust as a mediator of the relationships between poverty, racial, composition, and academic achievement. Educational Administration Quarterly, 45(2), 292-311.
- Halverson, R., Grigg, J. Prichett, R., & Thomas, C. (2007). The new instructional leadership: Creating data-driven instructional systems in school. Journal of School Leadership, 17(2), 159- 194.

Policy

Another vital role of a school leader is to correctly follow all school and system expectations and guidelines, as well as state and federal laws and policies. Additionally, a leader must monitor and ensure that all staff are doing the same. The information in this indicator aligns strongly with the previous information above in Professional Behavior, since following policies and guidelines simply means that all decisions are made with the students' best interest in mind.

Exemplary Descriptors for Policy
The school leader consistently and effectively:
1. Understands, implements, and supports school personnel in following school and system expectations and policies to maintain consistency and impartiality.
2. Models and ensures that all stakeholders understand, comply, and adhere to federal, state, and local laws, rights, policies, and regulations.

Descriptor 1
Understands, implements, and supports school personnel in following school and system expectations and policies to maintain consistency and impartiality.

A leader should be certain that he/she has thoroughly read and understands system expectations and policies, which are intended to help all schools deliver the same high-quality education to all students regardless of background or what school they attend. Expectations and guidelines exist to ensure that all schools are operating in a consistent manner of consistency. The benefits of following system expectations impact curriculum implementation, instructional delivery, and student achievement. Superintendents desire to see schools across a system operate with a high level of consistency as this positively impacts teaching and learning for students. In-system transfers should result in a student entering a new classroom that is roughly at the same place in the curriculum as the previous school with teaching and grading practices that are closely aligned.

Descriptor 2
Models and ensures that all stakeholders understand, comply, and adhere to federal, state, and local laws, rights, policies, and regulations.

This descriptor refers to the importance that must be placed on adherence and compliance with all federal, state, and local laws. School leaders must ensure that school staff understands all laws pertaining to any area of school operations. Leaders must keep themselves knowledgeable of current educational legislation and laws so that they can inform and educate school staff. Most teachers view their leader as a valuable source of knowledge and guidance related to laws, rights, and policies. An environment must be created and monitored that shows everyone the importance that the school leader places on adherence to federal, state, and local laws and policies, and how this connects to what is best for all students. Additionally, it is important that a leader educates and informs other stakeholders so they are also aware of how these various laws and policies positively impact their students.

Possible Sources of Evidence for Policy

Example 1: System Curriculum Implementation Expectations
At the beginning of the year, teachers are provided with a pacing calendar that communicates system expectations for curriculum implementation. The school leader communicates these expectations to the affected teachers. During weekly classroom walk-throughs, the administrators/LT monitor the pacing of the curriculum and provide immediate feedback to teachers. Quarterly, system curriculum specialists/consultants conduct classroom walk-throughs to ensure curriculum quality and that pacing is consistent across the system. Some possible sources of evidence and artifacts might include: system curriculum pacing calendars; agendas from school meetings where the system curriculum pacing calendars and policies are communicated and addressed; classroom walk-through documentation by school administrative/leadership teams and system curriculum specialists/consultants; documented feedback communicated to teachers by admin/leadership and system personnel.
Example 2: Sharing State & System Policies
The leader or designee attends system and state meetings (virtually or face-to-face) centered around changes in the accountability system and other educational laws and policies. Then, the leader communicates policy and information to faculty and staff and assigns committee chairs to monitor policies and mandates. The leader develops an action plan to monitor and support adherence to necessary guidelines. The leader periodically meets with the team to assess progress and adherence to policies and mandates. Some possible sources of evidence and artifacts might include: agendas from system and state accountability and policy meetings; agendas from school-based meetings where policies and mandates are communicated to faculty and staff; committee meeting agendas and minutes; documented policy, laws, and mandates/policy manual (digital or printed).

Suggested Reflection/Coaching Questions on Policy
- How do you inform all stakeholders about federal, state, and local laws, rights, policies, and regulations?
- How do you stay informed about any new legislation or laws that are relevant in the field of education?
- Have you had to handle any situations when you thought laws or policies were

being violated? If so, how did you proceed?
- What would be your protocol or the steps you would take if you thought someone in your building was in violation of a policy or law?

Additional Resources: Policy
- Youngs, P., & King, M. B. (2002). Leader leadership for professional development to build school capacity. Educational Administration Quarterly, 38(5), 643-670.
- http://www.aei.org/publication/managing-law-education-strategies-education-leaders-organizations-support/
- Education for All Handicapped Children Act of 1975, Public Law 94-142 (1975).

SCHOOL OPERATIONS/ MANAGEMENT DOMAIN

Administrative Operations

This indicator describes how a leader is responsible for the overall management of all school governance processes that enable the school to achieve its stated vision and mission. School leaders must be able to balance working with all the various committees and groups, comprised of all stakeholders, in a way that supports the school and staff. A major focus of this indicator is the role of the leader in hiring and retaining the most effective teachers for the students he/she serves. Since all teachers need to grow in their instructional capacity, there is a strong connection between this indicator and the Teacher Effectiveness indicator in the Instructional Leadership Domain.

Exemplary Descriptors for Administrative Operations
The school leader consistently and effectively:
1. Models and manages the governance processes and internal and external politics toward achieving the school's mission and vision.
2. Recruits, hires, retains, and builds the instructional capacity of a diverse group of highly qualified professional staff.
3. Establishes and monitors a system that ensures all staff members (including but not limited to clerical, cafeteria, custodial, transportation) are productive and use their time effectively by focusing on student needs and student achievement.

Descriptor 1
Models and manages the governance processes and internal and external politics toward achieving the school's mission and vision.

Every school leader must be diligent in ensuring that all school groups and committees are composed in a manner that reflects the demographic makeup of the students he/she serves. Strategic leaders encourage key parents and community members to be a part of various committees. Similarly, leaders should make sure school members have the opportunity to build and expand their leadership skills by taking on key roles within different school teams/committees. Regardless of the school group/committee or team, the effective school leader helps all stakeholders connect their work back to the overall school goals related to student success and achievement.

Descriptor 2
Recruits, hires, retains, and builds the instructional capacity of a diverse group of highly qualified professional staff.

One of the most important tasks a school leader has is to make sure that every classroom has a highly effective teacher. Hiring, retaining, and supporting the teachers in a building must be a primary, daily focus for the leader and the school leadership team. The highly effective leader assembles a diverse interview committee consisting of school staff and may include outside stakeholders. This process builds efficacy among the hiring team and ensures that the best

candidate is selected. Once hired, teachers must receive regular, high-quality support from the leader and other instructional leaders on the campus (LT). All teachers should be encouraged to be reflective in their teaching practices, and school leaders must facilitate and monitor this reflectiveness. Something that is routinely neglected or forgotten by school leaders is the importance of honoring the effective teachers in a building. As a leader, an important question to consider is: Who are the most effective teachers in my building? As a follow-up to that question, leaders should ask: Do these individuals know they are valued and appreciated by school leadership? Leaders must take time in various ways to show appreciation for the hard work of effective teachers. Appreciation may be overt recognition, a private conversation, or written commendation.

Descriptor 3
Establishes and monitors a system that ensures all staff members (including but not limited to clerical, cafeteria, custodial, transportation) are productive and use their time effectively by focusing on student needs and student achievement.

To be sure that all staff are productive and focused on students, a leader must be clear and explicit about job duties, roles/responsibilities, and expectations. The beginning of the year is an important time to establish commitments related to goals and vision. A highly functional school leader connects those commitments to school and system guidelines related to evaluations for certified and classified/support staff. When any staff members are negligent in their duties, a school leader must professionally hold them accountable and guide them towards improved performance. Staff appreciate a leader who is willing to address someone who is not performing their duties responsibly.

Possible Sources of Evidence for Administrative Operations

Example 1: Hiring Practices
The leader tasks the Assistant Administrator/Leader with creating a hiring committee to fill two ELA positions for the campus. The leader works with the assistant to sort through the available resumes and applications provided by the system's HR system. Once the top 4 candidates have been identified, the Assistant Admin/Leader recruits the ELA department chair, a counselor, and the ELA/SS Instructional Coach to participate on the interview committee. Using a rubric, they select 2 teachers whom they recommend to the school leader for approval. Possible sources of evidence for this descriptor may be the email to the hiring committee explaining the process, the rubric used during the interview process, and the notes taken during the initial meeting between the leader and the Assistant Admin/Leader. The school leader's evaluator may also choose to sit in on the interviews as well.
Example 2: Diverse Composition of School Committees
The leader is creating a school advisory committee that consists of student leaders, parent representatives, community, and business representatives to serve on the committee. Teachers are asked to recommend parents to serve who are reflective of the school population. The leader also asks local business owners who have provided support to the

school over the years to serve on the advisory committee. The leader also invites some local community leaders who have volunteered for various events at the school to be a part of the advisory committee. The leader convenes the committee for an overview meeting to share the mission, vision, and expectations of the committee. Possible evidence for this descriptor may include: agendas for the committee meetings, emails from the leader to local businesses and community leaders, PPT used at meetings, and thank-you notes sent to all participants from the leader. The school leader's evaluator may attend the meeting as well.

Example 3: Performance Evaluation Practices

The leader and other observers/evaluators of teachers on the campus are part of a leadership team that meets weekly. Part of the work of this team is to be thoughtful and reflective about the observation and evaluation process, as well as their responsibility in completing that process in a fair and professional manner. The team reviews the state and system requirements for observations and evaluations to make sure they are in compliance. They create their own campus observation/evaluation handbook that they use to guide their actions. After a round of observations/evaluations, the team shares strengths they are seeing and growth areas they may need to provide support around. For every observation/evaluation window, they create a plan to follow up with particular teachers who may need more coaching and support. They save their action plans in a Google Drive that they use to hold each other accountable. Possible evidence for this descriptor may include: leadership team meeting agendas that address observation data and performance evaluations; teacher PGPs/coaching plans in the Google Drive; and the team observation and evaluation handbook.

Example 4: Staff Recognitions

In order to recognize staff who have high attendance rates each month. The leader provides a monthly recognition to all staff members who have a school attendance rate of at least 90% for the month. Some of the ways staff are recognized include providing a breakfast or snack event, a specialty coffee, a back massage, and/or donuts. This is an effort by the leader to show appreciation for the staff who are present at school on a regular basis. Possible evidence may include school newsletters announcing staff being recognized or emails to staff about recognition, pictures of bulletin boards honoring teachers with 90% attendance, or the school leader's evaluator may attend morning breakfasts themselves and talk to staff members.

Suggested Reflection/Coaching Questions on Administrative Operations
- How do you engage with stakeholders outside the school community?
- In what ways does the school work and coordinate with outside groups or agencies?
- How do you ensure that you hire the most effective candidates?
- How do you ensure that all staff are aware of their roles/responsibilities and expectations associated with their jobs?
- What support do you provide teachers after they are hired?
- How do you recognize or honor the most effective teachers you have in the building?
- How do you make sure that all staff use their time wisely and perform their jobs

to the best of their ability?

Additional Resources: Administrative Operations
- Grissom, J. A. (2011). Can good Leaders keep teachers in disadvantaged schools? Linking Leader effectiveness to teacher satisfaction and turnover in hard-to-staff environments. Teachers College Record, 113(11), 2552-2585.
- Ingle, K., Rutledge, S., & Bishop, J. (2011). Context matters: Leaders' sensemaking of teacher hiring and on-the-job performance. Journal of Educational Administration, 49(5),579-610.

