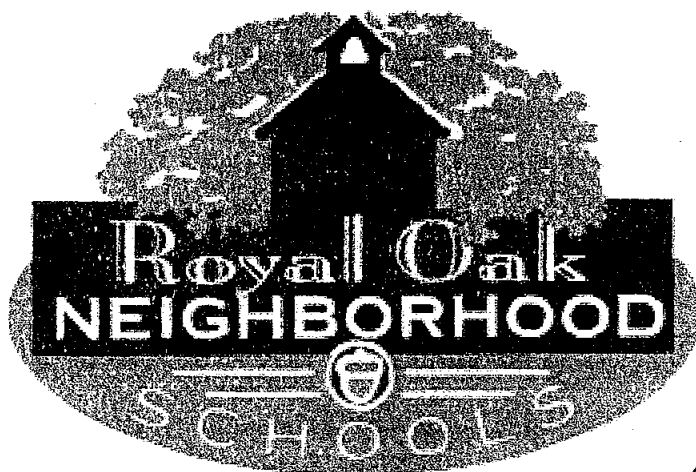


AGREEMENT
ROYAL OAK BOARD OF EDUCATION
AND THE
ROYAL OAK ASSOCIATION OF
SCHOOL ADMINISTRATORS



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SCHOOL DISTRICT OF THE CITY OF ROYAL OAK, MICHIGAN

July 2006

INDEX

AGREEMENT		1
ARTICLE I	RECOGNITION	2
ARTICLE II	SALARY SCHEDULES	3
ARTICLE III	FRINGE BENEFITS	7
ARTICLE IV	TENURE AND CERTIFICATION	9
ARTICLE V	EVALUATION	10
ARTICLE VI	HOLIDAYS, VACATION AND WORK YEAR	11
ARTICLE VII	POSITION AND ASSIGNMENT	12
ARTICLE VIII	GRIEVANCE AND ARBITRATION PROCEDURE	13
ARTICLE IX	ABSENCE WITH PAY	15
ARTICLE X	ABSENCE WITHOUT PAY	16
ARTICLE XI	TERMINATION PAY	17
ARTICLE XII	REDUCTION IN FORCE	18
ARTICLE XIII	MISCELLANEOUS	20
ARTICLE XIV	DURATION OF AGREEMENT	22

AGREEMENT

ROYAL OAK BOARD OF EDUCATION

ROYAL OAK ASSOCIATION OF SCHOOL ADMINISTRATORS

This Agreement is made and entered into on the 24th day of August, 2006, between the Board of Education of the School District of the City of Royal Oak, Oakland County, Michigan (hereinafter called the "Board"), and the Royal Oak Association of School Administrators (hereinafter called the "Association").

ARTICLE I

RECOGNITION

- A. The Board recognizes the Royal Oak Association of School Administrators as the exclusive representative of all administrators whose positions are listed in this contract, such recognition for the purpose of collective bargaining pursuant to Act 379 of the Public Acts of 1965 as amended. A disagreement over representation of administrative positions yet to be created shall be resolved by MERC.

- B. The Association recognizes that except as limited by the specific and express terms of the Agreement, and applicable state and federal laws, the Board shall retain all rights and power to manage the Royal Oak School District, and to direct its employees.

ARTICLE II

SALARY SCHEDULES

A. Salary Schedule 2006-2007

POSITIONS	<u>Work Year In Weeks</u>	<u>Max Salary</u>	<u>Lump Sum</u>	<u>January Lump Sum</u>
<u>PRINCIPALS</u>				
Senior High Principal	51	\$108,937	6,263	2,500
Middle School Principal	51	98,372	5,510	2,500
Elementary Principal	51	95,165	5,088	2,500
Elementary Principal/Coordinator of Gifted	51	95,165	5,088	2,500
<u>ASSISTANTS</u>				
Senior High Assistant	51	94,703	<u>5,384</u>	<u>2,500</u> ✓
Senior High Assistant/Athletic Director	51	90,718	5,196	2,500
Middle School Assistant	51	90,184	5,168	2,500
<u>DIRECTORS AND SUPERVISORS</u>				
Director of Continuing Education	51	101,586	6,073	2,500
Director of Instructional Services and Staff Development	51	101,012	6,073	2,500
Director of Special Education	51	100,550	5,696	2,500
<u>AUXILARY SERVICES</u>				
Director of Transportation and Custodial Operations	52	71,400	4,979	2,500
Director of Transportation and Maintenance Operations	52	71,400	4,979	2,500

B. Salary Schedule

For the 2006-07 school year, the percentage salary improvement shall be 2.0%. For this school year only, a lump sum payment equal to \$2,500 will be made to each employee on the first payroll in January.

In 2007-08, an amount of \$2,500 will be added to the maximum salary for each position on the salary schedule. In addition, the percentage wage increase, if any, in the annual contract amount and supplemental cash payment will be tied to the increase in the Royal Oak Per Pupil Foundation Allowances as follows:

<u>Foundation Allowance</u>	<u>Percentage Increase in Contract and Supplemental Cash Payment</u>
No Increase	0%
Greater than 0 but less than or Equal to \$100	1.5%
Greater than \$100	2.0%

In 2008-09, the percentage wage increase, if any, in the annual contract amount and supplemental cash payment will be tied to the increase in the Royal Oak Per Pupil Foundation Allowance as follows:

<u>Foundation Allowance</u>	<u>Percentage Increase in Contract and Supplemental Cash Payment</u>
No Increase	0%
Greater than 0 but less than or Equal to \$100	1.5%
Greater than \$100	2.0%

In no event shall the compensation of an employee in the unit be reduced due to the application of this formula. The determination shall be based on the State School Aid Act provisions as first put into effect for each school year and there shall be no adjustment or proration thereafter if the ultimate increase in the foundation allowance increases or decreases during the school year or the corresponding fiscal year of the State of Michigan.

C. Administrator Supplemental Cash Payment - 2006-07

In addition to the contractual wage, a cash payment shall be provided which the administrator may elect to have contributed to a tax-sheltered annuity, or a deferred compensation program, as provided in the Internal Revenue Code, or take as taxable compensation.

<u>POSITION</u>	<u>2006-2007</u>
Senior High Principal	\$6263
Middle School Principal	5510
Elementary Principal	5088
Elementary Principal/ Coordinator of Gifted	5088
Senior High Assistant Principal	5384
Senior High Assistant/Athletic Director	5196
Middle School Assistant Principal	5168
Director of Continuing Education	6073
Director of Instructional Services & Staff Development	6073
Director of Special Education	5696
Director of Transportation and Custodial Operations	4979
Director of Transportation and Maintenance Operations	4979

D. Administrator Supplemental Cash Payment

The Supplemental Cash Payment schedule shall receive the same percentage of increase as applied to salaries. Beginning in 2007-08, the Supplemental Cash Payment shall be paid in two (2) equal installments on the first pay in July and the first pay in January.

E. After seven (7) years as an administrator with the District, the Board shall either pay said administrator the top of the range or terminate his/her services as an administrator with the District.

F. Elementary principals shall be paid an additional \$5.00 per pupil for each pupil over an enrollment of 350 as equated for state aid purposes.

G. In the instance of administrative staff reductions because of school closings or deletion of bargaining unit positions caused by reduction in enrollment any administrator assigned a full-time teaching position or a full-time ROEA bargaining unit position shall receive the first year of such assignment the teacher or ROEA wage for which he/she qualifies plus 85% of the difference between that wage and the administrative wage he/she had received. The second year of such assignment the percentage would be 50%. After the second year, no differential would be paid. Said administrator shall carry over into the new position his/her current sick leave in accord with the contract of applicable bargaining unit to be entered but not to exceed the maximum sick leave allowed teachers or ROEA bargaining unit members. In the event that the administrator is retained in a partial administrative position combined with a teaching or ROEA position, the differential shall be computed on the basis of the contract wage for the current year in both positions. This shall not include any administrative interim assignment.

H. As per state law, Board Paid Retirement shall be paid on wages earned and paid after July 1, 1977, including supplemental cash payment.

- I. The total amount of payment for weekend duty shall be \$9,600 a year. This amount shall be divided by the number of administrators sharing the weekend duty assignments.

ARTICLE III

FRINGE BENEFITS

- A. The Board shall pay the premium of Seventy-Five Thousand Dollars (\$75,000) of term life insurance and the double indemnity rider within the Board's group plan for administrators.
- B. The Board shall pay the premium for long-term disability insurance coverage within the Board's group plan for each administrator, such income protection to provide a maximum monthly benefit of Six Thousand Dollars (\$6,000) or 70% of salary, whichever is less. Administrators eligible for long-term disability will have Board-paid single subscriber health benefits continued for twenty-four (24) months from the employee's LTD eligibility date.
- C. For employees electing hospital/medical insurance coverage –

Health:

- HSA, BCBSM Flexible Blues Plan 2, \$1250/\$2500 deductible will be offered beginning January 1, 2007

Dental:

- 100/85/60/50 with \$1,500 orthodontic rider, life-time maximum

The Board shall not be required to provide hospital/medical insurance coverage to an administrator who is under another hospital/medical insurance plan or policy. The administrator must certify to the Personnel Office that he/she is not knowingly covered under another hospital/medical insurance plan or policy which is at least comparable to that provided by the Board.

Administrators who cannot withdraw from coverage under the other policy may request consideration to permit coverage under the Board's hospital/medical plan.

Administrators who are discovered to have provided false certification shall immediately be removed from the Board's hospital/medical coverage program and shall not be eligible for the option to health provisions for the remainder of the school year.

If an administrator does not elect medical/hospital coverage, the administrator shall receive a cash payment through the cafeteria plan in the amount of One Thousand Eight Hundred Dollars (\$1,800).

In addition, the following provisions shall apply:

1. Administrators must annually indicate acceptance of the option by August 31.
 2. Administrators may apply this amount to a 403(b) Tax Sheltered Annuity Plan or a 457 Deferred Compensation account through an annual election.
 3. Distribution of funds will be semi-annually on the following dates:
 - a. Second pay in October, and
 - b. First pay in second semester
 4. Administrators hired after the beginning of the school year, or terminating/resigning before the end of the school year shall be pro-rated for this option according to number of days worked.
 5. Each employee, upon his/her date of employment and annually thereafter, is eligible to participate in the School District's Cafeteria Plan, Healthcare Reimbursement Plan and Dependent Care Reimbursement Plan. An employee's participation and eligibility for benefits shall be subject to and governed by the terms and provisions of the Plans.
- D. Administrators will be reimbursed for business mileage expenses when using their own car at the IRS rate on July 1st, for each contract year. In lieu of a mileage rate for local driving, a monthly car allowance of \$50 per month shall be paid to the Director of Athletics, the Director of Continuing Education, the Director of Instructional Services and Staff Development and the Director of Special Education. In lieu of a mileage rate for local driving, a monthly car allowance of \$80 shall be paid to Senior High Principals. In lieu of a mileage rate for local driving, a monthly car allowance of \$150 shall be paid to the Director of Transportation and Custodial Operations and Director of Transportation and Maintenance Operations.
- E. The Board shall pay the insurance premium to provide each administrator with coverage similar to MESSA VISION CARE - II.
- F. The District shall provide public liability insurance coverage in the amount of One Million Dollars (\$1,000,000) for all eligible administrators.
- G. The District shall maintain an eligible 403(b) Tax Sheltered Annuity Plan and a 457 Deferred Compensation Plan. Voluntary participation in these plans shall be available to Administrators.

ARTICLE IV

TENURE AND CERTIFICATION

- A. Administrators whose positions are listed in Article II, Section A, of this Agreement and who are certificated and defined as "teacher" in accordance with Section 1 or Article III of Act Number 4 of P.A. 1937 (First Extra Session) as amended by Act Number 119, P.A. 1941 and by Act Number 242, Section 1, P.A. 1963, shall not be deemed to be granted continuing tenure in their capacity as an administrator.
- B. Administrators will be employed under a written individual contract which shall specify the duration of the contract.
- C. Administrators with positions listed in Article II, Section A of this Agreement, and who are certificated and defined as "teacher" in accordance with Section 1 or Article III of Act Number 4 of P.A. 1937 (First Extra Session) as amended by Act Number 119, P.A. 1941 and by Act Number 242, Section 1, P.A. 1963, shall be required to maintain teaching certificates and be in compliance with the school administrators certificate continuing education requirements.
- D. Administrators will be given opportunities to attend professional development activities that will result in acquiring CEU's, which may be provided by the district.

ARTICLE V

EVALUATION

- A. It is agreed and understood that administrators will be evaluated at least once every year, prior to June 1, by the immediate supervisor or such other administrator who may be designated by the Superintendent to conduct such evaluation. Such evaluations shall be based on evidence of the degree to which the administrator has met specific written objectives previously mutually developed with the supervisor and overall performance which may include job related strengths, quality of job performance, achievements, and recommendations for improvements. All evaluations shall be reviewed with the administrator who shall be provided the opportunity for written comment which shall be incorporated therein and become a part of the evaluation.
- B. In the event that it is determined that an administrator is not performing in a satisfactory manner, a written program of assistance will be instituted by July 1. Should this program of assistance be instituted, it will consist of:
1. Identifying areas of deficiency or weakness
 2. Establishing goals which can be objectively measured
 3. Jointly determining objective measures for the attainment of said goals.

Where practicable, and with agreement of the evaluated administrator, one or more administrators other than the evaluator, may be assigned to assist the evaluated administrator. The program will be on-going with periodic reviews not less than every three (3) months. If despite these procedures the administrator's performance remains unsatisfactory through April 1 of the school year following the school year in which the performance was first determined to be unsatisfactory, the administrator will be provided written notice of non-renewal of his/her administrative contract in accordance with applicable law.

- C. Should no evaluation be conducted prior to June 1, the administrator's performance shall be deemed satisfactory in all respects.
- D. See Letter of Agreement dated July 22, 2005 at the end of this contract.

ARTICLE VI

HOLIDAYS, VACATION AND WORK YEAR

A. Holidays for administrative employees will be as follows:

Independence Day	
Labor Day	
Thanksgiving Day	Day after Thanksgiving
Christmas Day	Work day preceding Christmas Day or work day following Christmas Day
New Year's Day	Work day preceding New Year's day or work day following New Year's Day
Martin Luther King's Birthday	If teachers/students are not in session
Good Friday	
Memorial Day	

B. Each administrator shall be entitled to 25 vacation days per year, and shall have five (5) non-duty days. For fifty-one week employees, the fifty-second week shall be recorded as non-duty days. All non-duty days are to be used when students are not in session and are not to be carried over to the thirteenth month.