Fiscal and Physical Management

This indicator involves a leader's ability to manage the school's finances and the overall physical environment of the building. Both areas of fiscal and physical management are designed to work together to provide an atmosphere and resources that help teachers, staff, and students be successful. A school leader must be a good steward of the monies by managing all resources to support curriculum, instruction, and assessment. Given that professional learning money must help teachers grow instructionally, this indicator is closely aligned with Collaborative Practices and Continuous Improvement indicators in the Capacity Building Domain.

Exemplary Descriptors for Fiscal and Physical Management
The school leader consistently and effectively:
1. Seeks, acquires and manages fiscal, physical, and other resources to support student learning and community engagement.
2. Creates systems for all stakeholders to routinely analyze allocated resources and provide recommendations for adjustments in order to maximize student achievement.

Descriptor 1
Seeks, acquires and manages fiscal, physical, and other resources to support student learning and community engagement.

Using money appropriately and responsibly is one of the most important management tasks that a school leader has. There is no quicker way to get into trouble than to misuse or mismanage money. Every school leader should closely follow system guidelines for financial recordkeeping and reporting. Resources should address both the physical and curricular needs of the building. By working to improve the physical and learning environments, a leader can create a climate that supports student success. Another area of focus is family and community engagement. School leaders should strive to target resources that will improve the partnership and communication between the school, families, and the community at large.

Descriptor 2
Creates systems for all stakeholders to routinely analyze allocated resources and provide recommendations for adjustments in order to maximize student achievement.

An effective leader ensures that all stakeholders are aware of the resources available and seeks and acquires input from various school and community groups/committees to identify the best use

for those resources. School improvement councils or Title I committees are examples of groups that can be used to leverage resources in a way that helps the school progress toward achieving its stated mission, vision, and goals. Whenever possible, a leader should link the use of school resources back to student progress and success. The more knowledgeable stakeholders are about the impact of the resources being used, the more likely they are to be advocates of the leader and the direction the school is taking.

Possible Sources of Evidence for Fiscal and Physical Management

Example 1: Community-Based Grant
The leader is informed of a United Way Coats for Kids community-based grant that would provide much-needed winter clothing for their high-need student populations. They work with the counselor to collect the data needed for the application and to complete the grant process. An application is submitted on behalf of the school by the counselor. After being selected as a winner, the leader and counselor are interviewed by a local news station to share the good news. Possible evidence may include a copy of the grant, the news article or segment, an email to the staff and parents about the grant, and data from the school counselor used in the application.
Example 2: Parent Survey
The school has received a donation for some playground equipment. The leader provides a survey to parents in the school to provide input on the type of equipment that could be purchased to best meet the needs of students in the school. Once the results are analyzed and the maintenance supervisor provides approval, a flyer is distributed to parents with the final decision and timeline for installation of the new equipment. Possible evidence may include a copy of the survey, survey results, and the flyer.
Example 3: School Improvement Parent Meeting
The leader conducts a parent meeting in which an explanation is provided about the key focus areas of the school and a plan for how school resources will be used to support the focus areas. The plan includes a description of the resources, costs, timelines, and persons responsible, as well as how the resources will impact overall school improvement. Possible evidence may include: the agenda for the parent meeting, the handouts, and the PPT the leader used at the meeting.

Suggested Reflection/Coaching Questions on Fiscal and Physical Management

- What are some ways you have effectively used professional learning money to improve teacher quality?
- How have resources been used to improve the overall physical environment of the building?
- What systems do you have in place to regularly evaluate the impact that allocated resources have on maximizing student achievement?
- How do you gather input from various stakeholders in regard to the use of

allocated funds and resources (teachers, parents, students, community)?
- How has data from your teacher observation/evaluation system and follow-up coaching support informed the use of professional learning dollars?
- How do you regularly analyze the effectiveness of programs in your building?
- How have funding allocations been impacted based on this analysis?

Additional Resources: Fiscal and Physical Management
- Warren, M., Hong, S., Rubin, C., & Uy, P. (2009). Beyond the bake sale: A community-based relational approach to parent engagement in schools. Teachers College Record, 111(9), 2209- 2254.
- https://www.edweek.org/ew/issues/school-finance/index.htm

LOUISIANA LEADER EVALUATION AND CONFERENCING PROCESS

The Louisiana Leader Evaluation process is intended as an opportunity for school leaders to reflect on their leadership practices, set goals that are aligned with the Louisiana Leader Rubric, and develop an action plan with steps for reaching identified goals. The evaluation process also consists of the leader receiving coaching, feedback, and support from an evaluator who is at the system-level. Evaluators of school leaders are required to attend the Louisiana Leader Rubric and Evaluation Training and pass the Leader Evaluator Certification Assessment annually. School leaders are also required to attend the Louisiana Leader Rubric and Evaluation Training, with the goal of leaders becoming familiar with the instrument and the evaluation process. The evaluation process consists of a minimum of three formal meetings at the beginning of the school year, in the middle of the school year, and at the end of the school year. The following provides detailed guidelines in regard to leader and evaluator responsibilities during and between each formal conference.
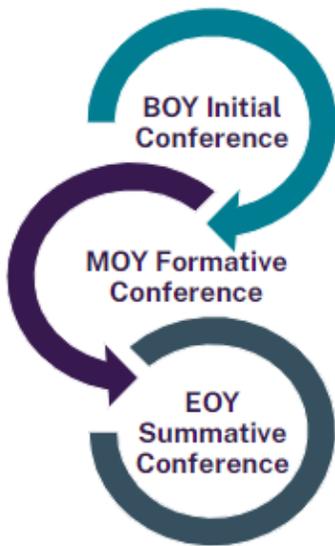
Beginning-of-year initial conference with the leader where rubric is reviewed, and the leader shares his/her goals for the year in order to create an action plan.

Middle-of-year formative conference to review goals, the leader's self-assessment, ask questions, provide coaching, identify a reinforcement and refinement with next steps. Ratings are shared after the MOY conference.

End-of-year summative conference with the leader to review goals, the leader's self-assessment, ask coaching questions, identify a reinforcement and refinement with next steps. Ratings are shared after the EOY conference.

BOY

- Goal setting
- Action plan
- Coaching opportunity
- Plan for communication and accountability (next steps)

MOY

- Share self-assessment ratings before MOY conference
- Monitor goal implementation
- Reinforcement and refinement areas
- Revisit action plan
- Recommendations
- Plan for communication and accountability (next steps)
- Share ratings after MOY conference

EOY

- Share self-assessment ratings before EOY conference
- Reflect on goal attainment
- Reinforcement and refinement areas
- Recommendations
- Possible goals for next year (optional)
- Share ratings after EOY conference

Guidance for Beginning-of-Year (BOY) Conference

Suggested Time Period: August/September

PURPOSE

- The BOY conference provides the evaluator and leader an opportunity to build rapport with one another.
- The BOY conference provides an opportunity for the leader to ask clarifying questions about the rubric indicators and descriptors.
- The BOY conference provides an opportunity for rubric-focused growth goals to be set and an action plan to be defined to achieve those goals. This action plan is the Professional Growth Plan (PGP)/Coaching Plan, and is an extension of the existing school improvement plan.
- The BOY conference allows the evaluator to begin the coaching process and address any issues that may negatively impact the leader's ability to effectively lead his/her campus.

COMPONENTS/STRUCTURE

There are five key components of the BOY conference. These components are reflected in the framework document that is designed to guide the preparation and implementation of the BOY conference (pp. 89-90).

1. Goals
2. Self-Analysis Questions
3. Professional Growth Plan (PGP)/Coaching Plan
4. Identification of Tentative Dates for First Semester Informal Meetings and/or Campus Visits
5. Identification of Tentative Dates for Other Possible Coaching Opportunities

PREPARATION

It is important that the evaluator and the leader prepare for the BOY conference. A successful BOY conference requires careful and thorough planning by the leader's evaluator and clear communication as to what he/she should prepare for the conference.

Evaluator Preparation

1. Instruct/notify the leader to review the Leader Rubric and identify his/her strengths and possible areas for growth as it relates to the specific indicators/descriptors in the rubric.
2. Review available data such as: school goals, student data, teacher retention data, survey data, and school calendars.
3. Review any previous and available leader evaluations and/or leader self-assessments.
4. Prepare for self-analysis questions that are part of the BOY conference so as to anticipate possible responses and determine how to coach and redirect, if needed.

However, the evaluator should also prepare to:

- Establish a context for discussion of the three guiding questions: What is your school improvement focus? What data should you see move as a result of your school improvement focus? What data might be important to monitor relative to your school improvement efforts?.
- Be prepared to extend the self-analysis question in response to the leader's response (e.g., the evaluator might simply ask, "What makes you say that?").
- If the evaluator is considering coaching the leader towards a specific indicator of the rubric, the evaluator might prepare for additional "coaching/reflection questions" that follow this guidance.

School Leader Preparation

1. Review the Louisiana Leader Rubric from a personal vantage point. Identify any areas of the rubric for which you might want clarification.
2. Identify, within the rubric, your possible areas of strength and areas for growth.
3. Consider ways (a plan of action) that a targeted area of growth might be addressed.

STEP 1: SELF-ANALYSIS QUESTIONS
Within the BOY Conference Framework, there are three specific self-analysis questions around school data that the evaluator will pose and discuss with the leader during the conference. **School Data**: • What is your school improvement focus? • What data should you see move as a result of your school improvement focus? • What data will be important to monitor?
Self-Reflection in the Rubric: • Which areas on the rubric do you feel that you have consistently and effectively **exemplified** as a campus leader? *(Note: For a new leader, you might ask which area(s) of the rubric they feel most comfortable with and why?)* • What area(s) on the rubric do you feel that you would like to **strengthen** and why? *(Note: For a new leader, you might ask which area(s) of the rubric they feel least comfortable with and why?)* • What **steps** would you like to take **to strengthen** these identified areas of the rubric? *(Note: The evaluator supports the leader with developing the action plan that consists of intentional steps for strengthening identified area(s) of the rubric.)*

STEP 2: GOAL SETTING
• The evaluator leads the leader in the goal-setting process by engaging the leader in a **discussion** of school data and areas of the rubric that the leader has identified as strengths and growth opportunities.

- The value of this part of the BOY conference lies in the **discussion** that **leads to the goal setting**.
- The evaluator utilizes the Louisiana Leader Rubric Beginning-of-Year (BOY) Conference Framework to record the notes from the discussion and the goal that is developed.
- The expectations around the number of goals a leader sets are a local decision.

STEP 3: DEVELOPING THE ACTION PLAN

The evaluator supports the leader in developing an action plan with intentional steps for strengthening his/her identified area(s) of growth based on the leader's reflection.
- What **steps/actions** would you like to take to strengthen these identified areas of growth from the rubric?
- What **data** will be monitored to **track progress** toward your goal(s)?
- What is the **timeline** for reaching your goal(s)?

STEP 4: SCHOOL VISITS AND SUPPORT OPPORTUNITIES

School visits and support opportunities are based on the leader's goal and action plan. The evaluator and leader refer to their calendars and identify dates for visits and support in the first semester:
- When will the evaluator conduct school visits?
- What will be the purpose of each visit?
- What artifacts/evidence can be collected during the first semester that support the leader's goal(s)?
- What support and coaching will the evaluator provide (action and follow-up)?

Louisiana Leader Conference Framework

Beginning-of-Year (BOY) Initial Conference

Leader_____   School Name _____

School Year_____   Evaluator _____

Date: _____

Self-Analysis Questions	
• **What is your school improvement focus?** • **What data should you see move as a result of your school improvement focus?** • **What data will be important to monitor?**	
Which areas on the rubric do you feel that you have consistently and effectively exemplified as a campus Leader? *(Note: For a new leader, you might ask which area(s) of the rubric they feel most comfortable with and why.)*	
Which area(s) on the rubric do you feel that you would like to strengthen and why? *(Note: For a new leader, you might ask which area(s) of the rubric they feel least comfortable with and why.)*	

What steps would you like to take to strengthen these identified area(s) of the rubric? *(Note: The evaluator supports the leader with developing the action plan that consists of intentional steps for strengthening identified area(s) of the rubric.)*	
Leader Goal(s)	**Action Plan to Reach Goal(s)**

Planned Informal Meetings/Campus Visits (First Semester)
*Based on the above Action Plan, list the date and planned activities/campus visits that will support the leader with implementation.