C. It is the intent of both parties that this time be taken during the winter and spring school vacation periods. All administrators are encouraged to use vacation days when school is not in session. If vacation days are requested when students are in session, the administrator shall provide a minimum of five (5) days written notice to the Superintendent or his/her designee and will be limited to using a maximum of five (5) days during any school year except with the express written permission of the Superintendent or his/her designee.

D. Administrators who do not complete their vacation schedule during the twelve (12) months of the contract year, may use the thirteenth month (July) to complete the schedule. Any unused days after the thirteenth month will be lost.

E. The work year shall be defined to commence on July 1 and end on June 30.

ARTICLE VII

POSITION AND ASSIGNMENT

- A. Position is defined as job title. Assignment for principals and assistant principals is defined as building location.
- B. Any administrator who desires a change in position or assignment shall submit his/her request in writing to his supervisor. Such request shall be considered by the Superintendent or his/her designee.
- C. Prior to a decision involving the change in position and/or change in assignment of an administrator, a conference will be held between the administrator and the Superintendent or his/her designee.
- D. Administrators shall be given sixty (60) days prior notice if reappointment in their position is not to occur or if their assignment is to be changed.
- E. An administrator returning from a sabbatical leave will be considered for the first available vacancy in the position previously held.
- F. The Association will be informed of proposed deletions or additions of administrative positions. Deletion or addition of positions shall be a matter of discussion with the Superintendent or his/her designee if requested by the Association.
- G. All vacant positions will be posted internally for five (5) days to allow current administrators to discuss the opening with the Superintendent/designee. If the vacancy is a change in position for the administrator or one in which the employee has not previously been assigned, the applicant may be transferred.

ARTICLE VIII

GRIEVANCE AND ARBITRATION PROCEDURE

- A. The term grievance shall be interpreted to mean a complaint by an administrator that there has been an alleged violation of the collective bargaining agreement.
1. An administrator may initiate a grievance by first discussing the matter with his/her immediate supervisor. An Association officer shall be provided immediately upon request. If the grievance cannot be satisfactorily resolved at Step One, it may be submitted to Step Two by the grievant and Association.
 2. Within ten (10) days of the supervisor's response, at Step One, or as otherwise provided, the Association and grievant shall submit to the Superintendent or his/her designee at Step Two a written grievance which shall set forth the nature and parties to the dispute, the contract provision allegedly violated, and the relief requested. Should either party so request, a grievance meeting shall be held at Step Two between the grievant, the Association and the Superintendent or his/her designee within ten days of the submission of the written grievance. Within the ten (10) days of said submission, or the meeting if requested, the Superintendent or his/her designee shall notify the Association of his/her decision.
 3. If the grievance is not resolved at Step Two, the grievance, at the option of the Association, may be submitted as Step Three by the Association to arbitration. The Association will submit in writing to the Superintendent or designee its intention to arbitrate within ten (10) days of receipt of the written disposition of the Superintendent or designee.
 4. After the request for arbitration has been made, the parties will attempt to choose a mutually acceptable arbitrator. If this attempt is unsuccessful, the arbitrator will be selected in accordance with the rules and regulations of the American Arbitration Association. The award will be binding upon the Association, District and the employee involved.

B. General Provisions

1. All references to "days" in this Article shall be regular work days.
2. The award of the arbitrator shall be final and binding upon the Association, the Board and any administrator or administrator involved.
3. The arbitrator's fees and expenses shall be shared equally by the Board and the Association. The expenses and compensation of any witness or participant in the arbitration shall be paid by the party calling such witness or requesting such participation.
4. Time limits may be extended by written mutual agreement of the parties.
5. The Association may provide representation through its officers, agents or other legal counsel.

ARTICLE IX

ABSENCE WITH PAY

- A. Administrators may be absent with pay because of the following reasons:
1. personal illness or disability
 2. death in the immediate family
 3. visitations to other schools
 4. personal considerations, or other reasons approved by the Superintendent of Schools such as but not limited to jury duty, serious illness in immediate family, and personal emergency.
- B. Absence with pay for personal illness or disability, generally known as sick leave, is defined as a time of employee absence because of personal illness or disability during which time the employee is granted income protection by the Board of Education.
- C. Upon employment and after starting work, an administrator is granted 36 weeks income protection for personal illness or disability by the Board of Education.
- D. Administrators may be absent and qualify for one-half pay and full fringe benefits for a sabbatical leave approved by the Board of Education.
- E. If during the term of this contract the Michigan Public School Employees Retirement Law is changed to allow service credit for unused sick leave days, the Board of Education will compute a retiring employee's unused days as the difference between 180 days and the number of days of absence of the employee for personal illness during the twelve (12) calendar months prior to retirement.

ARTICLE X

ABSENCE WITHOUT PAY

- A. Administrators may be absent without pay because of, but not limited to, the following reasons:
 - 1. study
 - 2. travel
 - 3. alleviation of personal or family hardship
 - 4. military service
 - 5. exchange program
- B. Absence without pay by an administrator shall occur only upon approval by the Superintendent of Schools or the Board of Education.
- C. Periods of absence without pay shall not be approved for periods of more than one year at a time.
- D. An administrator returning from an extended absence without pay will be considered for the first available vacancy in the position previously held.

ARTICLE XI

TERMINATION PAY

- A. Eligibility and computation for termination pay for ROASA members employed by the district prior to July 1, 1990 will be as follows:

Administrators with ten (10) or more years of service in the School District shall be granted upon voluntary termination of their employment pay amounting to fifteen (15) weeks' wages. Upon twenty-five (25) years of service in the District, twenty (20) weeks' wages will be granted under the same conditions.

- B. Eligibility and computation for termination pay for ROASA members employed as administrators by the District after July 1, 1990 will be as follows:

Administrators who have ten (10) or more years of service as an administrator in the School district shall be granted pay amounting to fifteen (15) weeks' wages upon voluntary termination of their employment for retirement purposes provided they are eligible and have applied for retirement under the Michigan Public School Employees Retirement System (MPERS). An administrator with twenty-five (25) years of service in the District with at least ten years as an administrator will be granted twenty (20) weeks' wages under the same conditions.

- C. Any administrator who has accrued severance credit as a teacher under the terms of the Master Agreement with the teachers shall be entitled to termination pay as per the conditions of that agreement until such time as he/she becomes eligible for termination pay as an administrator under the terms of this Agreement. At that time, he/she will no longer be eligible to receive termination pay as a teacher under the terms of the Master Agreement with the ROEA.

- D. Any administrator whose employment with the District is terminated by discharge will not qualify for termination pay.

- E. Termination pay shall be granted only once and shall be paid at the average contract rate of the last twelve (12) months worked.

Article XII

REDUCTION IN FORCE

- A. If the Board of Education or its designee elects to reduce administrators then the following provisions shall govern the reduction in force.

To facilitate the reduction of administrative personnel, the following procedures will be implemented and considered in reassignment and reduction in force:

1.
 - a. Administrative experience within the district
 - b. Certification and professional training for the particular level
 - c. Performance on previous evaluations
 2. Classifications are defined as:
 - a. Principal/Director- level 1
 - b. Assistant Principal – level 2
 - c. Supervisor – level 3
- B. Within two (2) weeks of the effective date of this Agreement and on or before September 15 of each school year thereafter, the School district shall provide to the Association president an administrative seniority list. The list shall be final and conclusive as to the seniority dates of any listed administrator unless the Association or that administrator objects in writing within four (4) weeks thereafter. (Seniority is defined as years of administrative experience within this district.)
- C. If there are no vacant positions for displaced administrators, he/she can exercise his/her seniority to bump administrator with the lowest seniority, first in the current position and then to subsequent classification based on the criteria listed in Section A.
- D. In the event the Board declares a vacancy then the position will be posted for all administrators to apply, (including any administrator on layoff).
- E. Failure of a laid off administrator to accept in writing, within ten (10) calendar days, an administrative position offered by the School District, which position pays the same or greater salary, then the position from which the administrator was laid off, shall end all recall rights of the administrator and the administrator shall be considered as having voluntarily resigned as an administrator. Notification of recall shall be made by certified or registered letter at the address maintained by the administrator with the School District. It shall be the administrator's

responsibility to maintain an accurate address with the School District and reply to recall within ten (10) calendar days from the date of delivery of notice to his/her last address on file.

- F. During layoff, neither salary, salary increments, fringe benefits or sick days nor classification seniority shall accrue or continue.
- G. An administrator shall retain his/her recall rights as provided in this Article for a period of time as measured by the length of his/her district-wide seniority or three (3) years, whichever occurs first. If an administrator remains in the employ of the District, this time period shall be five (5) years. An administrator not recalled within the period of time shall be considered to have resigned as an administrator and shall not have further rights of recall.

ARTICLE XIII

MISCELLANEOUS

- A. Any individual contract between the Board and an individual administrator shall be subject to and consistent with the terms and conditions of this Agreement.

- B. So long as this Agreement is in effect, the Association shall not cause or permit its members to cause, nor will any administrator or member of this Association take part in any strike, slowdown, stoppage of work or restriction or interference with educational processes in the School District of the City of Royal Oak for any reason whatsoever. Nor will the Association threaten, induce, authorize or sanction the same. Administrators who violate the provisions of this Article shall be subject to discharge or any lesser disciplinary action the Board shall impose. Upon learning of any unauthorized strike, slowdown stoppage of work, planned inefficiency or any other curtailment of work, or restriction or interference with educational processes in the School District of the City of Royal Oak, the Association shall take all steps necessary to bring such activity to a prompt end.

- C. The Board and the Association agree that the terms and conditions set forth in this Agreement represent the full and complete understanding and commitment between the parties hereto which may be altered, changed, added to, deleted from, or modified only through the voluntary mutual consent of the parties in an amendment hereto.

- D. Administrators whose positions appear in this Agreement shall, following the beginning of their employment or the execution of this Agreement, whichever is later, as a condition of continued employment, either:
 - 1. become members of the Association, or
 - 2. tender through payroll deduction to the Association an amount equal to the annual dues.

- E. Upon request to the Superintendent or his/her designee the Association shall be permitted to use school building facilities without charge provided said use shall not be for an illegal purpose.

- F. Any administrator, who voluntarily moves to a position in the District within another bargaining unit, shall continue to receive insurance benefits under the ROASA contract up to an additional two months.
- G. An administrator shall be given notice if a third party has made a complaint against said administrator.
- H. An administrator shall be given notice if a third party has made a Freedom of Information Act request for public records contained in the administrator's personnel file. Such notice shall be made on or before furnishing the personnel records to the third party. This Section F shall not be applicable, however, if notification to the administrator is not required under the Bullard-Plawecki Right to Know Act, or if disclosure is made to a perspective employer of the administrator as provided in Act Number 90 or Act Number 189 of the Public Act of 1996.
- I. Interim administrators will be employed for a maximum of no more than one calendar year in the same position and shall accrue no administrative seniority in the district.

ARTICLE XIV

DURATION OF AGREEMENT

This Agreement shall be effective as of the 1st day of July, 2006 and shall continue in force and effect until midnight of the 30th day of June, 2009.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives on the 1st day of July, 2006.

BOARD OF EDUCATION OF THE SCHOOL
DISTRICT OF THE CITY OF ROYAL OAK

ROYAL OAK ASSOCIATION OF
SCHOOL ADMINISTRATORS

By: _____
President

By: _____
President

Secretary

Secretary

Date: _____

Date: _____

Letter of Agreement
between the
Royal Oak Board of Education
and the
Royal Oak Association of School Administrators

This letter of agreement is between the Royal Oak Association of School Administrators hereinafter the "Association" and the School District of the City of Royal Oak hereinafter "School District".

The Association and School District agree to the following:

1. The administrator will be evaluated annually for the first three years. After three years, every other year as a minimum unless performance deems necessary.
2. Annual report is an opportunity to review, monitor and adjust planned goals to effect progress. District will provide necessary resources for improvements.
3. Administrator evaluation will be conducted by the Superintendent or his/her designee.
4. Evaluation will be based on the following four areas:
 - A. Instructional Leadership
 - B. Organizational Leadership
 - C. Moral/Ethical Leadership
 - D. Managerial Leadership
4. Non-instructional position evaluation will be based on #2, #3, #4 or adapted for individual position and mutually agreed upon Growth Plan.
5. Evaluation of goals based on rubric.
6. Any administrator in first evaluation cycle or in need of assistance will be assigned a mentor as agreed upon by immediate supervisor and ROASA President.

The Board and the Association recognize the need for the continuous growth and development of the administrative staff and have entered into agreement on procedures to be utilized in the ongoing evaluation of all administrative members. These procedures have been negotiated as an extension of this Collective Bargaining Agreement and shall be distributed to the administration under separate cover in a document entitled, "Principal's and Assistant Principal's Evaluation System".

Thomas W. Neville
Royal Oak Association of School Administrators

7-22-05
Date

Thomas R. Storker
School District of the City of Royal Oak

7-22-05
Date

**ROYAL OAK
ASSOCIATION
OF
SCHOOL ADMINISTRATORS
EVALUATION
SYSTEM**



**SCHOOL DISTRICT OF THE CITY OF
ROYAL OAK**

2006

Operating Framework for the Principal's and Assistant Principal's Evaluation System

Basic Features of the Evaluation System

1. The primary focus of these evaluation systems is to assess performance and promote personal and professional growth.
2. The evaluation systems use artifacts as a part of the documentation. However, the focus is on what was done with the plans, not the plans themselves.
3. The system is performance-based, requiring the presentation of evidence of activity and impact. ROASA members will be asked to present documentation of the effects of their work.
4. The system is cyclical, requiring both formative and summative evaluation processes.
5. The systems differentiate levels of performance, so that evaluators can distinguish performance needing improvement from adequate performance and from exemplary performance.
6. The systems require that the responsibility for presenting evidence of performance rest with the person being evaluated. The evidence, however, should be consistent with work that the ROASA member is already doing.
7. The systems require that the immediate supervisor assume certain responsibilities for making the evaluation process authentic (e.g., holding goal-setting conferences, making periodic site visits, providing helpful and constructive feedback, holding summative conferences and written evaluation).
8. The systems accommodate an implicit developmental continuum of professional "maturity," ranging from novice principal to expert.