Date	Activity

Additional Support/Coaching Opportunities (Between BOY and MOY Conferences)

Date	Action/Outcome	Follow-up

Guidance for Professional Growth Plan (PGP)/ Coaching Plan

For leaders, the PGP/Coaching Plan is an extension of the existing school improvement plan, strategic plan, or long-range plan. During the End-of-Year (EOY) Conference, a refinement area (indicator and descriptor) from the Louisiana Leader Rubric is identified and used to inform the leader's PGP/Coaching Plan for the next school year. School goals and action steps are drawn directly from the school improvement, strategic, or long-range plan and incorporated into the PGP/Coaching Plan. In addition, the leader's refinement area is embedded into the plan through aligned action steps that address both the identified refinement area and the school's needs and goals.

Throughout the year, the leader and their evaluator should revisit the action steps for the PGP/Coaching Plan. Steps may be adjusted or added as needed based on current data gathered through observations, student or teacher data, surveys, etc. When identifying action steps, the evaluator and leader should determine the evidence and look fors which will demonstrate growth in the identified refinement area. To determine what to look for, the leader may answer the question, "What actions or behaviors will teachers and students exhibit if there is improvement in this refinement area?"

The following provides an example of the alignment between school goals and action steps on an existing school improvement plan and the leader's action plan to improve in the identified refinement area.

School Goal	Refinement Area
Pelican Elementary will improve the SPS by 5 points. ● 90% of students will grow 3-5% on the DIBELS Literacy Screener	Curriculum and Assessment ● Develops teachers to utilize systems where teachers analyze formative and summative data to monitor and systematically adjust teaching and learning as needed to meet student achievement goals and increase their proficiency.
Action Steps	**Action Steps**
Teachers will differentiate instruction by: ● Scaffolding targeted literacy skills and leveraging curriculum-aligned materials during whole-group and small-group instruction ● Providing small-group instruction based on focus skills identified through bi-weekly assessments	● During TC, ILT members will guide teachers in analyzing student work to identify trends and student needs. ● During TC, ILT members will model the thought process for annotating lesson plans to include the use of scaffolding and differentiation where most appropriate and impactful during a lesson ● During TC, teachers will use formative assessments (exit tickets, weekly

	assessments, etc.) to annotate lesson plans for opportunities to leverage additional supports and scaffolds provided in curriculum materials. They will also identify students in need of small group instruction. ● During TC, ILT members will model planning for small group instruction, including the identification of instructional materials that will best support selected groups of students with the focus skill.

Guidance for Middle-of-Year (MOY) Formative Conference
Suggested Time Period: January

PURPOSE

The purpose of the middle-of-year conference is for the leader and evaluator to formally meet and monitor the implementation of the action plan and to discuss steps taken towards meeting goal(s), and to identify additional plans to meet goal(s). The middle-of-year conference *does* include leader self-ratings and evaluator ratings. The Louisiana Leader Rubric Conferencing Framework is intended to be a living document. The evaluator should enter the conference with some evidence and a sense of the leader's performance levels relative to rubric domains/indicators. During the mid-year conference, the reflection on the goals the leader has set will provide the evaluator with additional evidence that speaks to how the leader has performed on the Louisiana Leader Rubric indicators.

All visits and communication should be documented on the framework, and the leader should be provided with the updated framework after each formal conference. The evaluator facilitates the conference to discuss the following components.

COMPONENTS/STRUCTURE

There are several key components of the MOY conference.
1. Leader Self-Assessment
2. Revisit goals
3. Identify reinforcement & refinement areas
4. Make recommendations for continued improvement
5. Revise the action plan, as needed
6. Identify dates for campus visits and support opportunities
7. Continue the coaching process: Next Steps

PREPARATION: *Before* the MOY Conference

It is important that the evaluator and the leader prepare for the MOY conference. A successful MOY conference requires careful and thorough planning by the leader's evaluator and clear communication as to what he/she should prepare for the conference.

Evaluator Preparation
- Schedule the MOY conference with the school leader.
- Ask the leader to complete and submit the *Leader Self-Assessment Report* prior to the conference (p. 98) to provide his/her self-ratings on the rubric indicators (timeframe for the leader submitting self-assessment to the evaluator is a local decision). The leader identifies the steps that have been taken to reach the goal(s) set at the beginning of the year. The leader identifies an area(s) of strength (reinforcement) and an area(s) for continued growth (refinement). The leader's selected reinforcement and refinement areas can be selected from any domain of the rubric. The *Leader Self-Assessment Report* should be completed and shared with the evaluator prior to this middle-of-year conference.
- Review the school leader's Self-Assessment Report prior to the MOY conference so as to anticipate leader responses and how to best guide (direct or re-direct) the conversation as it relates to their goals and actions.
- Review and categorize available evidence/artifacts gathered during campus visits, digital communication with the school leader and other stakeholders, etc., determine preliminary scores for indicators, identify areas of reinforcement and refinement and recommendations, and prepare coaching questions. Then, complete the MOY Conference Framework to be used to guide the MOY conversation with the school leader.
  - Establish a context for discussion with guiding questions aligned to the leader's goals, actions, and reflections of reinforcement and refinement.
  - Plan coaching questions to use that will support the leader's reflection and guide the discussion. Be prepared to extend the self-analysis questions in response to the leader's responses (e.g., the evaluator might simply ask, "What makes you say that?"). If the evaluator is considering coaching the leader towards a specific indicator of the rubric, the evaluator might prepare for additional "coaching/reflection questions" that follow this guidance.
  - Prepare a recommendation for an action(s) that the leader can take to continue toward goal attainment. The recommendation should be based on best practice and should be something that the leader is able to incorporate into his/her daily leadership practice.

School Leader Preparation
1. Reflect on steps taken and progress made toward the goal(s) set at the beginning-of-year conference, as well as any evidence/artifacts you've collected so far to support your goal(s).
2. Complete and submit the MOY *Leader Self-Assessment Report* **prior to** the conference (p. 98) (timeline to submit to evaluator is a local decision) to provide

your self-ratings on all 21 rubric indicators. Identify an area(s) of strength (reinforcement) and an area(s) for continued growth (refinement). You may select/identify reinforcement and refinement areas from any domain of the rubric. The MOY *Leader Self-Assessment Report* should be completed and shared with the evaluator **prior to** the middle-of-year conference. Self-rate all 21 indicators on the rubric.

3. Gather any related evidence/artifacts for the MOY conference to support your goals, action plan, and self-reflections on an area of reinforcement and refinement.

Middle-of-Year (MOY) Conference Delivery: *During* the Conference

During the MOY conference, the evaluator:
- utilizes coaching questions to guide and support the leader during the reflection (progress toward goals, reinforcement and refinement areas, revisions to action plan).
- communicates an area of reinforcement and an area of refinement from the rubric, including evidence/artifacts to support.
- provides a recommendation for continued improvement in the identified refinement area.
- engages the leader in a review of their self-assessment.
- engages the leader in planning for second semester campus visits and coaching opportunities.

Middle-of-Year (MOY): *After* the Conference

After the conference, the evaluator:
- determines if information gained from the conference provides additional evidence for rubric indicators.
- finalizes scores for all 21 rubric indicators and the MOY Conference Framework, which includes the evaluator and leader's scores, successes, action plan revisions, planned informal meetings/campus visits, and additional coaching/support opportunities.
- meets with the leader to share the final and completed MOY Conference Framework and his/her ratings for the leader alongside the leader's self-ratings. The evaluator should be prepared to share evidence that was gathered/observed to support final scores.

The sharing of ratings should occur within 48 hours after the conference, via a 30-minute face-to-face or virtual meeting.

Louisiana Leader Conference Framework

LOUISIANA DEPARTMENT OF EDUCATION

EDUCATOR PROFILE

NAME	CERTIFICATION	
SCHOOL	PARISH	EMPLOYMENT

OBSERVATION

Title	Class Description
Observation Date	Student Count
Full Period	Course Category
Conference	Grade

SUMMARY

Evaluator:

Self-Assessment:

Reinforcement	Refinement	Self-Reinforcement	Self-Refinement

SIGNATURE

Signature of Educator

Date

Signature of Evaluator

Date

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ASSESSMENT

School Mission, Vision, & Strategic Goal Setting:

Weight: _____%

Target Area	Evaluator	Self-Assessment
Goal-Setting and Monitoring		
Communication of Mission, Vision, and Goals		
Expectations		

Evaluator Evidence	Self-Assessment Evidence

Instructional Leadership:

Weight: _____%

Target Area	Evaluator	Self-Assessment
Curriculum and Assessment		
Teacher Effectiveness		
Meeting Student Needs		
Instructional Focus		

Evaluator Evidence	Self-Assessment Evidence

Capacity Building:

Weight: _____%

Target Area	Evaluator	Self-Assessment
Reflective Practices		
Leadership Development		
Collaborative Practices		
Continuous Improvement		

Evaluator Evidence	Self-Assessment Evidence

School & Community Environment:

Weight: _____%

Target Area	Evaluator	Self-Assessment
School Atmosphere		

	Evaluator	Self-Assessment
Community Engagement		
Discipline		
Access to High-Quality Education		
Responsiveness to Stakeholders		

Evaluator Evidence	Self-Assessment Evidence

Professionalism & Integrity:

Weight: _____%

Target Area	Evaluator	Self-Assessment
Professional Norms		
Professional Behavior		
Policy		

Evaluator Evidence	Self-Assessment Evidence

School Operations/Management:

Weight: _____%

Target Area	Evaluator	Self-Assessment
Administrative Operations		
Fiscal and Physical Management		

Evaluator Evidence	Self-Assessment Evidence

NEXT STEPS

Next Steps

_____

_____

_____

_____

_____

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Middle-of-Year (MOY) Formative Conference

Leader _____ School Name _____

School Year _____ Evaluator _____

MOY Conference Date: _____

Reinforcement Indicator:	
Self-Analysis Questions:	
Evidence to support Reinforcement:	
Refinement Indicator:	
Self-Analysis Questions:	
Evidence to support Refinement:	
Recommendation(s) for Continued Improvement:	

Action Plan Revisions

Leader Goal(s)	Action Plan to Reach Goal(s) What data will be monitored to track progress toward goal(s)? What is the timeline for reaching goal(s)?

Planned Informal Meetings/Campus Visits *(Second Semester)*

*Based on the above action plan, list the date and planned activities/campus visits that will support the leader with implementation.

Date	Activity (What evidence will be collected?)

Additional Support/Coaching Opportunities (Between MOY and EOY Conferences)

Date	Action/Outcome	Follow-Up

Action Plan Revisions

Leader Goal(s)	Action Plan to Reach Goal(s) *What data will be monitored to track progress toward goal(s)? What is the timeline for reaching goal(s)?*
-	

Planned Informal Meetings/Campus Visits *(Second Semester)*

*Based on the above action plan, list the date and planned activities/campus visits that will support the leader with implementation.

Date	Activity (What evidence will be collected?)

Additional Support/Coaching Opportunities (Between MOY and EOY Conferences)

Date	Action/Outcome	Follow-Up

Guidance for End-of-Year (EOY) Conference

Suggested Time Period: May

PURPOSE

The end-of-year summative conference is an opportunity for the leader to engage in a final reflection and discuss the action steps taken to reach goal(s). This conference is also an opportunity for the evaluator to guide the leader in reflection on how he/she has performed according to the rubric indicators.

COMPONENTS/STRUCTURE

There are several key components of the EOY conference.
1. Leader Self-Assessment
2. Reflect on goal attainment
3. Identify reinforcement and refinement areas
4. Make recommendations for continued improvement
5. Discuss possible goals for next year (optional)
6. Continue the coaching process

PREPARATION: *Before* the Conference

It is important that the evaluator and the leader prepare for the EOY conference. A successful EOY conference requires careful and thorough planning by the leader's evaluator and clear communication as to what he/she should prepare for the conference.

Evaluator Preparation
1. Schedule the EOY conference with the school leader.
2. Ask the leader to complete the *Leader Self-Assessment Report* prior to the EOY conference (p. 104) to provide his/her self-ratings on the rubric indicators (timeline for the leader to submit self-assessment to the evaluator is a local decision). The leader identifies the steps that have been taken to reach the goal(s) set at the beginning of the year and since the MOY conference. The leader identifies an area(s) of strength (reinforcement) and an area(s) for continued growth (refinement). The leader's selected reinforcement and refinement areas can be selected from any domain of the rubric. The EOY *Leader Self-Assessment Report* should be completed and shared with the evaluator **prior** to the end-of-year conference.
3. Review the school leader's Self-Assessment Report prior to the EOY conference so as to anticipate leader responses and how to best guide (direct or re-direct) the conversation as it relates to their goals and actions.
4. Review and categorize available evidence/artifacts gathered during campus visits,

digital communication with the school leader and other stakeholders, etc., determine preliminary scores for indicators, identify areas of reinforcement and refinement and recommendations, and prepare coaching questions.

5. Complete the EOY Conference Framework to be used to guide the EOY conversation with the school leader.
   ○ Identifying Reinforcement and Refinement Areas: Consider the following guiding questions:
       1. What areas will have the most impact on the leader?
       2. What is the most appropriate type of coaching for this leader at his/her current capacity?
       3. Do I have ample evidence to reinforce/refine these areas?

Reinforcing the Leader's Skills	Refining the Leader's Skills
● Ask **self-analysis questions** ● Identify areas of **reinforcement** ● Provide **evidence** from the year and commendations	● Ask **self-analysis questions** ● Identify the area of **refinement** ● Provide **evidence** from the year ● Give **recommendations** for future practice ● Identify possible goals for next year *(optional)*

   ○ When planning self-analysis/coaching questions, be sure to focus the questions on the identified areas of reinforcement and refinement by utilizing key language from the rubric to support the leader's reflection and guide the discussion.
   ○ Utilize rubric language throughout the conference plan. Identify specific leaders and artifact evidence, not just replicating language from the rubric.
   ○ Provide clear recommendations for growth in the refinement areas that are meaningful and relevant to the work of the leader.

School Leader Preparation

1. Reflect on goal attainment, steps taken, and progress made toward meeting the goal(s) set at the beginning-of-year conference, as well as any evidence/artifacts you've collected to support attainment of your goal(s) since the MOY conference.
2. Complete and submit the EOY *Leader Self-Assessment Report* **prior to** the conference (timeline for the leader to submit self-assessment to the evaluator is a local decision) to provide your self-ratings on all 21 rubric indicators. Identify an area(s) of strength (reinforcement) and an area(s) for continued growth (refinement). You may select/identify reinforcement and refinement areas from any domain of the rubric. The *Leader Self-Assessment Report* should be completed and shared with the evaluator **prior to** the end-of-year conference. Self-rate all 21 indicators on the rubric.
3. Gather any related evidence/artifacts for the EOY conference to support your goals, action plan, and self-reflections on an area of reinforcement and refinement.

End-of-Year (EOY) Conference Delivery: *During* the Conference

During the Reinforcement portion of the EOY conference, the evaluator:
- asks self-analysis/coaching questions (aligned to the reinforcement area) to guide and support the leader during the reflection.
- identifies an area of reinforcement from the rubric.
- provides evidence from the year and commendations aligned to the reinforcement area.

During the Refinement portion of the EOY conference, the evaluator:
- asks self-analysis/coaching questions to guide and support the leader in reflection on goal attainment and refinement area for the school year.
- identifies an area of refinement from the rubric.
- provides evidence from the year with recommendations for continued improvement/future practice in the identified refinement area.
- identifies possible goals for next year (optional).

End-of-Year (EOY): *After* the Conference

After the conference, the evaluator:
- determines if information gained from the conference provides additional evidence for rubric indicators.
- finalizes scores for all 21 rubric indicators and the End-of-Year Conference Framework, which includes the evaluator and leader's scores, the area of reinforcement, area of refinement, recommendations for continued improvement/future practice, and possible goals for next school year (optional).
- meets with the leader to share the final and completed EOY Conference Framework and his/her ratings for the leader alongside the leader's self-ratings for the year.

The sharing of ratings should occur within 48 hours after the conference via a 30-minute face-to-face or virtual meeting.

Louisiana Leader Conference Framework

End-of-Year (EOY) Summative Conference

Leader _____School Name_____

School Year _____Evaluator_____

EOY Conference Date: _____

Reinforcement Indicator:	
Self-Analysis Questions:	
Evidence to support Reinforcement:	
Refinement Indicator:	
Self-Analysis Questions:	
Evidence to support Refinement:	
Recommendation(s) for Continued Improvement:	
Possible Goals for Next School Year (Optional):	

Appendix A:

Louisiana Leader Evaluation Process At-A-Glance

- Evaluators and school leaders attend the required Louisiana Leader Rubric and Evaluation Training.
- Evaluators complete and pass the LLR Evaluation Certification assessment.

Beginning-of-Year (BOY)	• Evaluator leads goal-setting meeting with the leader, utilizing a conference structure with self-analysis questions • Evaluator coaches the leader (during the conference and during the first semester through on-site observations and communication between observations) • Evaluator supports the leader with developing an action plan for strengthening the area of growth based on the leader's reflection	**Required documents:** • Louisiana Leader Rubric Framework *(beginning-of-year section)*

Middle-of-Year (MOY)	• Evaluator leads middle-of-year conference with the leader
	  ○ Mid-year check-in on leader goal(s)
	  ○ Reinforcement/ Refinement coaching questions to promote reflection; celebrate successes
	  ○ Discuss continued goals and make necessary revisions to the action plan created at BOY
	  ○ Evaluator provides a recommendation (model) for meeting goal(s)
	• After MOY conference, evaluator shares with leader MOY scores and completed Conference Framework
	• Evaluator continues to provide leader with coaching opportunities during second semester (on-site visits & communication between visits)
		Required documents:
		• Leader Self-Assessment Form
		• Louisiana Leader Rubric Framework *(mid-year section)*

End of Year (EOY)	• Evaluator leads end-of-year conference with leader
	  ○ Reflection on goal attainment
	  ○ Reinforcement/ Refinement coaching questions to promote reflection; celebrate successes
	  ○ Evaluator provides a recommendations (model) for continued improvement
	  ○ Possible goal(s) for next year/next steps
	• After EOY conference, evaluator shares with leader EOY scores and completed Conference Framework
		Required documents:
		• Leader Self- Assessment Form
		• Louisiana Leader Rubric Framework *(end-of-year section)*

Minimum of 3 face-to-face meetings (recommended)		

Appendix B:

Sample Timeline for Leader Evaluator

Timeline	Action
August ● Review evaluation from last year	● Review system goals, school goals, Student Learning Targets, and previous year's teacher observation and student data for alignment with leadership team meeting focus areas ● Create new school Learning Walk Schedule with leaders for upcoming school year ● Review last year's evaluation for leaders, review area of refinement for each leader in preparing for BOY conference ● Check staffing issues and review outstanding maintenance requests
August - September ● Complete BOY conference ● Start collecting evidence and artifacts ● Support leaders with goals	● Complete BOY conference with leader to create goals and action plan ● Review walkthrough and evaluation process and timelines with each leader, model expectations, and materials principals will use for evaluating other school leaders at their school site ● Observe instructional leadership team and teacher collaboration meetings at each school and debrief ● Conduct learning walks with leaders and debrief
October ● Continue collecting evidence and artifacts ● Support leaders with goals	● Conduct learning walks at a school with a group of school leaders for inter-rater reliability and professional learning, and debrief in central office conference room ● Review learning walk schedules with leaders and debrief progress ● Give leaders feedback from teacher observation cycle 1 via email ● Review school performance scores and data with leaders
November ● Continue collecting evidence and artifacts ● Support leaders with goals	● Visit schools and conduct learning walks with leaders and debrief ● Collect assessment plans from each campus for review ● Visit with all leaders via conference call on their BOY goals ● Observe instructional leadership team and teacher collaboration meetings, and observe leader providing feedback, debrief afterwards
December ● Continue collecting evidence and artifacts ● Support leaders with goals	● Review first-semester benchmark data and discuss progress ● Audit schools' teacher observation feedback documentation (post-conference plans and PGPs/coaching plans) ● Check staffing issues and review outstanding maintenance

	requests
December - January ● Complete MOY conference ● Continue collecting evidence and artifacts ● Support leaders with goals	● Visit schools and conduct Learning Walks with leaders and debrief ● Conduct middle-of-year conferences to discuss progress, review goals, and revise action plans as needed ● Complete MOY conference frameworks and meet with leaders to share completed framework and scores ● Give leaders feedback from teacher observation cycle 2 via email
February ● Continue collecting evidence and artifacts ● Support leaders with goals	● Encourage leaders to complete self-reflection on teacher observation data/student assessment data comparison ● Visit schools and conduct Learning Walks with leaders, and debrief and discuss testing preparations ● Observe instructional leadership team and teacher collaboration meetings, and observe leader providing feedback, debrief afterwards
March ● Continue collecting evidence and artifacts ● Support leaders with goals	● Revisit Learning Walk schedules with leaders and debrief progress ● Collect tutoring and intervention plans from each campus
April ● Continue collecting evidence and artifacts ● Support leaders with goals	● Review tutoring and intervention plans and provide feedback to school instructional leadership teams ● Audit schools' teacher observation feedback documentation (post-conference plans and PGPs/coaching plans)
May ● Continue collecting evidence and artifacts ● Support leaders with goals	● Meet with each instructional leadership team to discuss quarter 4 student data and debrief spring state testing ● Reflect with leaders on the completion of learning walk schedules and key takeaways ● Give leaders feedback from teacher observation cycle 3 via email
May - August ● Complete EOY conference ● Support leaders in reflecting on goals and school performance	● Conduct end-of-year conferences with leaders to reflect on goal attainment, reinforcement, and refinement areas, and recommended next steps ● Complete EOY Conference Frameworks and meet with leaders to share completed framework and scores ● Bring leaders together to discuss progress toward the performance indicators (school goals, Student Learning Targets, student data, teacher observation data, retention data) and discuss staffing changes for the next year

Appendix C:

Protocols and Strategies for Evaluator School Visits

Periodic purposeful and intentional school visits offer critical opportunities for leader evaluators to understand the work of the school leader as it relates to instructional leadership, school atmosphere, school vision, and other leadership practices. Leader evaluators use these visits as opportunities to observe, collect evidence, and analyze the work of school leaders.

Visits to schools should be ongoing and, at times, unannounced. A minimum of four visits per year to the school leader's work site can provide valuable insight into the school leader's performance over the course of the year. The value of the insights depends on the leader evaluator and the leader engaging together in three specific activities each time:
- Discussion of progress and challenges;
- Examination/review of artifacts;
- Observation of teaching practices and shared analysis.

For example, during a site visit, the leader and evaluator may visit classrooms together. However, those visits are not for the leader evaluator to evaluate teachers; instead, the leader evaluator is evaluating the leader's skills and knowledge as an instructional leader. Some leader evaluators visit classrooms with the leader and discuss what they see "along the way." Other evaluators will ask the leader to share his/her perceptions and follow-up with additional questions. Some will do both in the same visit.