Principal's/Assistant Principal's Self-Assessment Workbook

Principal's/Assistant Principal's Executive Summary

Just prior to the end of the evaluation cycle, and in preparation for the summative conference, the principal or assistant principal should prepare an executive summary of the accomplishments and the shortcomings (if any) according to the Performance Growth Plan (**PGP**). This executive summary provides the supervisor with a brief overview of the Performance Growth Goals, and what actually transpired from the process, including:

- Areas of growth and accomplishment where the principal or assistant principal actually attained the goals set forth in the **PGP**;
- Areas of concern as derived from the self-assessment, annual reviews with the supervisor (later included in the **PGP**), and the plan of work for the review cycle.
- A description of the available documentation that supports the principal's or assistant principal's accomplishments and how the documentation might be used to validate the accomplishments.
- Any other relevant information that supports the accomplishment of goals and other accomplishments achieved along the way.

It is the principal's or assistant principal's responsibility to respond to his or her **PGP**, and to be prepared to provide evidence (through artifacts and other similar documents) that the executive summary is accurate and complete. The summary should be in the supervisor's hands at least a week in advance of the actual summative conference. The principal or assistant principal then schedules the summative conference that will bring the evaluation cycle to a close.

Principal's and Assistant Principal's Self-Assessment Workbook

The Rubric

The rubric that follows is strictly intended as a tool to promote guidance for the principal or assistant principal during the self-assessment phase. For example, in doing the self-assessment, a principal or assistant principal might genuinely struggle with assessing his or her performance on a particular indicator. Looking at the descriptive behaviors for that particular performance indicator can help the principal or assistant principal out of his or her struggle. The rubric can also be useful in allowing the principal or assistant principal to compare his/her actual performance with the levels of indicators, thereby allowing for more personal candor in the self-assessment process.

The rubric can also be useful for providing additional understanding what a performance indicator should look like when the principal/assistant principal and the supervisor see an aspect of performance differently. The rubric describes the kinds of thinking and actions that describe performance at an exemplary, adequate, and needs improvement level. It allows the principal/assistant principal to assert how his/her performance profiles the indicators in the rubric and it permits the supervisor to inquire of the principal/assistant principal what actual behaviors he or she has performed that are authentically reflective of the behaviors presented at any given level in the rubric.

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Suggested Schedule of Events for Self-Assessment

(This workbook should be used to initiate a recurring evaluation process for principals and assistant principals based on the principles of best practice in performance evaluation.) It presumes that principals and assistant principals are professional managers and leaders of educational institutions, and are committed intrinsically to assuring the organization's achievement of the highest possible standards of performance. The critical burden of defining personal and organizational achievement levels in such an evaluation procedure resides with the individual principal or assistant principal. Principals, and to some degree assistant principals, hold the primary access to factors that guide the decisions of the organization and, consequently, the greatest opportunity to influence those factors in achieving organizational goals. The supervisor/leader described in these pages should have supervisory responsibilities over the principal or assistant principal and must be empowered to make information and resources available to the principal or assistant principal as needed to fulfill the expectations described as standards and performance indicators.

The various performance indicators included in this self-assessment document should serve as the basis for defining a principal/assistant principal's role in school leadership. The rigor and standards that are adopted as a part of this procedure are commensurate with the most effective, highly achieving principal/assistant principal that parents and teachers should seek to guide their children. The greater emphasis for assessment is on the formative development of high achievement levels for principals and assistant principals. Therefore, the assessment procedures presume that all pertinent standards and expectations as well as relevant data regarding performance are accessible and understood by the principal or assistant principal being assessed.

Since the process will occur over *varied lengths* of time set jointly by the supervisor(s) and the principal or assistant principal, it may be necessary to focus on selected standards and indicators where a short time period creates such need. It should be expected that all principals and assistant principals routinely seek to meet all standards and performance indicators in the course of fulfilling their prescribed duties.

This process further presumes that exemplary principals are best positioned to determine that their schools are making satisfactory progress towards meeting the performance expectations of its constituents. In the processes presented here the principal and assistant principal becomes the focal point for monitoring the flow of information that determines achievement of goals for the school. (The evaluation process also presumes that 360-degree feedback is a useful tool to assure appropriate input by and response to groups represented in the school, including peers, parents, teachers, students, and community members, as well as performance and climate data that describe the school. Where such feedback is not collected centrally and disaggregated to the school level, the supervisor must assure that adequate information collection, sampling tools, and necessary administrative support are made available to the principal/assistant principal.)

NOTE: While the supervisor may gather cross-referencing information from additional sources outside the school, the supervisor should not have access to information not equally accessible to the principal/assistant principal. It is the responsibility of the supervisor to assure such access by the principal/assistant principal in a timely manner.

Description of Process

1. The principal and the assistant principal prepares a self-assessment which outlines the full range of responsibilities that an exemplary principal/assistant principal must model in his/her role as leader of the campus. The high achieving principal/assistant principal seeks to continuously improve his/her performance. The performance indicators are used to determine the degree of success in meeting the principal/assistant principal's duties and responsibilities.
2. The self-assessment is provided in two formats. The first format is the "Long Form." It is 26 pages long. The Long Form contains all of the validated performance indicators as well as suggested activities that might lead to accomplishing those performance indicators. They are illustrative only and hardly exhaustive. The Long Form also contains lists of possible artifacts that might be used to document the accomplishment of a particular goal or performance indicator. This Long Form should be used for people new to the principalship or for those principals and/or assistant principals for whom growth towards exemplary performance has proved to be more challenging than anticipated.
3. The second format presented is the "Short Form." It is 6 pages long. For most experienced principals and assistant principals, the Short Form of the self-assessment is appropriate, since one can presume that they probably hold a deep understanding of the complexity of the job they perform. The performance indicators are the same. What are missing between the two forms are the suggested performance indicators and proposed artifacts.
4. At no time was this self-assessment intended as a checklist in disguise. The entire purpose for its formulation is to assist the person being evaluated to reflect on his/her performance in order to set some priorities for future growth and performance.
5. Process for both long and short form are a guideline for administrative evaluation and growth. Areas related to improved student achievement should be the focus for individual goal development and improvement. These will vary for an administrator due to the uniqueness and needs for each administration assignment.

Principal's and Assistant Principal's Self-Assessment Forms

Long and Short Forms

Of all the benchmarks that depict effective performance evaluation systems, one of the most frequently mentioned element centers around a self-assessment. That is, the person being evaluated should have the opportunity to engage in self-reflection so that he or she can enter the evaluation process with some control over what the process may involve. That is precisely the starting point for these systems as well. The process by which any Royal Oak principal or assistant principal might have his or her performance evaluated by a supervisor is to begin with an exercise of self-reflection, gathering in his or her own mind what the performance strengths are and which possible performance areas might lend themselves to a workable and valued performance growth plan. What follows are two versions of the same self-assessment framework.

The long version contains an assortment of different performance indicators separated into four large performance domains: **Instructional Leadership, Organizational Leadership, Moral/Ethical Leadership, and Managerial Leadership**. This version is long because it also contains listings of possible examples of performance indicators, as well as lists of possible artifacts that might provide physical documentation of performance. This version might be most useful to principals who are new to the position and are still "feeling their way" into the full complexity of the job. The additional detail might help them answer the "What does this mean?" question that frequently arises.

The short form is simply the long form minus the lists of examples and lists of possible artifacts. It is a handy way to do the self-assessment if one is an experienced principal or assistant principal and having a deep understanding of the job's complexity is not in question. In either case, the forms are identical as to their substance.

Finally, it is important to note that these forms are to be used for the purpose they were created; instruments to help principals and assistant principals clarify their own sense of their performance strengths and their possible areas for growth and improvement. It is not the intent of this process that this self-assessment somehow "morphs" itself into some form of rating scale. It is not a checklist for a supervisor to use in evaluating a subordinate. It is useful for the supervisor to know how the principal/assistant principal's self-assessment might align with strengths and areas for improvement he or she might already hold. The centerpiece of this evaluation process is the Performance Growth Plan, mutually constructed by the principal/assistant principal and his or her supervisor. The primary means for conducting the evaluation is through conversations about progress on the goals contained in the Performance Growth Plan.

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Principal/Assistant Principal's Evaluation System Rubric

The purpose of this Rubric is to assist in interpreting what levels of performance might look like. Like any rubric, it is a tool to help clarify communications and to articulate verbal "pictures" of how performance might be differentiated, particularly where perceptions of performance indicators might be different between people.

I. **Instructional Leadership** – Demonstrates the ability to influence the instructional program in positive ways.

A. **Visionary Leadership**

1. **Presents evidence that the vision is a shared vision**

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.	Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.	Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.

<ul style="list-style-type: none"> • The school improvement plan describes what the school should look like in the next five years • The core beliefs in the vision are modeled consistently • The school community participates in school improvement efforts 	<ul style="list-style-type: none"> • The school improvement plan contains the vision statement without apparent application or elaboration • Core beliefs are posted and articulated but are modeled inconsistently • The school community is informed of improvement efforts 	<ul style="list-style-type: none"> • There is little to no relationship between the vision statement and school improvement efforts • Core beliefs seem to play no role in actions or decisions • The greater school community has little to no knowledge of school improvement efforts
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2. Uses the vision to guide and define decisions

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p> <ul style="list-style-type: none"> • School rules and regulations are obvious extensions of the vision statement • Uses relevant data and core values to shape decisions about school priorities • The vision statement, mission statements, and implementation plans are monitored, evaluated, and revised 	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p> <ul style="list-style-type: none"> • School rules and regulations usually reflect a commitment to implementing the vision but not consistently • Decisions usually are based on data and/or the core values of the school • The vision statement, mission statement, and implementation plans are written and available 	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p> <ul style="list-style-type: none"> • There is little to no apparent relationship between the school's vision and the operations of the school • There is no consistent relationship between available data and decision-making • The vision and mission statements are tangential to the school's operations

3. Maintains a steady flow of two-way communications to keep the vision alive and important

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p> <ul style="list-style-type: none"> • Almost always uses the vision statement as part of the context for communications with critical school constituencies 	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p> <ul style="list-style-type: none"> • Uses the vision statement in public communications, but is only sometimes unrelated to the message being communicated 	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p> <ul style="list-style-type: none"> • Public communications seldom are related to the school's vision or mission • Tends to accept contributions

<ul style="list-style-type: none"> • Contributions people make to help further the school's vision are recognized and celebrated • Continually invites internal and external scrutiny of the school's vision in order to improve it 	<ul style="list-style-type: none"> • Contributions are recognized and occasionally celebrated but the relationship to the vision is not always apparent • Occasionally holds formal meetings to review the vision 	<p>people make as an ordinary part of the school's operations</p> <ul style="list-style-type: none"> • Seldom offers any opportunity for internal or external constituencies to review the school's vision or mission
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B. Curriculum Design And Development

1. Leads the faculty in a thorough understanding of the relationship between the learning needs of students and the NC Standard Course of Study

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Attempts to frame all curriculum decisions on the needs of learners • Leads in developing curriculum/pacing guides to match the NCSCOS to the school and classrooms • Used research-based approaches to differentiate curriculum to meet learner needs 	<ul style="list-style-type: none"> • Curriculum decisions sometimes are as responsive to external pressures or internal preferences as to the needs of learners • Developing curriculum/pacing guides is individually driven • Curriculum differentiation is occasionally based on popular thinking rather than research 	<ul style="list-style-type: none"> • Curriculum decisions tend to be based on existing preferences and modalities • There are no curriculum/pacing guides that relate the NCSCOS to the specific needs of the school • There is little to no curriculum differentiation evident in the school

2. Ensures that there is an appropriate and logical alignment between the school's curriculum and the state's accountability program

<p>EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Leads in the process of aligning classroom curriculum with instructional materials and the NCSCOS • Ensures that the professional staff has the tools and training to monitor student progress continuously so they can redirect instruction in more appropriate and effective ways 	<ul style="list-style-type: none"> • Directs that the staff develop their own alignments between the NCSCOS, what they teach, and their instructional materials, and occasionally reviews their work • Requests that professional staff acquires the tools and training for monitoring student performance but occasionally monitors the use of the tools or training 	<ul style="list-style-type: none"> • Takes no direct responsibility to ensure an alignment between the NCSCOS, classroom materials, or the taught curriculum • Takes little to no direct leadership in providing tools and/or training for professional staff to use in monitoring student progress

3. Ensures that appropriate differentiation in curriculum and instruction are available to students with exceptional needs

<p>EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Constantly communicates a spirit of high expectations to students that they can and will succeed academically • Constantly disaggregates student performance data to determine how various groups of students are performing • In monitoring the effectiveness of the school's curriculum to meet differentiated learner needs, continually uses multiple sources of data for these purposes 	<ul style="list-style-type: none"> • Voices a spirit of high expectations in public communications but may occasionally fail to reinforce them constantly with students • Uses performance data as reported but may not analyze the data thoroughly to see trends, problems, or opportunities • Restrict monitoring activities to state accountability data and does little to look for differentiated patterns 	<ul style="list-style-type: none"> • Does little to nothing to communicate a spirit of expectation that all students can find academic success in the school • Performance data are distributed to professional staff without explanation or analysis • Delegates curriculum monitoring to others and does little to stay informed of how differentiated performance indicators change because of it

C. Instructional Effectiveness

1. Provides targeted and challenging professional development activities designed to improve teachers' strengths in reaching all students

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Constantly finds ways to use teacher workdays and other professional work time as opportunities for continuous improvement • Leads the school improvement team in ensuring that the alignment between professional development activities and the school's comprehensive plans are clear and complementary • Is a visible and vocal champion for lifelong learning and models that quality in his/her personal and professional life 	<ul style="list-style-type: none"> • Teacher workdays and other professional work time is frequently given to individual teachers as their discretionary time • Looks to the school improvement team to take the responsibility for aligning professional development activities with the school's plans • Gives voice to the value of being a lifelong learner, and will occasionally model that value by sharing learning and growth experiences in his/her professional and/or personal life 	<ul style="list-style-type: none"> • Makes no school-based plan for teacher workdays or other professional work time Treats the school's comprehensive plans as inert documents that have little to no relevance to the professional development activities sponsored for the school • There is no overt sense of the value for being a lifelong learner. If the value exists, it is not clearly modeled or communicated to others

2. Monitors classroom performance on a regular basis, offering pathways to improved student performance through improved teaching

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Schedules classroom observations and visitations as a regular priority • Approaches the classroom monitoring process as a positive 	<ul style="list-style-type: none"> • Classroom observation and visitation time tends to be irregular and sometimes appears to have lower priority to other duties 	<ul style="list-style-type: none"> • Classroom visitations and observations are only done for evaluative purposes • Classroom monitoring outside of specific evaluation requirements

<p>experience and an opportunity to help each faculty member become even more successful</p> <ul style="list-style-type: none"> Aggressively works with marginal teachers to help them gain the skills to succeed in influencing the academic lives of the children they work with 	<ul style="list-style-type: none"> Sometimes approaches classroom monitoring as a duty to be performed. There are occasional attempts to helping some teachers become more successful Develops action plans for marginal teachers, and holds them accountable for the plan's success 	<p>is seldom done with no substantive and helpful feedback to teachers</p> <ul style="list-style-type: none"> Allows marginal teachers to maintain their levels of performance, with little attempt to help them improve
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3. Manages time to be an instructional leader as a priority

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p> <ul style="list-style-type: none"> Actively coaches teachers in ways to improve their classroom management procedures Faculty meeting agendas structure time to address instructional issues and concerns Takes time to ensure visibility to students, teachers, and parents in the school 	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p> <ul style="list-style-type: none"> Offers help in classroom management procedures when asked Faculty meetings usually are used to address administrative issues, with frequent attention to instructional concerns Visibility in the school is a frequent occurrence 	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p> <ul style="list-style-type: none"> Refers questions of classroom management to others inside or outside the school Faculty meetings almost always deal with administrative issues and concerns Visibility in the school is primarily seen as a disciplinary measure

4. Arranges for teachers to teach in settings and circumstances that draw on their strengths and highest abilities

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none"> • Will not assign a teacher to teach outside his/her area of expertise • Will not assign a teacher to an assignment inappropriate to their experience and/or expertise • Provides continuing opportunities for teachers to demonstrate their expertise in appropriate settings outside the school 	<ul style="list-style-type: none"> • Tries not to assign teachers outside their areas of expertise but occasionally will • Often places teachers in their assignments based on tradition, seniority or intuition rather than professional standards • Occasionally provides teachers opportunities to share their expertise outside the school 	<ul style="list-style-type: none"> • Assigns teachers to teach regardless of knowledge or expertise • Routinely allows staffing decisions to be made by the teachers with little input or oversight • Provides no opportunity for teachers to showcase their expertise outside the school
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D. Assessment And Evaluation

1. Uses data in public documents and pronouncements to explain the instructional program and its accomplishments

<p>EXEMPLARY PERFORMANCE</p>	<p>ADEQUATE PERFORMANCE</p>	<p>PERFORMANCE NEEDS IMPROVEMENT</p>
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Develops explanations and presentations regarding student performance data for parents and other community members that are easily understood by them • Is pro-active in telling the stories of student accomplishment, seeking opportunities to display his/her sense of public accountability to a variety of audiences • Works diligently with teachers and other members of the professional community in using student performance data to maximum benefit 	<ul style="list-style-type: none"> • Develops presentations to explain student performance data to the public but often lapses in technical jargon making understanding problematic • Responds to requests for explanations of student performance data and sometimes seeks opportunities to share accountability information • Provides copies of student performance data to teachers as he/she receives them Formats and uses are not prominent factors in their presentation 	<ul style="list-style-type: none"> • Makes no serious attempt to present or interpret student performance data to the public so they might gain a better understanding of the data. • Allows the news media to present data on student performance for the school, without explanation or commentary Public accountability is avoided rather than embraced • Teachers are told that student performance data are available for their use, should they choose to examine them.

2. Collects and uses information to create a sense of need to improve the instructional program

<p>EXEMPLARY PERFORMANCE</p>	<p>ADEQUATE PERFORMANCE</p>	<p>PERFORMANCE NEEDS IMPROVEMENT</p>
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none"> • Consistently bases his/her case for adjustments in the instructional program on the student performance data the school generates • Disaggregates student performance data promptly to ensure that all populations in the school are being served equitably • Uses the data to generate support for instructional changes from parents and other members of the community 	<ul style="list-style-type: none"> • Frequently uses student performance data as the basis for initiating changes in the instructional program • Tends to use student performance data more for reporting than for making needed changes • Appeals for support to parents and other community members are sometimes based as much on emotion appeals as analysis and explanation of data 	<ul style="list-style-type: none"> • Changes in the instructional program tend to be responsive to teacher preferences and not on student performance data • Pays little attention to the implications of the disaggregated data on the needs of students or the instructional program • Announces program changes to parents and the community, often with only perfunctory input and/or participation
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3. Uses appropriate technological tools to manage and manipulate instructional information

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Has implemented an information management system that permits teachers to monitor individual student performance • Routinely uses the technological tools available to him/her to organize and report information to a variety of audiences • Has created an effective feedback system so parents are kept informed of student progress 	<ul style="list-style-type: none"> • Is exploring the use of an information management system, but has yet to have the system ready for implementation • Relies on others to use the appropriate technological tools to organize and report information • Feedback to parents on student progress tends to be focused mostly on problems rather than the full range of student conduct and performance indicators 	<ul style="list-style-type: none"> • There is no information management system in place or in consideration for the school to use with the community • Eschews the use of technological tools to organize and report information to others • Feedback to parents on student progress is sporadic and generally ineffective

E. Results Oriented

1. Monitors student achievement throughout the year, using both classroom and testing data to assess progress

<p style="text-align: center;">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p style="text-align: center;">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p style="text-align: center;">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Consistently encourages and leads in the use of artifacts of the state's testing program to assist in relating the school's instructional program to state accountability goals • Routinely examines classroom performance data to ensure a clear alignment between school, district, and state goals • Routinely uses samples of student work in professional gatherings in the school as a means to focus on student learning 	<ul style="list-style-type: none"> • Makes artifacts of the state's testing program available to teachers, and does occasional follow-up to determine their use • Sometimes uses classroom performance data to determine if grades are out of line with other indicators of student performance • Will sometimes use examples of student work as the basis for discussions that focus on student learning 	<ul style="list-style-type: none"> • Does not try to use state artifacts in the school's instructional program • Classroom performance data is collected, but there are few overt uses of the data to inform the school on student progress Professional gatherings do not use student work as a means to focus on student performance. • Student work seems irrelevant to helping the school meet state accountability goals

2. Produces student achievement results that are commensurate with the basic principles of the state's accountability system

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Leads the school in achieving exemplary status, as determined by state accountability measures. • Leads the school in ensuring that ever-increasing numbers of students are meeting and exceeding passage through student accountability gateways • Recognizes and rewards achievements that reflect outstanding student and teacher performance under unusual or difficult circumstances. 	<ul style="list-style-type: none"> • Leads the school in meeting the expected growth targets as determined by state accountability measures. • Ensures that a respected percentage of students are able to meet passage through the student accountability gateways • Usually treats different accomplishments as equivalent, choosing not to articulate any unusual or difficult circumstances 	<ul style="list-style-type: none"> • Leads the school to a no recognition or low performing status as determined by state accountability measures. • Provides little leadership in ensuring that majorities of students are meeting student accountability gateways • Provides no overt reward or recognition for student or teacher accomplishment, regardless of condition or circumstances

3. Communicates the results of his/her leadership to appropriate audiences and constituencies

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency</p>

<ul style="list-style-type: none"> • Develops effective public presentations to communicate the entire school's accomplishments, extending beyond the results of the state's testing program • Develops and maintains effective and balanced media relations for the school and its accomplishments. • Actively seeks state and national recognition to celebrate the accomplishments of the students and faculty in the school. 	<ul style="list-style-type: none"> • Responds to requests for public presentations, and tends to limit the scope of those presentations to state testing results. • Responds to requests for media coverage of the school's accomplishments • Permits and encourages others within the school to seek rewards and recognition for student and/or faculty accomplishment. Supports celebrating accomplishment and recognition 	<ul style="list-style-type: none"> • Passes up opportunities for public presentation to others, thus allowing others from outside the school to speak for the school and its accomplishments • Avoids the media, and makes little to no effort to create a relationship with it. • Displays little interest or inclination in seeking rewards and recognition for student and/or teacher accomplishment in the school
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II. Organizational Leadership – The ability to deal with administering an effective, efficient, and caring organization

A. Climate

1. Provides and promotes a climate that is safe and orderly

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Frequently exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Sometimes meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Regularly monitors and modifies organizational systems as needed • Safe schools plan addresses the rules, desired behaviors, teachers' guidelines for developing the school's behavior management program • Leads teachers in understanding how to use effective classroom management techniques to minimize classroom disruptions and promote a challenging and motivating learning environment 	<ul style="list-style-type: none"> • Monitors and modifies some organizational systems • Safe schools plan addresses the rules, desired behaviors, teachers' guidelines for developing the school's behavior management program • Expects teachers to use effective classroom management techniques to minimize classroom disruptions and promote a challenging and motivating learning environment 	<ul style="list-style-type: none"> • Does not monitor and modify organizational systems • Safe schools plan does not address the rules, desired behaviors, teachers' guidelines for developing the school's behavior management program • Teachers seldom use effective classroom management techniques to minimize classroom disruptions and promote a challenging and motivating learning environment

2. Creates an organizational climate that rewards accomplishment

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none">• Uses appropriate data in giving evaluative feedback to faculty• Acknowledges both individual and collective acts of achievement to parents and students• Celebrates accomplishments by appropriately placing primary emphasis on strengthening the school's instructional program	<ul style="list-style-type: none">• Sometimes provides data to support evaluative feedback to faculty• Acknowledges individual acts of achievement to parents and students, but may not be as consistent in recognizing collective acts of accomplishment• Frequently celebrates accomplishments by appropriately placing primary emphasis on strengthening the school's instructional program	<ul style="list-style-type: none">• Seldom or never uses data in giving evaluative feedback to faculty• Rarely or never acknowledges acts of achievement to parents and students• Rarely or never celebrates accomplishments by emphasizing the school's instructional program
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3. Ensures that curricular, co-curricular and extra curricular programs are designed, implemented, evaluated and refined

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Establishes informal and formal networks among the faculty to involve students and parents in the planning and leadership of school activities • Provides opportunities and encourages participation by each faculty member and student to gain individual and/or group recognition through their participation in curricular, co-curricular and extra curricular activities • Supervises a program of extra-curricular activities that promote both student and community involvement 	<ul style="list-style-type: none"> • Establishes some opportunities among faculty to involve students and parents in planning and leading school activities • Encourages participation by some faculty and students to gain individual and/or group recognition through their participation in curricular, co-curricular and extra curricular activities • The school's program of extra curricular activities provides for some student and community involvement 	<ul style="list-style-type: none"> • Does not provide opportunities for faculty to involve students and parents in the planning and leadership of school activities • Is neutral to or discourages participation by each faculty member and student to gain individual and/or group recognition through their participation in curricular, co-curricular and extra curricular activities • The school's program of extra curricular activities discourages student and community involvement

B. Empowerment

1. Ensures that all faculty members are involved in the critical decisions

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none">• Shares most responsibilities to maximize ownership and accountability for the whole school's functions and operations• Includes faculty in the school's recruiting, interviewing and hiring of new staff members• Expects teachers to accept responsibility for student learning within their own classroom and holds them accountable for student learning	<ul style="list-style-type: none">• Shares responsibility in many areas of either instruction or management, but not both• Includes selected faculty in the school's hiring of new staff members• Tells teachers to take responsibility for student achievement	<ul style="list-style-type: none">• Does not share responsibility• Does not include faculty in hiring• Does not relate teacher responsibility and student achievement
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2. Involves all community stakeholders in school planning and development

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Consistently involves stakeholders in all significant decisions affecting the school • Actively seeks to involve all community constituencies in school improvement efforts • Communicates routinely with faculty, students, parents, civic and business leaders, and others as appropriate community members to solicit input and involvement 	<ul style="list-style-type: none"> • Involves key stakeholders in some decisions affecting the school • Includes the school community in school improvement efforts • Sometimes communicates with faculty, students, parents, civic and business leaders, and others as appropriate community members to solicit input and involvement 	<ul style="list-style-type: none"> • Never involves stakeholders in decisions affecting schools • Does not include the school community in school improvement efforts • Does not communicate with faculty, students, parents, civic and business leaders

3. Establishes partnerships with school and community groups to strengthen support for the accomplishment of school goals

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none">• Uses the vision to garner resources from the entire community to support the shared vision• Articulates the school's vision with student and parents groups, local civic and business leaders, and other appropriate community members, soliciting input and involving them in refining and implementing the vision	<ul style="list-style-type: none">• Uses the vision to garner resources from segments of the community to support the shared vision• Communicates the school's vision to school and community groups, business leaders, and others to invite them to help implement the vision	<ul style="list-style-type: none">• Does not use the community to support the school's vision• Does not relate the school's vision to others nor involves them in refining the vision
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C. Communications

1. Keeps appropriate audiences and constituencies informed about the school and its functions

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Establishes networks among the faculty to involve students and parents in the planning and leadership of school activities • Uses newsletters, special news articles in local newspapers, and electronic and other media to inform parents of school events and to encourage their participation in school leadership activities • Demonstrates effective use of language in dealing with staff, board of education and members of the public 	<ul style="list-style-type: none"> • Sometimes uses networks with faculty to involve students and parents in the planning and leadership of school activities • Primarily uses print forms of communication to inform parents of school events and to encourage their attendance at school activities • Is moderately effective in using language in dealing with staff, board of education and members of the public 	<ul style="list-style-type: none"> • Does not use the faculty to involve students and parents in the planning and leadership of school activities • Rarely communicates with parents to inform them of school events and to encourage their participation in school leadership activities • Use of language in dealing with staff, board of education and members of the public is inadequate

2. Shares the school's achievement data and enlists assistance to influence higher student achievement.

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none"> • Seeks student and parent feedback on the school's curriculum • Leads in the development of interim assessments that provide feedback for teachers, parents, and students regarding curriculum mastery • Communicates school accomplishments through regular newsletters, community presentations and individual congratulatory notes to school family members 	<ul style="list-style-type: none"> • Sometimes seeks student and parent feedback on the school's curriculum • Has led in the development of some interim assessments to provide feedback regarding curriculum mastery • Usually communicates school accomplishments through newsletters, community presentations and individual congratulatory notes to school family members 	<ul style="list-style-type: none"> • Does not seek feedback on the school's curriculum • Provides for no interim assessments regarding curriculum mastery • Does not communicate school accomplishments
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3. Stays well-informed about professional issues and shares this information with appropriate groups

<p>EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Maintains high levels of professional development by reading, coursework, conference attendance, professional committee, work, and visiting model educational sites • Translates the results of personal knowledge of professional issues into school improvements • Earns high levels respect and standing among colleagues 	<ul style="list-style-type: none"> • Maintains an adequate to satisfactory level of professional development by reading, coursework, conference attendance, professional committee, work, and visiting other schools • Sometimes uses the results of personal knowledge to make school improvements • Is respected among colleagues 	<ul style="list-style-type: none"> • Does not engage in professional development • Translates the results of personal knowledge of professional issues into school improvements • Is not respected by colleagues

D. Continuous Improvement

1. Develops with faculty leadership a set of performance indicators which enable to school to monitor and benchmark its performance and progress among similar clusters of organizations

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Uses data driven theories of management to benchmark school's performance against exemplary practices • Provides training for teachers in using data to develop more effective instructional strategies and monitors the progress of these strategies • Collects and uses the data to diagnose and predict potential areas of concern and leads the faculty toward possible remedies 	<ul style="list-style-type: none"> • Benchmarks school's performance against outside practices • Provides training for teachers in using data to develop more effective instructional strategies • Uses data already provided to diagnose some potential areas of concern, and to suggest possible remedies to the faculty 	<ul style="list-style-type: none"> • Does not use data driven theories of management to benchmark school's performance • Does not encourage teachers to use data to develop more effective instructional strategies • Does not collect or use existing data to diagnose potential areas of concern or provide for possible solutions.