Discussion of Progress and Challenges

The leader evaluator and the leader discuss progress and changes in areas such as the following:
- Goals
    - o Professional practices
    - o Student learning targets
    - o Standards-aligned instruction using HQIM, when available
- Outreach to parents
- School environment
- Professional learning structures
- School vision
- Challenging supervisory issues

Examination/Review of Artifacts

The leader evaluator and leader examine artifacts together such as the following:
- Classroom observation schedule and sample(s) of the post-conference plans provided to teachers
- teacher PGPs/coaching plans
- Professional learning schedules, long-range plans, meeting agendas (e.g. instructional leadership team, teacher collaboration, grade level meetings)

- Other meeting schedules, logs, and agendas (e.g. faculty meetings, vendor/professional learning opportunities)
- Newsletters/classroom communication materials
- Teacher observation data
- Student data

Observations and Analysis

The leader evaluator and leader observe classrooms and other practices and share their analysis from the observations.
- 8-10 minute observations in two to four classrooms
- Other activities to observe might include:
  o Instructional leadership team meetings
  o Faculty meetings
  o Teacher collaboration, grade-level, and department meetings
  o Lunch and recess
  o Transition times (entry, dismissal, between classes)

Additional Strategies and Suggestions for Observations

- **Frequent, unannounced observations**.

  Frequent observation of classroom practice, with feedback, is essential to improving practice, but only feasible if most observations are short, unannounced, and followed by brief, focused feedback. There will be times when an evaluator is in a classroom or other work site, and it becomes apparent that the visit needs to be extended, but a visit of approximately 10 minutes can yield a great deal of useful information. With short, unannounced visits, many more samples of practice can be collected, and many more powerful conversations about teaching practice can be had: when the typical informal observation of classroom practice is 10 minutes in duration and does not have to be preceded by a pre-conference or followed by a post-observation conference, then evaluators can reasonably be expected to conduct multiple informal observations on a typical day.
  o Three observations conducted each day on 150 of the 180 days in a school year translate to 450 observations each year, or 10 observations per year for each of the 45 teachers. 7-10 brief observations followed by focused feedback should be a sufficient number to secure a representative picture of practice and promote the reflection and discussion needed to support improving practice.
  o Feedback should be provided during a conversation and in writing. Providing feedback through conversation promotes discussion of practice; providing feedback in writing creates an opportunity for the school leader to more easily reflect on the feedback on an ongoing basis. Whenever possible, an evaluator should have a conversation with the teacher and follow up with brief written feedback summarizing the conversation and/or offering targeted advice for approval.
  o It should be noted that not all observations can or should be 10 to 15 minutes.

There will be circumstances where longer observations are appropriate, or even a paired, formal observation of a teacher with the school leader. Novice or struggling teachers may benefit from longer observations on occasion.

- **Observations outside of the classroom**.
  Observation of practice need not be limited to classroom observation. Conferences with individual teachers or teacher teams that focus on unit planning with high-quality curriculum or opportunities for feedback and growth (pre-conferences, post-conferences, PGP/coaching plan conversations). These visits can also be well aligned with school and team goals. Most schools have goals that depend on effective collaboration among teachers, so observation of teachers in settings where they are developing their skills in collaboration can support schoolwide goals. That said, care needs to be taken to ensure that observation does not interfere with the free exchange of ideas that is important in any healthy collegial environment. Therefore, collecting, reviewing and giving feedback on specific artifacts from department and team meetings can serve a purpose similar to observation of meetings.

Appendix D:
Louisiana Leader Rubric Evidence Collection Sheet

Throughout the school year, during formal and informal school visits, leader evaluators should actively identify evidence of best practices as it relates to the various indicators that comprise the Louisiana Leader Rubric. This document might be used by evaluators to keep track of the different artifacts and evidence that are identified during the year.

Leader Name: _____ School: _____

Indicator	Evidence
SCHOOL MISSION, VISION, & STRATEGIC GOAL SETTING	
Goal Setting and Monitoring	
Communication of Mission, Vision, and Goals	
Expectations	
INSTRUCTIONAL LEADERSHIP	
Curriculum and Assessment	
Teacher Effectiveness	
Meeting Student Needs	

Instructional Focus	

CAPACITY BUILDING	
Reflective Practices	
Leadership Development	
Collaborative Practices	
Continuous Improvement	

SCHOOL & COMMUNITY ENVIRONMENT	
School Atmosphere	
Community Engagement	
Discipline	

Access to High-Quality Education	
Responsiveness to Stakeholders	

PROFESSIONALISM & INTEGRITY	
Professional Norms	
Professional Behavior	
Policy	

SCHOOL OPERATIONS/MANAGEMENT	
Administrative Operations	
Fiscal and Physical Management	

Appendix E:
Expanded Possible Sources of Evidence List

Domain 1: School Mission, Vision & Strategic Goal Setting	
Goal Setting and Monitoring	- Agendas from summer workshops, planning days, or trainings - School-level data - School report card by state agency - Creation of data team - Data team meetings, notes and charts - Data used with teachers and staff - BOY leadership team planning meeting - Teacher collaboration meetings throughout school year that utilize student work and data, with leader in attendance and participating - Department or grade level meetings - Instructional leadership leam long-range plan - Instructional leadership team meeting agendas - School improvement plan - Agendas from staff meetings, parent meetings - Intervention meeting notes and action plans - Daily/weekly teacher/staff communications (e.g., newsletter) - Benchmark assessments - Classroom level assessments - Curriculum analysis - Classroom observations - AP and/or DE course offerings or equivalent - Special education support and staffing configurations - Teacher/grade level/content area data action plans
Communication of Mission, Vision, and Goals	- Copy of school improvement plan and evidence that it has been shared with teachers and parents - School improvement plans/grade-level goals/content area goals - Teacher collaboration long-range plan - Teacher collaboration meeting agenda (addressing vision/mission) - Building-wide discipline plans/academic guidelines - Use of student data to identify goals and address actual needs - Department meeting agendas (grade-level meetings, team meetings) "State of the School" report from leader - Partners in Education programs - Summer workshops or training - BOY leadership planning meetings

	- PTA meetings - On-campus professional development meetings - School mission and vision statements on school website/social media - Parent newsletter - Agendas from data analysis/teacher collaboration sessions - Board meeting presentations - Parent meeting agendas - Communicating with local community/service organizations about vision for student learning - Advisory committee meetings – agendas and minutes - School newsletter - Monthly student recognition - Local newspaper articles highlighting achievements - Tours of building and sites to prospective parents (list of dates or other artifacts) - Web articles or letter from leader - Blogs, podcasts or webinars
Expectations	- Summer training - Teacher collaboration meetings - Instructional leadership team meetings - Tutoring programs - Create additional tutoring or support activities outside the school day - Create peer mentoring program - Student intervention plans - Site-based decision-making committee agenda and notes - Instructional leadership team notes and plans
Domain 2: Instructional Leadership	
Curriculum and Assessment	- Leader identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication - Data collection schedule for the year - Professional development calendar aligned with goals - Examples of weekly or monthly communication to staff - Instructional leadership team and teacher collaboration meeting agendas and notes - Test scores - Benchmark assessment data - Curriculum pacing guide - Improvement teams – notes, minutes, agendas - Announcements regarding student/school goal progress - Goals for all forms of communication - Data talks with teachers - Professional learning meetings– notes, minutes, agendas - Analysis of assessments - Student data monitoring systems and structures - Curriculum organizers aligned to standards - Lesson plans, unit plans, and classroom assessments

Teacher Effectiveness	- Teacher observation schedule - Post-conference plans and PGPs/coaching plans - Learning walk forms, walk-through forms, or teacher observation forms - Teacher collaboration meeting agendas and notes - Instructional leadership team meeting agendas and notes - School master schedule that allows for teacher collaboration - Curriculum plans and year-at-a-glance materials for all teachers are accessible - Professional learning for implementation of high-quality instructional materials - List critical resources for teachers to access (data management systems, curriculum guides, technology, behavior management support, communication with counselors, parent/teacher conferences, bus schedules, field trip forms, tutoring services, social services, special services, etc.) - Teacher leader positions created at the school with clearly defined roles and responsibilities, and training provided (department chairs, grade level leaders, instructional coaches, master teachers, mentor teachers, etc.) - List of teacher leaders and who they support - Tracking of time and which teacher leaders are spending time with and why - Forms and templates that teacher leaders use to coach and support teachers - Professional learning and coaching provided to teacher leaders by school or system leaders or outside vendors - School mission, vision, and goals are communicated to teachers throughout the year in various forms - Agendas from data analysis/professional learning sessions - Data compiled for staff - Notes and agendas from intervention planning meetings - Board presentations - Daily/weekly teacher/staff communications (e.g., newsletter)
Meeting Student Needs	- Individual education plans for students - Data reports and analysis - Professional learning calendar aligned with school goals - Teacher collaboration long-range plan aligned with school goals - Examples of weekly or monthly communication to staff about data and professional learning - Instructional leadership team meetings – notes, minutes, agendas - State-level test scores - Benchmark assessment data - Curriculum pacing guide and adjustments made based on data - Intervention planning teams – notes, minutes, agendas - Classroom-level data and assessments aligned to interventions and tutoring - Teacher collaboration meetings – notes, minutes, agendas - Announcements or data celebrations regarding progress - Goals for all forms of communication - Data talks with teachers - Professional development – notes, minutes, agendas - Post-conference plans for teachers - PGPs/coaching plans for teachers - Data meetings to check student progress - agenda and notes - Classroom-level intervention and acceleration plans (students)

	- List of all professional development and training that teachers attended throughout the school year - Special education, AP, DE training, and support were provided to teachers with sign-in sheets indicating when they received it - Teacher level reflections on SLTs - Intervention plans, data tables, and documents, a list of students receiving interventions - Data monitoring structures or systems for monitoring student achievement and growth - Professional development for data systems for all teachers
Instructional Focus	- Roles and responsibilities for instructional leaders - Teacher collaboration meeting agendas - Instructional leadership team meeting agendas - Communication about school vision and mission - Data structures and systems for monitoring student progress - Other professional learning meetings agendas - Goal-setting, leadership, and teacher meetings - School master schedule - Meeting calendars and agendas - Evaluation and observation schedule and forms - Coaching forms and schedules - Post-conference plans - Collected data from walk-throughs and classroom observations - Learning walk schedules and reflections - Teacher PGPs/coaching plans, SLTs, and results - Intervention plans

Domain 3: Capacity Building

Reflective Practices	- Leader reflection/journal entries - Coaching sessions with a supervisor or leadership development coach - Reflections captured before, during, or after a coaching session - School improvement plan or action plan that identifies baseline student and teacher data - Agenda or notes from a meeting with school and/or system leaders - Presentation from a meeting with teachers to discuss the school improvement plan - Teacher collaboration agendas - Post-conference plans - PGPs/coaching plans - Faculty meetings - Instructional leadership team meetings - School and/or system committee meetings