2. Possesses and maintains the energy necessary to meet the responsibilities and expectations of the position

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Devotes time and energy to the position well in excess of normal expectations • Possesses and maintains the health and energy necessary to meet the responsibilities of the position • Maintains high visibility, active involvement, and communication with the larger community 	<ul style="list-style-type: none"> • Devotes time and energy to the position beyond an expected work week • Possesses and maintains sufficiently good health to do the job at an expected level of performance • Is visible and communicates with the larger community 	<ul style="list-style-type: none"> • Usually leaves early and is often off-campus • Is negligent in maintaining good health and is often absent from work as a result • Is neither active nor visible in the larger community

III. Moral/Ethical Leadership

D. Commitment to Others

1. Creates and sustains a nurturing and caring environment

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none">• Students and staff feel valued and important• School faculty and staff have the safety and well being of students as their primary concern• Employs teachers who enjoy working with young people and are committed to making each student as successful as possible	<ul style="list-style-type: none">• Students and staff usually feel valued and important• School faculty and staff often have the safety and well being of students as their primary concern• Most of the teachers hired enjoy working with young people and are committed to making each student as successful as possible	<ul style="list-style-type: none">• Students and staff do not feel valued and important• School faculty and staff do not have the safety and well being of students as their primary concern• Teachers do not enjoy working with young people and are not committed to making each student as successful as possible
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2. Maintains a learning environment designed to help others be as successful as they choose to be

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Expects teachers and other administrators to "go the extra mile" to ensure that students are successful • Removes barriers to student learning and faculty performance • Expects teachers to use effective classroom management techniques to minimize classroom disruptions and promote learning 	<ul style="list-style-type: none"> • Often expects teachers and other administrators to "go the extra mile" to ensure that students are successful • Usually removes barriers to student learning and faculty performance • Usually expects teachers to use effective classroom management techniques to minimize classroom disruptions and promote learning 	<ul style="list-style-type: none"> • Does not expect teachers to ensure that students are successful • Does not remove barriers to student learning and faculty performance • Does not expect effective classroom management

B. Professional Ethics

1. Demonstrates an adherence to values, beliefs, and attitudes that inspire others to higher levels of performance

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none"> • Demonstrates a highly consistent adherence to a personal and professional code of ethics • Demonstrates high sense of loyalty to the organization and colleagues in both words and deeds • Actively serves as a role model for students, faculty, and the community the school serves 	<ul style="list-style-type: none"> • Professional decisions and conduct are reflective of a belief and adherence to a code of ethics • Is generally loyal to the organization and colleagues as reflected by professional conduct • Is often seen as a role model for students, faculty, and the community the school serves 	<ul style="list-style-type: none"> • Does not follow a personal and professional code of ethics • Is frequently at odds with the organization and colleagues • Would not be considered a role model for most students, faculty, or the community the school serves
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2. Incorporates the qualities of fairness and honesty in administering all aspects of the school's management program

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Uses professional development opportunities to bridge the differences between cultures • Ensures equitable distribution of resources among the various programs throughout the school • Incorporates ethical behavior throughout the school's instructional and behavioral management program 	<ul style="list-style-type: none"> • Often uses professional development opportunities to bridge the differences between cultures • Actively encourages equitable distribution of resources among the various programs throughout the school • Usually incorporates ethical behavior throughout the school's instructional and behavioral management program 	<ul style="list-style-type: none"> • Does not attempt to bridge the differences between cultures • There is little or no equitable distribution of resources among the various programs throughout the school • Does not engage in ethical behavior throughout the school's instructional and behavioral management program

3. Protects the privacy rights and confidentiality of matters in dealing with students and staff

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none"> • Accepts responsibility for school outcomes • Addresses inappropriate comment and opinion by staff within the school community and to the greater community • Ensures that those within the school responsible for fiscal and resource management are adequately trained to manage their areas of responsibility 	<ul style="list-style-type: none"> • Often accepts responsibility for school outcomes • Usually addresses inappropriate comment and opinion by staff within the school community and to the greater community • Usually ensures that those within the school responsible for fiscal and resource management are adequately trained to manage their areas of responsibility 	<ul style="list-style-type: none"> • Does not accept responsibility for school outcomes • Does not addresses inappropriate comment and opinion • Does not ensures that those within the school responsible for fiscal and resource management are adequately trained to manage their areas of responsibility
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C. Respect for Diversity

1. Communicates a commitment to the dignity and contributions of all cultures

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Demonstrates appreciation for and sensitivity to the diversity in the school community • Facilitates an understanding of the role of diversity and equity in a global, democratic society • Gives credence to individuals and groups whose values and opinions may conflict 	<ul style="list-style-type: none"> • Usually demonstrates appreciation for and sensitivity to the diversity in the school community • Often facilitates an understanding of the role of diversity and equity in a global, democratic society • Generally gives credence to individuals and groups whose values and opinions may conflict 	<ul style="list-style-type: none"> • Does nothing to show appreciation for and sensitivity to the diversity in the school community • Makes no attempt to facilitate an understanding of the role of diversity and equity in a global, democratic society • Makes no attempt to give credence to individuals and groups whose values and opinions may conflict

2. Ensures that all students have equal access to all parts of the school's curricular, co-curricular, and extra-curricular programs

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none"> • Relevant demographic data pertaining to students and their families are almost always used in developing the mission and goals • Diversity is almost always considered in developing learning experiences • Provides high-level orientation programs for new students and faculty members to ensure that their transition into the school program is as comfortable as possible 	<ul style="list-style-type: none"> • Relevant demographic data pertaining to students and their families are usually used in developing the mission and goals • Diversity is often considered in developing learning experiences • Provides an adequate orientation programs for new students and faculty members to ensure that their transition into the school program is as comfortable as possible 	<ul style="list-style-type: none"> • Relevant demographic data pertaining to students and their families are not used in developing the mission and goals • Diversity is not considered in developing learning experiences • Provides no orientation programs for new students and faculty members to ensure that their transition into the school program is as comfortable as possible
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3. Uses a wide range of opportunities to celebrate the diverse cultures represented in the school and its community

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Hiring and recruiting processes are strongly influenced by the representative levels of student and faculty diversity of the community the school serves • Values of the diverse school community are instrumental in setting rules and policy • There is regular, ongoing dialogue with representatives of diverse community groups 	<ul style="list-style-type: none"> • While there is a staff representative of existing student, faculty and community diversity, other priorities occasionally drive the hiring process • Values of the diverse school community affect rules and policy but faculty and administrative needs are sometimes treated as higher priorities • There is dialogue with representatives of diverse community groups, but the opportunities may be irregular or situational 	<ul style="list-style-type: none"> • Hiring and recruiting processes operate without regard for the representative levels of student and faculty diversity of the community the school serves • Values of the diverse school community have little or no impact on rules and policy • There is little or no dialogue with representatives of diverse community groups

4. Ensures that established policies and procedures are in place and enforced equitably for all participants in the school

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Rules for conduct are fully consistent with the school's safe school plan and are enforced equitably • Records of disciplinary activity are disaggregated and reviewed to ensure their effectiveness and consider the need for changes • Lines of communication regarding student behavior are developed with decision makers outside the school community 	<ul style="list-style-type: none"> • School rules regarding misconduct are generally consistent with the school's safe school plan • Keeps records of the most frequent or serious violators, and these records are sometimes monitored to determine the need for more serious action • Communication with decision makers outside the school community occurs usually when tense situations arise 	<ul style="list-style-type: none"> • School rules are either non-existent or are reactionary and developed "on the fly" with only coincidental connection to the school's safe school plan • Student discipline records are poorly kept • Little or no communication exists with decision makers outside the school community

D. Responsibility

1. Opens the school and its functions to public scrutiny, where appropriate

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency</p>
<ul style="list-style-type: none"> • Actively recruits public comment on rules, policy, school operations and budget • Uses the results of feedback to adjust procedures to maximize opportunities for successful decision-making • Accepts responsibility for all school operations without defensiveness 	<ul style="list-style-type: none"> • Accepts, but does not initiate public scrutiny of the school's operations • Frequently uses feedback on the school's operations to explore possibilities for making procedural adjustments • Accepts responsibility for most school operations without defensiveness 	<ul style="list-style-type: none"> • Is intimidated by public scrutiny of the school operations • Operations frequently interfere with successful decision-making • Accepts little to no responsibility for school operations unless forced

2. Fulfills his/her legal/contractual responsibilities and administers those same responsibilities for those under his/her supervision

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency</p>

<ul style="list-style-type: none">• Actively uses the influence of the office to enhance the educational program as a priority over other considerations• Is willing to take an unpopular stand if it means improving the learning opportunities for students• Models a highly principled personal and professional code of ethics. Follows it even in the face of controversy	<ul style="list-style-type: none">• Usually uses the influences of the office to enhance the educational program, but will occasionally bow to other considerations and circumstances• Will try to help students but is reluctant to taking controversial positions to do so• Functions professionally according to a code of ethics but might deviate if controversy arises	<ul style="list-style-type: none">• Uses the influence of the office often for personal gain• Will not take a controversial stance except for personal gain• Does not demonstrate any consistent code of ethics and avoids controversy
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IV. Managerial Leadership
A. Law and Policy

1. Shapes public policy to provide quality education for students

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Communications with decision makers outside the school community is used to influence public opinion regarding school operations • Is frequently asked to serve on committees or render opinions on educational matters • Makes recommendations on changes in rules and policy that can improve educational quality and student well-being 	<ul style="list-style-type: none"> • Develops lines of communications with decision makers outside the school community • Fulfills legal and contractual obligations, but tends to avoid wider opportunities to influence educational thinking • Works within the framework of policies and laws, but may not always see their impact on students 	<ul style="list-style-type: none"> • Rarely communicates with decision makers outside the school community • Fulfills some but not all legal and contractual obligations • Manipulates or ignores policies and laws to best meet personal needs

2. Ensures that established policies and procedures are in place, widely disseminated and equitably enforced

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency</p>

<ul style="list-style-type: none"> • Develops, annually reviews and revises, and distributes comprehensive student and faculty handbooks with the school's vision and goals, local school board policy and state law and policy • Provides high-level orientation programs for new students and faculty members to ensure that their transition into the school program is as comfortable as possible • Communicates policy and procedural changes to parents through regular newsletters, and community presentations. 	<ul style="list-style-type: none"> • Has a fairly comprehensive student handbook that is reviewed annually revised occasionally • Encourages teachers to provide an orientation on student conduct and behavior in their classrooms • Communicates changes in rules, policy and procedures to parents largely through printed materials 	<ul style="list-style-type: none"> • Does not have a student or faculty handbook • Provides no orientation programs for students or faculty • Parents and students are usually uninformed of policy and changes
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3. Provides both professional development and community engagement regarding new laws and existing laws

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> ▪ Ensures that professional development activities associated with new laws lead to clear understanding of their impact on classroom instruction ▪ Uses effective lines of communication with persons outside the school community to ensure understanding of the impact of new and existing policies 	<ul style="list-style-type: none"> ▪ Provides the opportunity for professional development activities on new laws and policies ▪ Communicates changes in laws and policies to selected persons outside the school community but sometimes does not articulate their impact on students or the school 	<ul style="list-style-type: none"> ▪ Implements policy as directed without training or understanding ▪ Does not communicate with persons outside the school community

B. Resource Management

1. Uses fiscal resources to provide the materials and people needed to be effective

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level.</p>	<p>Meets expected performance levels.</p>	<p>Does not meet performance levels.</p>

Completes responsibilities at the highest levels of proficiency.	Completes most responsibilities at a moderate level of proficiency.	Often fails to complete responsibilities at expected levels of proficiency.
<ul style="list-style-type: none"> ▪ Ensures that public resources and funds are used appropriately to support the implementation of the school mission and goals ▪ Identifies potential problems and opportunities; resolves resource allocation problems in a timely manner ▪ Aligns financial, human, and material resources to help achieve the school's goals; ensures that student achievement priorities are reflected in the school's budget 	<ul style="list-style-type: none"> ▪ Develops a budget that is generally related to educational needs or the school's mission ▪ Potential problems in resource management are sometimes accepted as barriers to goal achievement by teachers and others ▪ Financial, human, and material resources are sometimes expended on the basis of school tradition and local history, often with little clear relation to assessed curriculum needs 	<ul style="list-style-type: none"> ▪ Allocation of resources is based on personal perceptions rather than research of need or consensus of faculty ▪ Allows problems in allocation of resources to paralyze operations and achievement of goals ▪ Expenditures are unrelated to goals and educational priorities

2. Uses space and time to support the instructional program and ancillary functions of the school

<p>EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> ▪ Creates a safe, clean, and aesthetically pleasing school environment ▪ Ensures that the school plant, equipment, and support systems operate safely, efficiently, and effectively ▪ Ensures that the school plant and facilities are arranged and space is assigned with priority given to supporting the instructional program 	<ul style="list-style-type: none"> ▪ The school environment generally appears to be satisfactory ▪ There are occasional problems with equipment and maintenance of equipment and facilities. Some instructional and public access areas are marginally suitable for use by children ▪ Use of space is occasionally monitored for effectiveness and efficiency of use to support the instructional program 	<ul style="list-style-type: none"> ▪ The school is dirty and unsafe in many areas ▪ The school plant, equipment, and support systems often in a state of disrepair; safety is a serious concern ▪ Space is a serious problem as facilities present major obstacles to student goal achievement

3. Manages the school staff effectively, encouraging them to contribute their best efforts to the school's success

<p>EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none">▪ Makes effective decisions about the retention or dismissal of personnel▪ Makes effective assignments of staff based on areas of strength and competence▪ Demonstrates care and concern for and celebrates the achievement of all students, faculty, and staff. Such celebrations are planned and promoted	<ul style="list-style-type: none">▪ Makes inconsistent decisions about the retention or dismissal of personnel. Occasionally allows undeserving faculty to achieve career status▪ Considers licensure and competence to make teaching assignments, but will occasionally assign teachers into non-licensed areas or to classes where success has been elusive▪ Demonstrates care and concern for all staff, but celebrates achievement usually when the schedule allows it	<ul style="list-style-type: none">▪ Makes no effort to hold staff accountable, allows all hired to achieve career status, grants permanent status at will to employees▪ Makes little or no effort to assign staff to areas of expertise or licensure▪ Does not recognize the achievement of students or staff
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4. Provides for effective supervision of support services and classified staff

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> ▪ Ensures that support operations (e.g. custodial; food services, etc.) support the instructional program ▪ Uses the expertise of existing faculty to assist in the selection and orientation of new support staff members ▪ Treats all individuals with fairness, dignity, and respect 	<ul style="list-style-type: none"> ▪ Support operations tend to function independently of the instructional program ▪ Hires support staff with occasional input or service from the faculty ▪ Sometimes will fail to articulate or address the importance of the support staff to the school in meetings within and outside the school 	<ul style="list-style-type: none"> ▪ Support operations are ineffectively ignored ▪ Make ineffective hiring decisions ▪ Is arrogant and indifferent towards support staff

C. Personnel Management

1. Uses sound principles for selecting new professional and classified staff

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none">▪ Demonstrates good insights and highly hones skills in hiring new staff members▪ Makes the staff selection processes reflect the beliefs and principles found in the school's vision for high student achievement▪ Routinely invites all faculty to participate fully in selecting new staff	<ul style="list-style-type: none">▪ Demonstrates adequate skill in skill for hiring high quality faculty and staff▪ The need for high achievement is usually the basis for hiring decisions▪ Experienced faculty sometimes participate in selecting new staff, at the principal's specific invitation	<ul style="list-style-type: none">▪ Make consistently poor hiring decisions▪ Makes staff selection decisions without regard to instructional competence or skill▪ Faculty is not allowed to participate in selecting new staff
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2. **Includes appropriate faculty in recruitment, hiring, and mentoring**

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> ▪ Ensures that faculty are engaged in the process of helping to create programs to enhance teacher retention ▪ Includes appropriate faculty in the school's recruiting and hiring new staff members ▪ Assigns mentor-teachers on the basis of their training and compatibility for serving the new teacher effectively 	<ul style="list-style-type: none"> ▪ Sometimes ignores issues of faculty morale, thus possibly contributing to non-retention of teachers ▪ Selected faculty are invited to participate in hiring decisions ▪ Providing perks for experienced faculty is sometimes a substantial consideration for assigning mentors to new teachers 	<ul style="list-style-type: none"> ▪ Is unconcerned about teacher retention ▪ Makes wholly autonomous hiring decisions ▪ Makes little effort to assist new teachers

3. **Ensures that new hires gain expertise and confidence and are properly brought into the school's culture successfully**

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none"> • Provides frequent opportunities for new teachers to observe and interact one-on-one with "master teachers" • Assigns fair and reasonable non-instructional duties to all teachers with special sensitivity to the professional needs of new teachers • Monitors the progress of the mentor-new teacher relationship and intervenes as necessary 	<ul style="list-style-type: none"> • Assigns a buddy teacher and usually arranges opportunities for classroom observations of peers on the basis of convenience • Sometimes fails to adequately differentiate the scope and assignment of non-instructional duties between novice and career teachers • Assigns the mentor-new teacher relationship to someone else for monitoring purposes 	<ul style="list-style-type: none"> • Assigns new teacher to room and assignment then expects the teacher to perform as a veteran • Usually assigns the new teacher with the most difficult teaching assignments and the most intensive non-instructional duties • Assigns the mentor-new teacher relationship then provides no follow-up
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4. Provides guidance for teachers trying to solve instructional problems

<p>EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Personally helps teachers confront and resolve problems by finding and allocating appropriate resources in a timely manner • Provides and sustains a resource library for professional growth • Ensures faculty access to resource persons with experience in solving various instructional problems 	<ul style="list-style-type: none"> • Delegates assistance for teachers who are trying to solve problems by referring them to a mentor or some other instructional resource • Identifies possible sources of answers to questions, but sometimes expects teachers to find their own means for solving instructional problems • Often suggests people to contact as resources but sometimes leaves most of the contacting and follow-up to teachers' own initiatives 	<ul style="list-style-type: none"> • Provides little or no help to teachers, even when asked or evidence indicates the need for intervention • Provides little or no problem solving resources to help teachers • Is unconcerned with a teacher's need for problems assistance

5. Uses the standards of performance evaluation to help both new and experienced teachers to develop as professionals

<p>EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none"> • Regularly meets with teachers and provides frequent formative feedback with concrete suggestions for improvement, and monitors progress • Encourages teachers to be innovative in the delivery of instruction and supports appropriate staff development • Uses data analysis systems to hold teachers individually accountable for high achievement standards, behavior management, and positive interaction with parents 	<ul style="list-style-type: none"> • Meetings with teachers for providing feedback happen frequently. These sessions, when they occur, often are characterized by criticism as by attempts to solve problems • Encourages teachers to try new ideas for delivery of instruction. Offers support, but sometimes does not follow through to assess effectiveness • Sees issues of accountability related to student achievement, behavior management or interaction with parents sometimes as a socio-economic problem as much as an instructional concern 	<ul style="list-style-type: none"> • Leaves teachers to their own ingenuity with little or no administrative support • Discourages innovation if it creates more work for the principal • Is unconcerned about issues of accountability
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6. **Properly differentiates the standards of performance evaluation for different ranges of experience and expertise**

<p>EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Creates opportunities to direct the formative needs of new staff members in developing a strategy for personnel evaluation • Seeks ways to help more experienced teachers use creative personnel evaluation approaches, which challenge their professional goals for continuous improvement • Provides opportunities for staff to develop skilled-based and project-based personnel appraisals 	<ul style="list-style-type: none"> • Occasionally differentiates the formative needs of teachers based on their levels of experience and expertise • Sometimes communicates an expectation that the same performance levels are as likely from novices as from veterans • Uses the same evaluation process for everyone, but tries to differentiate through commentary • Prefers checklist-based appraisals that require little interaction or conversation to be compliant 	<ul style="list-style-type: none"> • Uses minimal evaluative procedures • Typically writes the evaluation using a checklist approach with little or no conferencing with teachers • Makes no connection between student performance and teacher appraisal. All teachers get the same or similarly inflated ratings

7. **Constantly monitors the school's teacher turnover rate using comparative benchmark indicators from other schools similar to his/her own**

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency</p>
<ul style="list-style-type: none"> • Uses data collected from resigning and transferring teachers to improve the functions of the school's professional climate • Benchmarks school data regarding personnel turnover with other data such as student achievement, faculty absenteeism, parent involvement, etc. to continuously improve the school's professional and instructional climate 	<ul style="list-style-type: none"> • Occasionally collects data on reasons for teacher turnover, but makes little use of the data to strengthen the school's climate • Is concerned about turnover but sometimes fails to benchmark the school's turnover data to other schools that deal more effectively with teacher turnover 	<ul style="list-style-type: none"> • Is unconcerned about turnover • Does not track turnover • As the staff continues to turnover, the quality of the staff, correspondingly, continues to decline

D. Information Management

1. Provides appropriate and timely feedback to all affected constituencies and clients

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Uses student achievement and relevant demographic data to develop the school's vision and goals • Continually sends student progress reports to parents that are timely, easy to understand, and accurately convey student progress towards mastery of the curriculum • Uses technology to facilitate more effective access to school generated data 	<ul style="list-style-type: none"> • Is generally concerned about improving achievement and efforts to link data to goal attainment are evident, but sometimes ineffective • Communication with parents on their child's instructional progress is consistent, but most visible right after new scores are released • Has knowledge of data management systems, but has not yet implemented one, technology based or not 	<ul style="list-style-type: none"> • Seems unconcerned about improving achievement • Does not communicate with parents except as required by district or state policy • Usually does not review scores or report them in any capacity

2. Ensures that people who require information to perform effectively receive it in a timely manner

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none"> • Provides detailed reports prepared from disaggregated instructional and testing data to assist faculty and inform parents to better focus attention on the required curriculum • Monitors instruction frequently so that adjustments can be made to increase the effectiveness of every teacher's classroom instruction • Uses information about family and community concerns and expectations in developing the school's instructional goals 	<ul style="list-style-type: none"> • Generally submits reports to teachers and others that are prepared and/or required by district or state policy. • Monitors the instructional effectiveness of some teachers frequently enough to make changes in instruction as needed • The connections between instructional goals with the community and student demographic characteristics are articulated, and sometimes are reflected in the school's improvement planning 	<ul style="list-style-type: none"> • May or may not submit required reports to parents and usually requires second and third requests for information • Provide little or no instructional information to staff • Has no short or long term instructional goals except as provided in the required school improvement plan
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3. Uses technology to facilitate more effective access to school generated data

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Implements a management system to manage and monitor all classroom and individual student performance data • Uses spreadsheets, state testing tools, and other technological media to organize and report progress of various subgroups of students and to illustrate the need to change instruction • Creates feedback systems to report progress and refocus the school on achievement of goals for all students 	<ul style="list-style-type: none"> • Implements management systems as required by supervisors. Monitors some classroom and individual student performance data more closely than others • Often uses some technological media to organize and report progress of students • Focus on the achievement of school goals is sometimes left to the inspiration of individual teachers 	<ul style="list-style-type: none"> • Does little to facilitate the use of achievement data • Seems unconcerned about the need to examine the progress of various subgroups of students • Achievement of goals for all students is not a priority

4. Submits accurate records and reports on time

<p align="center">EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p align="center">ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p align="center">PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none">• Provides reports to parents in a timely and informative manner• Submits required reports to supervisors accurately and in a timely manner• Ensures a timely distribution to faculty of information they need for dealing with instructional and other professional issues	<ul style="list-style-type: none">• Reports to parents are occasionally late and/or not easily understood• Reports to supervisors are occasionally late and may require a reminder• Faculty who miss required meetings or fail to have key instructional data submitted in a timely manner articulate that sometimes their failure is due to flaws in the system rather than their lack of responsibility	<ul style="list-style-type: none">• Often fails to provide reports to parents• Reports to supervisors may require second and third requests• Does not disseminate information to staff; persons sending information to staff have learned to circumvent the principal
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E. Student Behavior Management

1. Develops and monitors a safe schools plan

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Ensures that the school strategic plan includes a safety plan that addresses the rules, desired behaviors, teachers' guidelines, board policy, state law, and other responsibilities for developing a school behavior management program • Makes recommendations and adjustments to school functions and facilities as needed to ensure a safe environment • Works with individual families regarding their child (ren)'s safety violations in a positive manner to eliminate long term problem areas 	<ul style="list-style-type: none"> • Safe school plan holds useful information but is occasionally not used for critical decision situations • School facilities use and procedures for monitoring school functions reveal that some areas deemed only marginally safe for students are known, but are, as yet, unmodified • School's safety plan is developed as a formality required by supervisors 	<ul style="list-style-type: none"> • Safe school plan is created minimally as a requirement by supervisors • School safety is not a priority • Safe schools plan is shelved and seldom drives school decision situations

2. Develops, and distributes student handbooks

EXEMPLARY PERFORMANCE	ADEQUATE PERFORMANCE	PERFORMANCE NEEDS IMPROVEMENT
<p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>

<ul style="list-style-type: none"> • Develops, distributes, and discusses student handbooks, particularly those provisions that are consistent with the safe schools plan • Categorizes student misconduct and assigns consequences for misconduct according to the impact on safety issues and the school learning environment • Offers professional development for faculty and training for students to assist them in better understanding the relationship of positive school climate to higher student achievement 	<ul style="list-style-type: none"> • Distributes student handbooks that are consistent with the safe schools plan • Classroom misconduct is sometimes treated as an isolated event and not seen in a whole school context • Training and development is occasionally implemented with new rules or rules changes 	<ul style="list-style-type: none"> • Does not publish a student handbook • Suspension is the most often consequence of classroom misconduct instigated at the request of the classroom teacher • New rules are expected to be understood with no training
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3. Handles student conduct in a firm, fair, and consistent manner

<p>EXEMPLARY PERFORMANCE</p> <p>Exceeds an expected performance level. Completes responsibilities at the highest levels of proficiency.</p>	<p>ADEQUATE PERFORMANCE</p> <p>Meets expected performance levels. Completes most responsibilities at a moderate level of proficiency.</p>	<p>PERFORMANCE NEEDS IMPROVEMENT</p> <p>Does not meet performance levels. Often fails to complete responsibilities at expected levels of proficiency.</p>
<ul style="list-style-type: none"> • Deals with misconduct promptly and fairly in a manner designed to address the underlying causes of the misconduct • Treats all individuals with fairness, dignity, and respect • Ensures that all staff approach matters related to student behavior with professionalism, dignity, and respect • Investigates incidents thoroughly to ensure that sufficient information is available for a fair and informed decision 	<ul style="list-style-type: none"> • Suspension rates, although declining, are still higher than normal and attempts at finding effective alternatives are only occasionally successful • Student conduct management is enforced throughout the school, but lacks total consistency among faculty and other staff • Incidents with a "lower profile" are sometimes investigated superficially and these problems tend to be repetitive 	<ul style="list-style-type: none"> • Suspension is the dominate and favored punishment for most circumstances • High rates of recidivism is prevalent among student violators • Decisions regarding punishment are made hastily; appeals are frequent and often overturn school actions

Principal's and Assistant Principal's Self-Assessment

Long Form

Performance Rubric

- **Exceeds expected performance levels; completes responsibilities at high levels of proficiency.**
- **Meets expected performance levels; completes most responsibilities at a moderate level of proficiency.**
- **Does not meet expected performance levels; often fails to complete responsibilities at expected levels of proficiency**

The administrator should provide a self rating in each of the highlighted areas listed below:

I. INSTRUCTIONAL LEADERSHIP – Demonstrates the ability to influence the instructional program in positive ways.

A. Visionary Leadership – Demonstrates the ability to develop, articulate, and use a vision of excellence. For example:

Presents evidence that the vision is a shared vision

- Includes the school community in school improvement efforts.
- Uses the vision to shape educational programs, plans, and actions.
- Leads in the implementation of a school improvement plan that includes an abstraction created by a team of school representatives that describes a vision of what they would like the school to look like in the next year, three years, and/or five years.
- Creates operational plans and procedures to achieve the vision and goals of the school.
- Uses stakeholders to help develop the vision of the school.
- Assures that the school management team reflects appropriate stakeholders within the school community.
- Assures that the core beliefs of the school vision are modeled for all stakeholders.
- Assures that the contributions of school community members to the realization of the vision is recognized and celebrated.
- Assures that progress toward the vision and mission is communicated to all stakeholders.
- Invites public scrutiny of the school's vision by its stakeholders.