Leadership Development	● Log of instructional leadership team meetings that outline discussion topics that support the capacity building of school leaders ● List of off-site professional development meetings and teachers/staff who attended ● Teacher and/or staff member's reflection journal entry that outlines their new learning from the outside professional development session, how the new learning was applied, and its impact on student achievement ● Action plans developed by teacher leaders to support classroom teachers during coaching sessions ● List of school committees and the committee chairpersons ● Professional development opportunities (training sessions/conference attendance) for teacher leaders ● PGPs/coaching plans ● Pre- and post-conference plans
Collaborative Practices	● School professional learning session sign-in sheets ● Instructional leadership team meeting agendas ● Teacher collaboration or grade level meetings in which data is analyzed, and plans are made for instructional changes ● School improvement plans documenting adjustments made to instructional practices, as well as assessment data ● Documentation from coaching sessions with teachers and teacher leaders ● Teacher perception of the quality of the collaborative opportunities/structures
Continuous Improvement	● Documentation that highlights mentoring support provided to new faculty throughout the school year (new faculty and mentor teacher reflections about their experiences and/or agendas from school induction meetings) ● Professional learning session outlines and/or presentations focused on data-informed instructional decision-making and adult learning principles ● School improvement plan documenting how the leader intentionally plans for ongoing professional learning opportunities for teachers and staff members throughout the school year ● Student achievement is based on learning presented and applied during the professional learning opportunities
Domain 4: School & Community Environment	
School Atmosphere	● Staff code of conduct that outlines professional conduct for teachers and staff members ● School discipline plan, including policies, procedures, and practices for establishing a safe and positive school environment ● School newsletters and parent letters documenting steps taken to establish a safe and positive school environment for all stakeholders ● Instructional leadership team meeting agendas and staff meeting agendas
Community Engagement	● Surveys completed by students, families, and community members ● Documentation of the school leader attending community meetings to share upcoming school events and happenings ● Parent and Teacher Association meeting agendas ● Photographs, videos, and social media content ● Family events ● Documentation of school leader and faculty attendance for school board meetings

Discipline	- Schoolwide discipline plan/policy - Beginning of the year meeting agendas focused on discipline - Staff meetings to communicate the expectations and procedures for implementing the discipline plan - Analyzed data on school discipline referrals and documentation of steps taken to address the student misconduct - Professional learning focused on equipping teachers with knowledge and tools to resolve student misbehavior - Classroom walk-throughs as documentation of an effective discipline system/plan - Awards component of the discipline system/plan
Access to High-Quality Education	- Interview questions used for hiring new faculty and staff - Notes from coaching sessions between a teacher and a teacher leader that identify an area of need and the intentional support that has been provided to improve teacher practice and student success - Results from a building-level quality review/audit
Responsiveness to Stakeholders	- Parent Teacher Association meeting agendas - School and family events - Documentation of school leader and faculty attendance for school board meetings, campus staff meetings - Instructional leadership team meeting agendas - Classroom visits
Domain 5: Professionalism & Integrity	
Professional Norms	- Agendas from staff meetings focused on team-building exercises - Agendas from teacher collaboration, grade-level, department, or other meetings - Attendance rates for teacher collaboration, grade level, or department meetings - Documentation of communication of professional norms - Professionalism domain data - Documentation for the teacher observation/evaluation process that demonstrates expectations, accountability, and timelines for observers/evaluators and teachers
Professional Behavior	- Staff training/presentation agendas and materials - Guidelines for professional behavior - Modeling professional behavior - Staff and/or student surveys - Documentation for the teacher observation/evaluation process that demonstrates expectations, accountability, and timelines for observers/evaluators and teachers - Attendance rates for teacher collaboration, grade level, or department meetings - School social media content - Learning walks focused on capturing evidence of professional behavior

Policy	• Meeting agendas and minutes that document discussions about all levels of laws, rights, and policies with staff, parents, or other stakeholders • Documentation of system-, state-, or federally required training and mandatory education, such as OSHA training • Documentation of school leader attendance at school board meetings
Domain 6: School Operations/Management	
Administrative Operations	• Hiring procedures • Interview questions • Teacher retention rates • Teacher observation/evaluation protocols and documentation • Informal teacher walk-through data • School committees • Teacher demographics • PGPs/coaching plans • Teacher observation/evaluation data
Fiscal and Physical Management	• Needs assessment • School budget • Agendas or meeting notes from committees making decisions on school resources • Staff or parent surveys are used as a part of the leader evaluation process • Conversations with the school leader

Appendix F:
Louisiana School Leader Evaluation Calculations

Bulletin 130

The effectiveness rating shall be determined according to the composite score ranges as follows:

5 Point Scale	
4.50-5.0	Exemplary
3.50-4.49	Highly Effective
2.50-3.49	Proficient
1.50-2.49	Emerging
1.0-1.49	Ineffective

Bulletin 130: Principal Conference (Observation) Requirements

Artifacts and data are collected during the evaluation cycle.
- Middle-of-Year (MOY) Conference (performance review) weighted 25% of qualitative score
- End-of-Year (EOY) Conference (performance review) weighted 50% of qualitative score
- Principal Survey weighted 15% of qualitative score
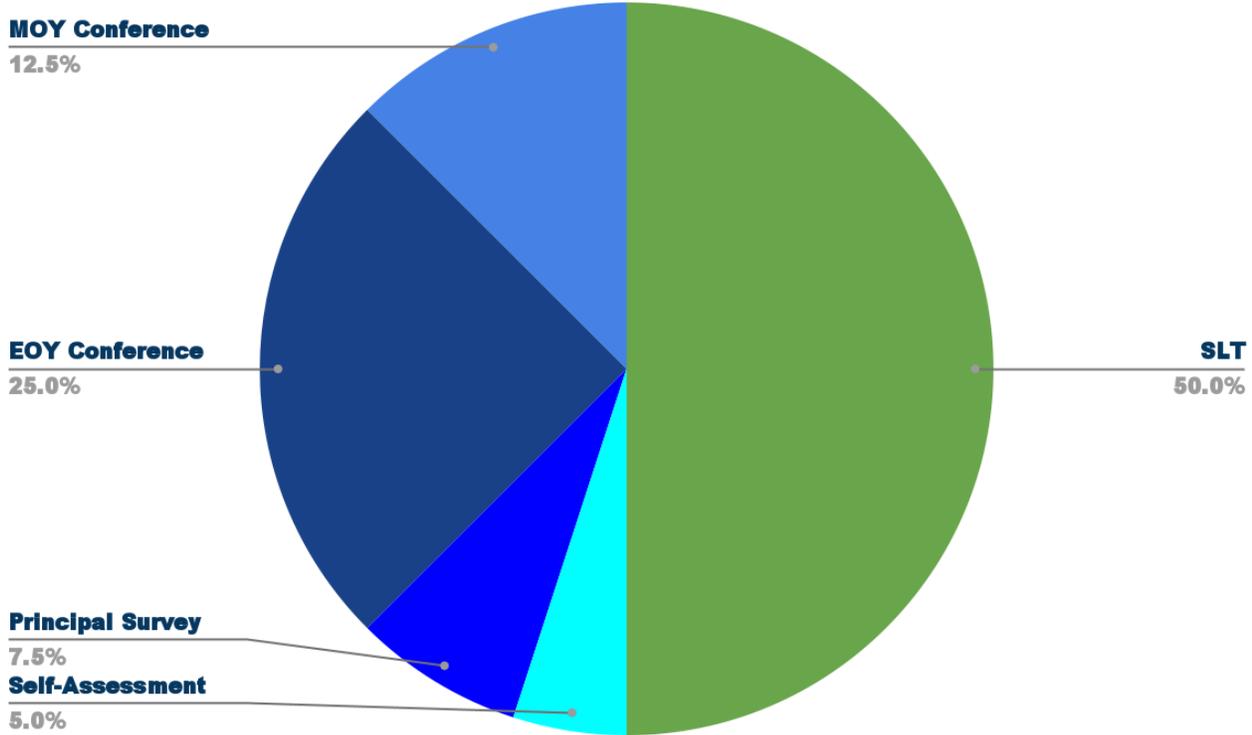- Self-Assessment rating weighted 10% of qualitative score

For principals with more than three years of experience and a 3.5 in the previous year, the second conference/performance review may be waived.

How is a school principal's final effectiveness rating calculated?

The final evaluation score for principals contains a Qualitative Assessment Score, which accounts for 50% of a teacher's rating, and a Student Growth Measure (Quantitative), which accounts for the remaining 50%. The two scores are averaged to calculate the final evaluation score.

Qualitative Assessment Score (50% of final)	Weight
Leader Rubric • Middle-of-Year (MOY) Conference 1 = 25% • End-of-Year (EOY) Conference 2 = 50% Note: If the principal qualifies for a waiver of the MOY conference, the EOY conference is 75%	75%
Principal Survey *(completed by teachers at the end of the year)*	15%
Self-Assessment	10%
Student Growth Component (50% of final)	**Weight**
Student Learning Targets (SLTs)	100%

Principal Evaluation Component Weights

Pie chart showing Principal Evaluation Component Weights:
- MOY Conference 12.5%
- EOY Conference 25.0%
- Principal Survey 7.5%
- Self-Assessment 5.0%
- SLT 50.0%

## Bulletin 130: Non-Principal School Leader Conference (Observation) Requirements

Artifacts and data are collected during the evaluation cycle.
- Middle-of-Year (MOY) Conference (performance review) weighted 30% of the qualitative score
- End-of-Year (EOY) Conference (performance review) weighted 60% of the qualitative score
- Self-Assessment rating weighted 10% of the qualitative score

Calculating a Non-Principal's Final Effectiveness Rating

Qualitative Assessment Score (50% of final)	Weight
Leader Rubric • Middle-of-Year (MOY) Conference 1 = 30% • End-of-Year (EOY) Conference 2 = 60%	90%
Self-Assessment	10%
Student Growth Component (50% of final)	**Weight**
Student Learning Targets (SLTs)	100%

Non-Principal Evaluation Component Weights

MOY Conference
15.0%

SLT
50.0%

EOY Conference
30.0%

Self-Assessment
5.0%
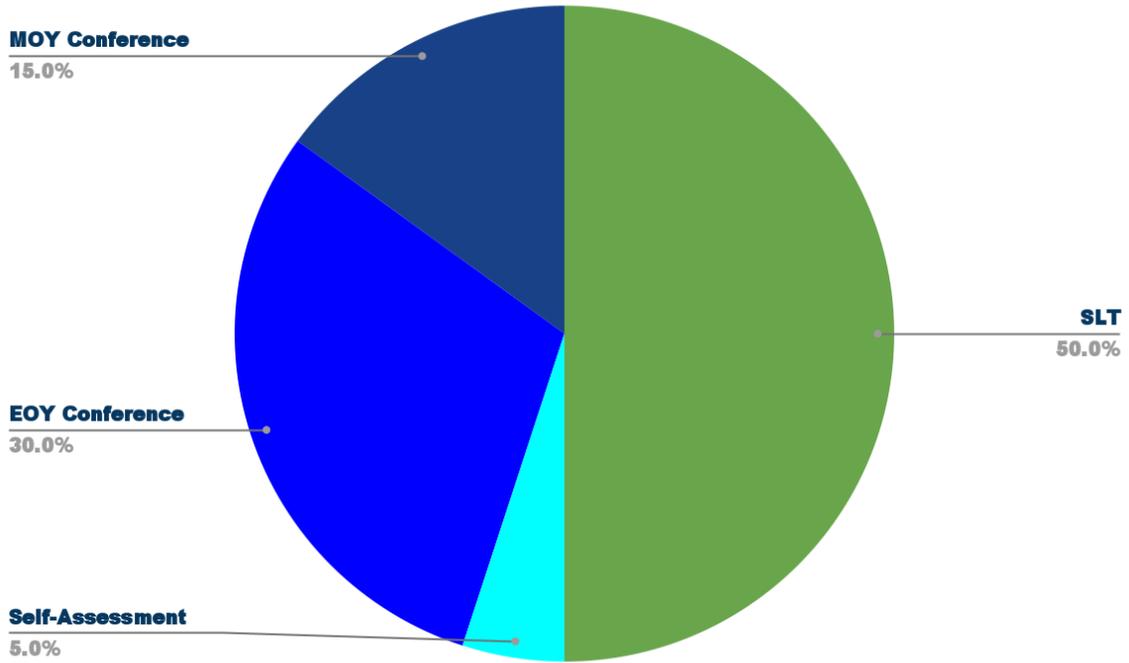
What are the weights of the six domains of the Louisiana Leader Rubric?