Uses the vision to guide and define decisions

- Models the core beliefs of the vision in public.
- Leads the development of rules, regulations, and school policies to reflect the vision of the school.

- Is successful in developing and achieving annual professional and personal goals.
- Demonstrates a high level of personal mastery.
- Assures that an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- Existing resources are used in support of the school's vision and goals.
- Obtains needed resources to support the implementation of the school's mission and goals
- Assures that the school's improvement plan and the core values of the school and community guide day-to-day decisions involving all aspects of the management of the school.
- Makes provision for professional development, financial management, and technology use and integration into the curricular and administrative management activities consistent with the articulated vision.
- Uses assessment data related to student learning to monitor the school's goals and vision.
- Uses relevant demographic data pertaining to students and their families in shaping the school's mission and goals.
- Regularly monitors, evaluates, and revises the vision, mission, and implementation plans.
- Uses the vision to garner resources from the community to support the shared vision.

Maintains a steady flow of two-way communication to keep the vision alive and important

- Articulates the vision of the school with student and parent groups, local civic, business leaders, and other appropriate community members, soliciting input and involving them in refining and implementing the vision.
- Communicates regularly and routinely with members of the school faculty, student and parent groups, local civic and business leaders, and other appropriate community members to solicit input, involve them in refining, and implementing the vision.
- Effectively communicates the vision and mission of the school to staff, parents, students, and community members.
- Recognizes and celebrates the contributions of school community members to the continuing progress toward the vision.

Suggested Artifacts:

Board policy manual
 Letters and memoranda
 Notes/minutes from school improvement team meetings
 Principal's resume
 School improvement plan
 System level strategic plans
 Accountability data
 Faculty and student handbooks

Faculty meeting agendas
Lesson plan books and notations
Principal's planning book

B. Curriculum Design and Development – Demonstrates the ability to ensure that the curriculum of the school is designed to promote high student achievement and sound personal growth. For example:

Leads the faculty and community in a thorough understanding of the relationship between the learning needs of students

- Bases curriculum decisions on research, expertise of teachers, and recommendations of learned societies.
- Articulates an overview and philosophy of the curricular objectives of the school.
- Provides relevant professional development to teachers to assure that they possess the knowledge and skills to design and implement effective classroom instruction.
- Engages in regularly scheduled dialog with parents and community members regarding the relationship between the curriculum of the school and the state accountability program.
- Demonstrates involvement in team planning for the implementation of the curricular objectives of the school.
- Provides for curriculum guides aligned to the state curriculum and the textbooks for each subject offered in the course catalog to the teacher of the subject.

Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program

- Observes teachers, teaching materials, strategies, and classroom instruction to assure that teachers teach the curriculum in an effective, professional manner, and align their instruction with state accountability standards.
- Leads in the creation of instructional management and monitoring tools that describe the effectiveness of the school instructional program in meeting the expectations of the state's accountability program.
- Assures that local curriculum guides are aligned to the State's Standard Course of Study and the textbook used in the course.
- Seeks student and parent feedback on the curriculum of the school.
- Assigns appropriate non-tested subject's representation in the daily schedule.

Ensures that appropriate differentiation in curriculum and instruction is available to those students with exceptional needs

- Creates a climate of high expectations that all the students of the school will master the essential elements of the curriculum of the school.
- Assures that multiple and varied opportunities to learn are available to all students.
- Collects and uses individual teacher effectiveness data to redirect and focus instruction.
- Collects and assimilates data regarding student performance and uses this data to redirect instruction and instructional priorities.
- Provides for a comprehensive monitoring system that represents a framework for improving student achievement.

Suggested Artifacts:

Curriculum documents
Curriculum pacing guides
Goal summary data (accountability data)
Management/monitoring system reports
Letters and memoranda
Records from parent meetings
School master schedule
School level and/or district technology plans
State accreditation documents
State curriculum documents
Surveys of students and parents

C. Instruction Effectiveness— Demonstrates the ability to facilitate instructional practices that will lead to high student performance and to a safe, orderly, and caring environment. For example:

Manages time to be an instructional leader as a priority

- Monitors and supervises the total instructional program.
- Includes sufficient time in the daily schedule for classroom observation and teacher coaching activities.
- Includes time on faculty meeting agendas to address specific instructional problems.
- Creates time for instructional supervision by coaching teachers to maintain teacher ownership of classroom management responsibilities.
- Participates actively in district-level instructional improvement activities.
- Is a visible participant in school-level curriculum development and instructional planning meetings.
- Is a driving force in providing opportunities for professional development activities for the faculty.

Provides targeted and challenging professional development activities designed to improve teacher's strengths in reaching all students

- Uses teacher workdays and other appropriate occasions to create a climate of personal mastery and team learning among the faculty, both individually and collectively, through the professional development activities of the school.
- Assures that professional development activities are selected based on the relationship to school needs as articulated in the school's improvement plan.
- Assures that professional development promotes a focus on student learning consistent with the school's vision and goals as reflected in the improvement plans
- Assures that professional development provides the opportunity for collaboration, experimentation and reflection in trying to resolve instructional problems.
- Assures that lifelong learning is encouraged throughout the school.

Arranges for teachers to teach in settings and circumstances that draw on their strengths and highest abilities

- Always seeks to hire the most competent staff member's possible.
- Refrains from assigning teachers to instruct outside their areas of expertise and/or level of competence.
- Assigns both subjects and students to teacher's classrooms in a fair and equitable manner.
- Provides the opportunities for teachers to develop their expertise outside their classroom activities through involvement in community activities, as experts to adult groups, testimony to the media, or other similar opportunities and circumstances.
- Removes barriers to student learning.

Suggested Artifacts:

Classroom observation data
Dropout data
Letters and Memoranda
Principal's calendar
Professional development calendars
School improvement plans
School level and/or district technology plans
School safety records
State compliance documents

D. Assessment and Evaluation – Demonstrates a commitment to using information to promote sound instructional practices. For example:

Uses data collected from state and local testing and assessment programs to develop formative instructional strategies to improve the effectiveness of daily classroom instruction

- Develops procedures to accurately portray the school's performance to the faculty and greater community.
- Presents testing data and test management support to teachers in a useable form.
- Presents appropriate data in non-tested performance areas to communicate the full range of effects the school has on learning.
- Uses student performance data to justify the need for program changes and replacement of ineffective programs.
- Uses data to show levels of progress in academic achievement and with certain high-risk populations of students.
- Collects student and parent feedback on the school-testing program.
- Engages in activities with parents and the community to generate support for all students within the school community.

Monitors student achievement throughout the year, using both classroom and testing data to assess progress

- Leads the development of interim assessments that provide feedback for teachers, parents, and students regarding student mastery of the intended curriculum.
- Uses demographic data and technological tools to monitor the achievement levels of various groups of students.

Monitors classroom performance on a regular basis, offering pathways to improved student performance through improved teaching

- Uses a variety of strategies to provide regular feedback to a teacher regarding his/her teaching performance.
- Approaches the classroom observation process positively, believing that each faculty member seeks to be successful with each child.
- Refrains from unrealistic appraisals of teacher classroom performance.
- Aggressively works with inadequate teachers to help them gain the independence to attain high student achievement standards.
- Where appropriate, makes the decision to recommend termination of inadequate teacher performance.
- Collects student and parent feedback regarding the effectiveness of the instructional program.

Suggested Artifacts:

Internal reviews of testing data
Letters and memoranda
PowerPoint presentations
School district and school level testing data reports
School level and/or district technology plans
State reports

E. **Results Oriented** – Demonstrates the ability to have students achieve at expected levels of performance or beyond. For example:

Implements a system of performance indicators which guide the school staff in benchmarking performance against similar institutions on a local, state, and national scale

- Studies and communicates the literature of best practices regularly to the school's professional community.
- Uses interactive meeting time with teachers to discuss the school's performance indicators against similar institutions with similar demographics.
- Ensures that the School Improvement Plan contains both challenging but reasonable targets for growth.

Produces student achievement results that are commensurate with basic principles of the state's accountability system

- Uses achievement data to illustrate the need for high achievement expectations.
- Recognizes and rewards achievement that reflects exemplary teacher and student performance under unusual circumstances.

Communicates the results of his/her leadership to appropriate audiences and constituencies

- Uses the influence of the office to enhance the educational program rather than for personal gain.
- Defends principle and conviction in the face of pressure and partisan influence.
- Communicates his/her personal recognition and satisfaction through the accomplishments of others – teachers, students, parents, etc.
- Seeks state and national awards to promote and celebrate the accomplishments of student and staff.
- Communicates school accomplishments through regular newsletters, community presentations, and individual congratulatory notes to school family members.
- Uses effective communication skills.
- Develops and maintains effective media relations.
- Establishes a comprehensive program of community information.

Suggested Artifacts:

Newsletters
Award applications
Samples of correspondence
Public relations brochures
Press releases
Budget documents
Facility plans
Enrollment projections
School level and/or district technology plans
Letters and memoranda
PowerPoint presentations
State and local accountability reports

II. ORGANIZATIONAL LEADERSHIP – Demonstrates the ability to create and sustain an organizational culture that promotes high standards and expectations.

A. Climate – Communicates a commitment to high expectations for student and teacher performance. For example:

Provides and promotes a climate for learning that is safe and orderly

- Regularly monitors and modifies organizational systems as needed.
- Includes a safe school plan that addresses the rules, desired behaviors, teachers' guidelines, and other responsibilities for developing the behavior management program of the school.
- Expects teachers to use effective lesson plans and classroom management techniques to minimize classroom disruptions and promote a challenging and motivating learning environment.
- Collects data regarding faculty-student interaction and uses the data to diagnose potential areas of concern.
- Uses appropriate data in giving evaluative feedback to faculty.
- Conducts a regular school safety audit.
- Assures the implementation and use of a comprehensive school-counseling program.
- Provides access to employee assistance counseling when appropriate and possible.

Creates an organizational climate that provides rewards and incentives for accomplishment

- Acknowledges both individual and collective acts of achievement to parents and students.
- Provides opportunities and encourages participation by each faculty member and student to gain individual and/or group

recognition through their participation in curricular, co-curricular, and extra-curricular activities.

- Celebrates accomplishments through recognition banquets and school assemblies, appropriately placing primary emphasis on strengthening the instructional program of the school.

Monitors student performance on a continuous basis

- Establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen collaborative programs that support school goals.
- Organizes and aligns the school for success.
- Maintains student and faculty performance records in an electronic form that allows detailed analysis of progress over time.
- Leads in establishing detailed classroom goals in relation to projected school growth goals using the state's accountability software.
- Uses this data to set and redirect instructional activities
- Assures that program changes are designed to address the schools need to improve certain aspects of instructional performance.

Communicates a commitment to the dignity and a contribution of all cultures

- Assures that all groups of students have equal access to all parts of the curricular, co-curricular, and extra-curricular programs of the school.
- Involves parents and the community in activities that provide the positive aspects of the diverse population groups of the school.
- Celebrates the school's diversity through recognition programs and school activities that help students and their parents relate to the differing culture with in the school family.
- Involves parents who are traditionally uninvolved in their children's education, especially where the parent is a reluctant participant in school-centered events.
- Gives respectful credence to individuals and groups whose values and opinions may conflict.

Uses professional meeting times in the school to reinforce commitments to high performance standards

- Sets required time aside at each faculty meeting, PTA meeting, and at other community presentation events to talk about the school's commitment to high student achievement.
- Engages members of the community in dialog to promote the high achievement of all students within the school family.

- Provides regular feedback to the faculty and the community on the achievement goals of the school and its success in reaching those goals.
- Uses professional development opportunities to bridge the differences between cultures.

Suggested Artifacts

Climate studies
 School improvement plan
 Professional development plan
 Survey documents and reports
 Evidence of business relationships
 Faculty and PTA agendas and minutes
 School-level achievement reports
 Agendas from recognition ceremonies
 Board policies
 Brochures, letters, and memoranda
 Faculty handbook
 Letters of commendation to students and faculty
 News articles and press releases

B. Empowerment – Finds pathways and opportunities for teachers and others to make the best contributions they are capable of making for themselves and to the school. For example:

Involves stakeholders in decisions affecting schools

- Requires that each faculty member participate in at least one school level work group that is engaged in setting school goals for high expectations of faculty and students, developing quality solutions to instructional problems and/or resolving issues related to problems in the school's administrative management activities.
- Includes appropriate faculty in the school's recruiting and hiring new staff members.