Domain	Weights
School Mission, Vision, and Strategic Goal Setting	20%
Instructional Leadership	20%
Capacity Building	20%
School & Community Environment	15%
Professionalism & Integrity	15%
School Operations/Management	10%

Appendix G:

Louisiana Principal Survey

May 2024

This document is for planning purposes only. The official, anonymous survey will be placed in the Louisiana Evaluation System (LES) for teachers to complete in the spring of 2025.

Principal's Name:	
School:	
Date:	

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

School Mission, Vision, & Strategic Goal Setting	Rating
1. The principal clearly communicates the school mission and vision to teachers, staff, students, and families.	
2. The principal develops, with faculty input, school goals and plans based on current and relevant student and teacher data.	
3. The principal establishes high standards for students, teachers and staff members.	
4. The principal advocates for the best interests and needs of all students to ensure student achievement.	
Instructional Leadership	
5. The principal supports teachers in developing their ability to effectively utilize high-quality instructional materials.	
6. The principal ensures that teachers receive differentiated, targeted PGPs/coaching plans based on classroom observations and feedback.	
7. The principal supports opportunities for teachers to work and plan together, during teacher collaboration, by analyzing current and relevant student work to impact achievement.	

8. The principal implements and maintains a schoolwide schedule that maximizes instructional time.	
9. The principal implements systems that ensure that all students have access to rigorous, on-grade-level instruction.	
Capacity Building	
10. The principal establishes a career pipeline to utilize teacher leaders (e.g., content leaders, mentor teachers, department/content leaders, and instructional coaches) in supporting instruction throughout the campus.	
11. The principal monitors and actively participates in the content that is presented during professional learning/staff meetings to increase student learning and teacher efficacy.	
12. The principal provides instructionally focused feedback to support the development of teachers' and staff members' knowledge, skills, and responsibilities.	
13. The principal provides job-embedded professional learning opportunities to foster and empower continuous learning.	
School & Community Environment	
14. The principal establishes a campus wide discipline system/plan that ensures a safe and positive campus environment for students, staff, family, and community members.	
15. The principal addresses student misconduct in a positive and fair manner.	
16. The principal supports/coaches teachers in resolving discipline concerns.	
17. The principal supports/coaches teachers in identifying and utilizing resources to provide all students educational opportunities.	
Professionalism & Integrity	
18. The principal establishes an atmosphere that is open, productive, caring, and trusting for teachers and staff in order to promote a professional working environment.	
19. The principal holds himself/herself, teachers, and staff accountable for each student's success and the effectiveness of the school as a whole.	
20. The principal models professional behavior when working with all stakeholders.	
21. The principal supports school staff with understanding and following local and district policies in order to maintain consistency.	

School Operations/Management	
22. The principal models and manages governing processes in order to achieve the school's mission and vision.	
23. The principal recruits, hires, retains, and builds the instructional capacity of a diverse group of highly qualified staff.	
24. The principal seeks, acquires, and manages resources to support student learning and community engagement.	
25. The principal creates systems for all stakeholders to analyze the allocation of resources and provide recommendations for maximizing student achievement.	

Comments (optional and not part of the score):

Student Learning Targets

Student Learning Targets (SLTs) are created to measure student progress to mastery. Two SLTs are required for all teachers. SLTs have five scoring ranges.

SLTs include goals which express an expectation of growth in student achievement over a given period of time, as well as common measures for assessing attainment of those goals, such as an identified assessment and/body of evidence.

In other words, this formula can be used as follows in any circumstance:
X outcome in **X amount of time** on **X assessment** for **X number of students**

Bulletin 130 requires that principals base one Student Learning Target (SLT) on overall school performance improvement and the other on growth in a component (e.g. ELA or math improvement).
- Principals at schools that do not have standardized testing may use other formative assessment or diagnostic data to set student learning targets.

Appendix H:
Research that Supports the Louisiana Leader Rubric

This appendix includes a summary of relevant recent research that supports each of the indicators on the Louisiana Leader Rubric.

Domain 1: Recent Studies Supporting School Mission, Vision, & Strategic Goal Setting		
Indicators	**Exemplary Descriptors**	**Research**
Goal Setting and Monitoring	The leader **consistently** and **effectively**: • Establishes rigorous and obtainable data-driven goals and comprehensive action plans to ensure achievement. • Disaggregates current and relevant data in depth in order to create, support, and monitor school goals. • Strategically uses current and relevant student data to impact significant student achievement. • Plans, implements, supports, monitors, and/or evaluates/refines action steps, including acceleration and interventions. • Systematically enlists teachers to analyze student data and student work to monitor attainment of goals, to guide and inform instruction.	Bambrick-Santoyo, P. (2012). Marzano, R.J., (2003). Leithwood, K., Seashore, K., Anderson, S.,& Wahlstrom, K. (2004). Self-Brown, S.R. & Matthews, S. (2003). Stoll, J.R. (2016). Wilson, K. (2012).
Communication of Mission, Vision, and Goals	The leader **consistently** and **effectively**: • Establishes and communicates a school mission and vision that drives instruction and school activities. • Communicates the mission, vision, and goals of the school with staff members, students, families, and other stakeholders. • Invests teachers, students, and stakeholders in contributing to the school vision in order to reach established goals.	Sinnema & Robinson, 2012 Stemler, S.E. (1998). Stemler, S.E. & Bebell, D. (1999).
Expectations	The leader **consistently** and **effectively**: • Advocates for the best interests and needs of all students to ensure student achievement. • Establishes high standards for students, teachers, and staff members. • Models expectations and creates opportunities for students, teachers, and staff to establish high and demanding expectations.	Alderman, M. K. (2004). Cotton, K. (1989). Manasse, A. L., (1985). Rosenthal, R., & Jacobson, L. (2000).
Domain 2: Recent Studies Supporting Instructional Leadership		
Indicators	**Exemplary Descriptors**	**Research**
Curriculum and Assessment	The leader **consistently** and **effectively**: • Develops all teachers' abilities to effectively utilize established schoolwide instructional plans where high-quality instructional materials are consistent with schoolwide goals. • Develops teachers to set clear, measurable objectives aligned to the depth and rigor of the state standards. • Develops teachers to utilize systems where teachers analyze formative and summative data to monitor and systematically adjust teaching and learning as needed to meet student achievement goals and increase their proficiency. • Plans and monitors professional learning to ensure that teachers grow in the areas of curriculum, assessment, and instructional practices. • Utilizes existing structures to strategically engage in conversations about assessments and student progress.	Bredeson, P.V. & Johansson, U.O. (2000). Darling-Hammond, L. (2017). Feiman-Nemser, s. (2001). Rockman, I.F. (2002).

	The leader **consistently** and **effectively**:	
Teacher Effectiveness	- Develops and organizes a leadership team's ability to utilize a schoolwide evaluation system and coaching plans to increase teacher effectiveness. - Develops and supports a leadership team's ability to evaluate teaching and learning through current and relevant student data. - Develops and supports a leadership team's ability to provide evidence from the observed lesson that connects to an overall area of strength, an area of growth, and a specific recommendation for next steps. - Develops and supports a leadership team's ability to use teacher and student data gathered through observations to determine what development activities or instructional strategies will best meet the needs of each teacher to improve overall teacher effectiveness. - Develops, organizes, and supports a system that ensures teachers receive a differentiated targeted coaching plan based on classroom evaluations. - Strategically develops, organizes, and supports opportunities for teachers to implement learning in different ways and ensures teacher ownership of new learning. - Organizes and supports opportunities where teachers work and plan together to impact student achievement.	Darling-Hammond, L. (2006). Darling-Hammond, L. & Bransford, J. (2005). Teitel, L. (2004). Tucker, P.D. & Stronge, J.H. (2005).
Meeting Student Needs	The leader **consistently** and **effectively**: - Develops teachers' abilities to utilize data to identify students in need of intervention, acceleration, extension, or other additional supports. - Creates and implements a systematic monitoring process where all teachers monitor, evaluate, and review student progress to ensure the academic needs of all students are being met. - Develops teachers to adjust instruction by utilizing instructional supports within high-quality instructional materials, when available, to ensure that all students master the content. - Creates and implements systems that develop teachers in implementing instructional practices that meet the needs of all learners. - Develops teachers' abilities to implement systems so all students access rigorous, on grade-level instruction.	Gregory, G. H. & Chapman, C. (2002). Leithwood, K., Seashore-Louis, K., Anderson, S., & Wahlstrom, K. (2004). Tomlinson, C. A. & J. McTighe (2006). Stronge, J.H. (2007).
Instructional Focus	The leader **consistently** and **effectively**: - Creates and implements a schoolwide schedule and routines that maximize instructional time; monitors effectiveness and makes adjustments when necessary with input from other instructional leaders or key personnel. - Plans and prioritizes his/her schedule in order to engage in instructional leadership activities focused on teaching and learning. - Ensures teachers have access to and effectively use high-quality instructional materials to instruct all students; regularly monitors teachers' use of these materials and evaluates the impact on student achievement. - Plans and prioritizes instructional practices based on system and school goals when making decisions. - Develops schoolwide systems which ensure that there are specific roles for other instructional leaders on campus in supporting and building teacher capacity in order to meet both teacher and student goals. - Develops instructional leaders who lead instructional staff meetings and/or ongoing applied professional learning with adult learning principles.	DeBevoise, W. (1984). Fisher, D. & Frey, N. (2007) Gersten, R., Chard, D., & Baker, S. (2000). Hallinger, P. (2011).

Domain 3: Recent Studies Supporting Capacity Building		
Indicators	**Exemplary Descriptors**	**Research**
Reflective Practices	The leader **consistently** and **effectively**: ● Openly/transparently reflects on his/her own leadership practice resulting in strategic action plans that lead to a significant increase in student achievement and teacher proficiency. ● Self-reflects to determine areas of growth and sets rigorous goals routinely to strengthen his/her own leadership practice. ● Implements and adjusts schoolwide action plans based on feedback and data collected in order to enhance student achievement and teacher effectiveness. ● Collaborates with colleagues at the school and system levels to implement system and schoolwide initiatives that consistently result in gains in student achievement and educator effectiveness.	Bouchamma, Y. & Basque, M. (2012). Branch, G., Hanushek, E. & Rivkin, S. (2013). Day, C. & Harris, A. (2002). Glanz, J. (2014) Glover, D. (2014). Lyons, J. (2015). Reiss, K.J. (2015). Wayman, J. C., & Stringfield, S. (2006). Wright, L. (2008).
Leadership Development	The leader **consistently** and **effectively**: ● Develops school leaders to utilize teacher and student observational data to increase teacher effectiveness and ensure student growth. ● Fosters self-reflection in teacher leaders by creating systems for strong collaboration and coaching resulting in ongoing capacity building and student achievement. ● Develops his/her leadership skills and those of others by establishing a career pipeline to assume additional responsibilities. ● Provides opportunities for teachers and staff members to participate and apply new learning.	Berry, B. (2014). Crowther, F., Ferguson, M., & Hann, L. (2009). Danielson, C. (2007). Drago-Severson, E. (2004). Jones, R. (2007). Marzano, R., Waters, T., & McNulty, B. (2005). Quinn, D. (2008). Schwartz, K. (2016).
Collaborative Practices	The leader **consistently** and **effectively**: ● Ensures collaborative opportunities/structures for capacity-building of teachers to continuously examine evidence of student learning and make strong instructional adjustments to ensure student success. ● Fosters a strong sense of purpose by ensuring meaningful contribution from teachers that includes analysis of significant student or teacher data to inform decisions, build teacher capacity, and increase student achievement. ● Monitors and actively supports the quality of content within collaborative opportunities/structures to ensure it is a logical continuum that results in significant increases in student learning and teacher effectiveness.	Balyer, A., Karatas, H., Bulent, A. (2015). Blase, J. & Blase, J. (2004). Goddard, Y.L. (2010). Goddard, R., Goddard, Y., Kim, E.S., & Miller, R. (2015). Goddard, Y. L., Goddard, R. D., & Tschannen-Moran, M. (2007).
Continuous Improvement	The leader **consistently** and **effectively**: ● Prepares, plans and monitors new staff by providing induction and mentoring systems and support. ● Systematically fosters and empowers the continuous learning and improvement of teachers and staff to the highest levels of practice through job-embedded professional learning opportunities. ● Ensures individualized professional learning, aligned to the coaching plan, is provided to support teachers' and staff members' skills, is guided by understanding of adult learning principles, and is measured with student data.	Bernhardt, V., & Hebert, C. (2010). Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. (2010). Loeb, S., & Plank, D. (2008). Marzano, R. J., Waters, T., & McNulty, B. A. (2005). Schmoker, M. (2006). Smylie, M. A. (2010).

Domain 4: Recent Studies Supporting School & Community Environment		
Indicators	**Exemplary Descriptors**	**Research**
School Atmosphere	The leader **consistently** and **effectively**: ● Establishes systems that ensure a safe and positive campus atmosphere for students, staff members, families, and community stakeholders. ● Manages conflict among stakeholders effectively. ● Develops structures and processes that result in ongoing, positive collaboration with a school leadership team.	Deal, T.E. & Peterson, K.D. (2009). Fullan, M. (2008). MacNeil, A. J., Prater, D. L., & Busch, S. (2009). Mintrom, M. (2014). Northfield, S. (2013). Wahlstrom, K. L., & Louis, K. S. (2008).
Community Engagement	The leader **consistently** and **effectively**: ● Develops productive and positive relationships with stakeholders. ● Uses communication to enhance student learning and build support for goals. ● Provides services for students, families, and the community during and beyond school hours. ● Creates opportunities for diverse and broad stakeholder engagement to support learning.	Cairney, T. H. (2000). Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). Henderson, A.T. & Mapp, K.L. (2002). Jeynes, W.H. (2003). Reynolds, Arthur and M. Clements. (2005). Warren, M., Hong, S., Rubin, C., & Uy, P. (2009).
Discipline	The leader **consistently** and **effectively**: ● Develops, implements, and monitors a campus wide discipline system/plan to promote a positive learning environment for all students. ● Addresses student misconduct in a positive and fair manner. ● Incorporates problem-solving skills to manage student behavioral challenges. ● Supports and coaches teachers in resolving discipline concerns.	Fabelo, T., Thompson, M.D., Plotkin, M., Carmichael, D., Marchbanks, & M.P., Booth, E.A. (2011). Nelson, F. (2002). Gregory A. & Mosely P.M. (2004). Nelson, F. (2002). Teddlie, C. & Reynolds, D. (2000).
Access to High-Quality Education	The leader **consistently** and **effectively**: ● Implements and monitors systems that allow all students to have access to effective teachers. ● Develops and monitors initiatives to ensure all students have learning opportunities and academic and social supports that lead to academic success. ● Supports and coaches teachers with identifying and utilizing resources for providing all students with educational opportunities.	Brown, K. M., Benkovitz, J., Muttillo, A. J., & Urban, T. (2011). Skrla, L., Scheurich, J. J., Barcia, J., & Nolly, G. (2004). Theoharis, G. (2009).
Responsiveness to Stakeholders	The leader **consistently** and **effectively**: ● Incorporates and articulates a commitment to all students in the school mission and vision. ● Incorporates the history, values, & background knowledge of students' communities in the curriculum. ● Creates organizational structures at the school and system levels that empower all students and parents across communities.	Evans, A. E. (2007). Howard, T. C. (2010). Khalifa, M.A., Gooden, & M.A., Davis, J.E. (2016) Riehl, C. L. (2008).

Domain 5: Recent Studies Supporting Professionalism & Integrity		
Indicators	**Exemplary Descriptors**	**Research**
Professional Norms	The leader **consistently** and **effectively**: • Monitors and supports an established environment that is open, productive, caring, and trusting for teachers and staff. • Monitors and promotes accountability among teachers and staff for each student's success and the effectiveness of the school as a whole.	National Association of Elementary School Leaders (2008). Professional norms guiding school Leaders' pedagogical leadership Sergiovanni, T. (1992.)
Professional Behavior	The leader **consistently** and **effectively**: • Models professional behavior by acting respectfully and responsibly in personal conduct, in relationships with others, and monitors staff and students to do the same. • Demonstrates and promotes the values of integrity, trust, collaboration, perseverance, and continuous improvement. • Makes all decisions based on what is best for children and holds self and others responsible for the academic achievement and well-being of all students.	Bryk, A. S., & Schneider, B. (2002). Goddard, Y. L., Goddard, R. D., & Tschannen- Moran, M. (2007). Goddard, R. D., Salloum, S. J., & Berebitsky, D. (2009). Halverson, R., Grigg, J., Prichett, R., & Thomas, C. (2007).
Policy	The leader **consistently** and **effectively**: • Understands, implements, and supports school personnel in following school and system expectations and policies to maintain consistency and impartiality. • Models and ensures that all stakeholders understand, comply, and adhere to federal, state, and local laws, rights, policies and regulations.	Youngs, P., & King, M. B. (2002). Education for All Handicapped Children Act of 1975, Public Law 94-142. (1975).
Domain 6: Recent Studies Supporting School Operations/Management		
Indicators	**Exemplary Descriptors**	**Research**
Administrative Operations	The leader **consistently** and **effectively**: • Models and manages the governance processes and internal and external politics toward achieving the school's mission and vision. • Recruits, hires, retains, and builds the instructional capacity of a diverse group of highly qualified professional staff. • Establishes and monitors a system that ensures all staff members (including but not limited to clerical, cafeteria, custodial, and transportation) are productive and use their time effectively by focusing on student needs and student achievement.	Grissom, J. A. (2011). Ingle, K., Rutledge, S., & Bishop, J. (2011).
Fiscal and Physical Management	The Leader **consistently** and **effectively**: • Seeks, acquires and manages fiscal, physical, and other resources to support student learning and community engagement. • Creates systems for all stakeholders to routinely analyze allocated resources and provide recommendations for adjustments in order to maximize student achievement.	Warren, M., Hong, S., Rubin, C., & Uy, P. (2009).

Appendix I:

Adult Learning Principles

According to Malcolm Knowles' education research on Andragogy, [1]"teaching adults often looks very different from teaching children. Adults possess their own unique sets of background knowledge and have had vastly different life experiences." Therefore, when teaching adult learners, it is important to know, understand, and practice the five principles of Andragogy, or Adult Learning. By incorporating these five principles of adult learning into instruction, adult educators and learners alike will experience greater success in the classroom.[2]

Knowles asserts that adults learn best under the following circumstances:

1. **The learning is self-directed.**

   Are your adult learners ready to learn? Adult learners often know how they learn best as well as what their strengths and weaknesses are when it comes to learning. Adult educators need to support their students (the adult learners) and facilitate learning rather than teach them directly. With this self-awareness of knowing how they learn best, adult educators can support their students in designing their own learning to align to their preferred learning styles. Additionally, for any new learning to be successful, learners must have a goal for their learning and a clear understanding of what success/mastery of the content/learning looks and sounds like. All of these key ideas promote a sense of ownership of learning for adult learners so they can become self-directed.

2. **The learning is experiential and utilizes background knowledge**.
   Adult learning is enriched when the learners are able to draw on their own background knowledge and experiences when engaging in new learning. Considering and connecting new learning to the adult learner's background knowledge provides a greater sense of authentic learning. This, combined with opportunities to collaborate with other adult learners, proves to be some of the most powerful learning.

3. **The learning is relevant to current roles.**
   Adult learners often have a genuine interest in wanting to learn about things that pertain to their current roles, especially when it comes to the field of education. Most educators join the field of education because they consider it a calling and are, therefore, passionate about teaching and learning. With this in mind, adult educators need to know their students (the adult learners) well enough to plan and deliver new learning that is relevant to their current roles. A primary goal in adult education is to align learning to the needs of your students.

4. **The new learning is problem-centered.**
   Just as adult learners need to be self-directed, draw on background knowledge and experiences, and see relevance in any new learning, they also know that their role in education often requires them to be problem solvers. Educators, at any and all levels, are

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[1] Peterson, Deb. "5 Principles for the Teacher of Adults." ThoughtCo, Apr. 5, 2023, thoughtco.com/principles-for-the-teacher-of-adults-31638.
[2] .

the first learners. They are the lead learners. Like in any career, educators are "practitioners of learning". This means that effective learning experiences for adult learners require tailored instruction to address specific problems their own students will face when mastering content and standards. Therefore, adult learners will need to first be able to identify a need/problem (supported by data), high-quality models of thinking processes to solve the problem, and opportunities to develop and practice solutions before bringing new learning to their own students. This is a crucial process to engage in for adult learners so that when it is time to teach new learning to their own students, they will have worked through a process to ensure success for all.

5. **The learners are motivated to learn**.
   Just as young learners need to be motivated to engage in new learning, adult learners also need motivation. Knowles posits, [3]"Adults are motivated to learn as they experience needs and interests that learning will satisfy." [4]"Adults also need to know why they need to learn something." This principle is critical in the adult learning process so that adult learners can begin to experience some ownership of their learning. Therefore, adult educators must have knowledge of their students (the adult learners) so that intentional connections can be made that support the learners' interests and goals in the learning process.

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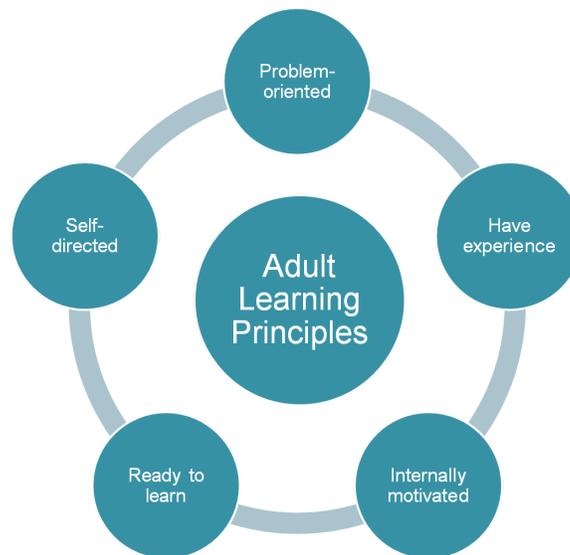
[3] Malcolm Knowles, "The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development" (Routledge, 2015), 31
[4] Malcolm Knowles, "The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development" (Routledge, 2015), 47

Appendix J:

Leader/Counselor Evaluator Certification Assessment

- Individuals who will support and evaluate school leaders and/ or school counselors are required to:
  - Complete the Louisiana Leader & Counselor Rubric and Evaluation Training
  - Certify annually by successfully passing the Louisiana Leader/Counselor Evaluator Certification Assessment
- The certification assessment will be housed on the LDOE Professional Learning Platform and will:
  - Measure knowledge and understanding of the rubric and evaluation process
  - Consists of 20-30 multiple-choice items

Certification Assessment Attempts

- Evaluators will have **three attempts** to pass the online certification assessment. In order to prepare for retaking the exam, we recommend reviewing the material in the Leader Evaluation Handbook and additional training materials. There is a one-week waiting period between failed attempts.

- If an evaluator does not pass the certification assessment within three attempts, the evaluator will need to contact their system administrator. The system administrator will contact leads@la.gov to determine the next steps