Shares responsibility to maximize ownership and accountability.

- Provides high-level leadership opportunities to any faculty member who desires to participate.
- Provides leadership training as a part of the faculty's professional development program.

Suggested Artifacts

Climate studies
 School improvement plan
 Professional development plan and reports
 Survey documents and reports
 School improvement meetings' minutes

C. Communications – Ensures commitment through practice the maxim that knowledge is power, to be shared and distributed to others. For example:

Keeps appropriate audiences and constituencies informed about the school and its functions

- Uses in-house newsletters, small and large group meetings, and email to inform faculty of school news and event opportunities.
- Uses newsletters, special news articles in local newspapers, email and Web sites, and other media to inform parents of school events and to encourage their participation in school leadership activities.
- Is involved in discussions with various groups within the school culture to assure their involvement and representation in school functions and events.
- Establishes informal and formal networks among the faculty to involve students and parents in the planning and leadership of school activities.
- Speaks well in front of both large and small groups.
- Demonstrates effective use of language in dealing with staff, board of education, and members of the public.

Stays well informed about professional issues and shares this information with appropriate groups

- Is conscientious regarding personal professional development and shares the results of training and discussions with faculty and others not privileged to such information.
- Maintains professional development by reading, coursework, conference attendance, professional committee, work, and visiting model educational sites.
- Translates the results of personal knowledge of professional issues into school improvements.
- Earns respect and standing among colleagues.

Suggested Artifacts

Minutes from meetings
Notes from speeches
Personal professional development activities
PowerPoint presentations
Professional development calendars
Feedback from faculty and the community

D. Continuous improvement – Creates an environment where students, teachers, and parents understand and accept the “doctrine” of continuous improvement. For example:

Uses School Improvement Plan

- Shares the precepts of the continuous improvement initiative adopted by the school with teachers, parents, and other stakeholders and enlist their assistance to assure that impact of the school’s efforts results in higher student achievement.
- Designs performance indicators to measure the effectiveness of school activities that are not easily benchmarked.
- Uses data to effect changes in the school programs and the attitudes of the school family about the need for making the changes.

Suggested Artifacts

School Improvement Plan
School public relation’s documents and brochures
Parent newsletters
Instructional improvement reports to the public
Parent, faculty, student, and community surveys
Letters and memoranda to staff and public
Awards structure developed by the school

III. MORAL/ETHICAL LEADERSHIP – Principals, as well as those they serve, constantly face situations and circumstances that might require them to make a difficult decision. Moral/ethical leadership is about making appropriate choices for the right reasons. For example:

A. Commitment to others – Ensures that the purposes of schooling and the people in the school are working in harmony. For example:

Creates and sustains a nurturing and caring environment

- Assures that students and staff feel valued and important.
- Assures that the school faculty and staff have the safety and well being of students as their primary concern.
- Assures that students are respected as individuals.
- Employs teachers who enjoy working with young people and are committed to making each student as successful as possible.
- Uses effective group-process and consensus-building skills.
- Assesses the school culture and climate on a regular basis.

Maintains a learning environment designed to help others be as successful as they choose to be

- Expects teachers and other administrators to “go the extra mile” to assure that students are successful.

- Removes barriers to student learning and faculty performance.
- Assures that teachers and administrators maintain records that provide them with tools to determine what works best with students and continuously use these tools to help students.

Suggested Artifacts

Disaggregated reports of student progress

Faculty meeting agendas

Instructional improvement reports to the public

Letters and memoranda to staff and public

Longitudinal studies of student achievement

Parent newsletters

Parent, faculty, student, and community surveys

Records of parent and community meetings

School survey reports

B. Professional Ethics – Models the qualities of fairness, equity, integrity, and honesty in professional dealings with others. For example:

Demonstrates an adherence to a personal and professional code of ethics;

- Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- Demonstrates loyalty to the organization and colleagues.
- Protects the rights and confidentiality of students and staff.
- Serves as a role model for students, faculty, and the community the school serves.

Accepts responsibility for school outcomes.

- Considers the impact of his/her administrative practices on others.
- Assures that those within the school responsible for fiscal and resource management are adequately trained to manage their areas of responsibility.
- Incorporates ethical behavior throughout the instructional and behavioral management program of the school.
- Assures equitable distribution of resources among the various programs throughout the school.

Suggested Artifacts

Board policies

Letters and Memoranda

Faculty meeting agenda and minutes

Climate surveys

Annual reports

Relevant external reviews of the school program (curriculum and financial audits)

C. Respect for Diversity – Accepts as value all of the people and cultures represented in the school and by the community at large. For example:

Uses a wide range of opportunities to celebrate the diverse cultures, both those are included among the school community and those outside the school

- Assures that all students have equal access to all parts of the curricular, co-curricular, and extra-curricular program of the school.
- Provides orientation programs for new students and faculty members to assure that their transition into the school program is as comfortable as possible.
- Facilitates an understanding of the role of diversity and equity in a global, democratic society.
- Uses professional development opportunities to bridge differences between cultures.

Ensures that established policies and procedures are in place and enforced equitably for all participants in the school

- Assures that school rules regarding misconduct are consistent with the safe school plan of the school.
- Keeps detailed records to determine the effectiveness of school rules and the need for changes.
- Within the bounds of legal appropriateness, assures that hiring and recruiting processes consider the representative levels of student and faculty diversity of the community the school serves.

Suggested Artifacts

Professional development calendars
Hiring and employment records
Letters and memoranda
Agendas of student and faculty orientation sessions
Press releases
Job descriptions

D. Responsibility – Accepts responsibility for his/her actions and decisions.

Devotes time and energy to the position.

- Possesses and maintains the health and energy necessary to meet the responsibilities of the position.

Suggested Artifacts

Board policies
Budget documents
Planning documents
Climate studies
Annual reports
External reviews (audits)

Letters and memoranda
Personal work attendance records

IV. MANAGERIAL LEADERSHIP – Effective schools require good management as well as good leadership. Effective management ensures that the operational processes in the school are effective and efficient. For example:

A. Law and Policy – Understands and enforces both law and policy consistently. For example:

Develops and distributes student and faculty handbooks that are consistent with the school's vision and goals, local school board policy, and state law and policy

- Provides regular professional development activities associated with new laws and interpretations of existing laws that affect classroom instruction.
- Fulfills legal and contractual obligations.

Applies laws and procedures fairly, wisely, and considerately.

- Works within the framework of policies, laws, and regulations enacted by local, state and federal authorities.
- Shapes school policy to provide quality education for students.
- Develops effective lines of communications with decision-makers outside the school community.

Suggested Artifacts

Board policy manual
Faculty and student handbooks
Professional development calendar
Letters and memoranda
Surveys of teachers, parents, and students
Compliance documents
Budget documents
External reviews (financial and curriculum audits)

B. Resource Management -- Understands the resources available to the school and uses them wisely. For example:

Uses fiscal resources efficiently and effectively to provide the materials and people needed to help the school be effective

- Assures that public resources and funds are used appropriately and wisely.
- Obtains resources to support the implementation of the school's mission and goals.
- Uses existing resources in support of the school's vision and goals.
- Identifies potential problems and opportunities.

- Confronts and resolves resource allocation problems in a timely manner.
- Aligns financial, human, and material resources to help achieve the goals of the school.
- Establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs that support achieving school goals.
- Assures that the school and community serve one another as resources.
- Uses effective problem framing and problem-solving skills.
- Uses effective conflict resolution skills.
- Uses effective group-process and consensus-building skills.
- Assures that school priorities are reflected in the budget of the school.
- Develops and opens the school budget for public scrutiny.

Uses space effectively to support both the instructional program and the ancillary functions of the school

- Creates and maintains a safe, clean, and aesthetically pleasing school environment.
- Assures that the school plant, equipment, and support system operate safely, efficiently, and effectively.
- Assures that the school plant and facilities are arranged and space is assigned with priority given to supporting the instructional program.

Has an effective staffing plan, where people contribute their best efforts to the school's success

- Uses human resource functions to support the attainment of school goals.
- Acknowledges the responsibilities and contributions of each individual.
- Recognizes and celebrates student and staff accomplishments.
- Makes an effective decision regarding the retention or dismissal of personnel.
- Develops and administers an effective system to evaluate classified staff.
- Assigns faculty to drive the school's commitment to high student achievement.
- Demonstrates care and concern for the well being of all students, faculty, and staff.

Provides for effective supervision of school support services and classified staff

- Works with all staff to assure maximum opportunities for success.
- Assures that support operations support the instructional program.
- Demonstrates skill in hiring new staff members.
- Uses the expertise of existing faculty to assist in the selection and evaluation of new support staff members.

- Treats all individuals with fairness, dignity, and respect.
- Reflects the beliefs and principles found in the vision of the school for high student achievement in the staff selection processes.

Uses time resources well to facilitate high student and teacher performance

- Manages time to maximize attainment of organizational goals.
- Minimizes interruptions to instructional time.
- Collaboratively develops master schedules and individual class schedules and uses the talents of the school staff effectively.
- Assures that community youth family services are appropriately integrated with school programs.
- Effectively manages an efficient office and record keeping system.
- Takes time to "sharpen the saw".

Suggested Artifacts

Financial, management, and curriculum audits
 Grant applications
 Budget documents
 Letters and memoranda
 School master schedule
 Hiring records
 School board minutes
 Professional development calendars

C. Personnel Management – Understands how to select, mentor, develop, evaluate, and retain personnel who assist the school in accomplishing its purposes and mission. For example:

Uses sound and effective principles for selecting new staff, both professional and classified

- Demonstrates skill in hiring new staff members.
- Uses expertise of existing faculty to assist in the selection of new faculty members.
- Makes the staff selection processes reflect the beliefs and principles found in the vision of the school for high student achievement.
- Assures that faculty members considered for employment reflect the school's vision and commitment to high student achievement and continuous improvement.
- Works with all staff to assure maximum opportunities for success.
- Maintains confidentiality and privacy of school records.

Spends time ensuring that new hires are properly brought into the school's culture successfully

- Is an advocate for the new teacher.

- Personally meets with new teachers individually to discuss professional issues.
- Assigns a "buddy" teacher and/or a mentor teacher who has specific skills in the new teacher's area of concern.
- Provides professional development activities that are relevant to the teacher's instructional interests and includes opportunities to reflect and develop new approaches to solving instructional problems.
- Provides frequent opportunities for new teachers to observe and interact one-on-one with "master teachers".

Provides specific guidance for teachers trying to solve instructional problems

- Uses effective problem framing and problem-solving skills.
- Identifies potential problems and opportunities.
- Confronts and resolves problems in a timely manner.
- Helps the teacher identify resources that address specific problems.
- Provides and sustains a resource library for professional growth.
- Assures faculty access to resource persons with experience in solving various instructional problems.
- Allocates resources in a fair and equitable manner.
- Solicits input for and plans special seminars related to topics of interest and needed to faculty.

Helps new teachers gain expertise and confidence in their teaching

- Is an advocate for the new teacher.
- Is an effective evaluator of instruction.
- Provides guidance and mentoring to new teachers and others having trouble with specific situations.
- Personally meets with new teachers individually to discuss professional issues.
- Assigns a "buddy" teacher and/or a mentor teacher who has specific skills in the new teacher's area of concern.
- Provides professional development activities that are relevant to the teacher's instructional interests and includes opportunities to reflect and develop new approaches to solving instructional problems.
- Provides frequent opportunities for new teachers to observe and interact one-on-one with "master teachers".
- Provide frequent formative feedback with concrete suggestions for improvement.
- Assigns fair and reasonable duties to new teachers.
- Monitors the progress of the mentor-new teacher relationship and intervenes as necessary.
- Plans special seminars and workshops of interest to the new teacher.
- Collects and uses feedback from new teachers regarding the effectiveness of new teacher preparation programs.

Works with experienced teachers to help them continue to grow and develop as accomplished professionals

- Provides opportunities for problem analysis and professional reflection.
- Seeks opportunities to involve experienced teachers in challenging yet professionally motivating professional experiences that enrich their professional skill level.
- Provides leadership opportunities in areas of interest to the experienced teacher.
- Encourages teachers to be innovative in the delivery of instruction.
- Demands high levels of professionalism with regard to student behavior management, interaction with parents and community members, instructional program quality, and moral and ethical behavior.

Uses performance as a means to help others improve continuously

- Uses knowledge of learning, teaching, and student development to guide professional development decisions.
- Reviews the effectiveness of mentor assignments to assure that the team assignments are achieving the school's vision of high student achievement.
- Assures that human resource functions support the attainment of school goals.

Properly differentiates the standards of performance evaluation for different ranges of experience and expertise

- Takes into account the formative needs of new staff members in developing a strategy for personnel evaluation.
- Allows more experienced teachers to use personnel evaluation approaches, which challenge their professional goals for continuous improvement.
- Provides opportunities for staff to develop collaborative skills.
- Provides opportunities for staff to develop skilled-based and project-based personnel appraisals.

Suggested Artifacts

School curriculum and financial audits
Hiring records
School board minutes
Letters and memoranda
Mentor records
Professional development calendar
Personnel evaluations
Recruiting literature
Personnel exit interviews
Schedule of staff development activities
School budget
School disciplinary records
School improvement plans
School master schedule
School and community survey data

Teacher evaluation documentation and surveys

D. Information Management – Ensures that another's need to have information is their personal assurance that others will receive the information they need. For example:

Provides appropriate and timely feedback to all

- Uses assessment data related to student learning to develop the school's vision and goals.
- Uses relevant demographic data pertaining to students and their families in developing the school's mission and goals.
- Sends reports to parents regarding student progress that are timely, easy to understand, and accurately convey student progress towards mastery of the curriculum.
- Uses technology to facilitate more effective access to school generated data.

Ensures that people who require information to perform effectively receive it in a timely manner

- Provides detailed reports prepared from disaggregated instructional and testing data assist faculty to better focus instruction on the required curriculum.
- Monitors instruction frequently so that adjustments can be made to increase the effectiveness of classroom instruction.
- Uses information about family and community concerns, expectations, and needs regularly.

Uses appropriate technological tools to manage and manipulate instructional information

- Implements a management system to manage and monitor classroom and individual student performance data.
- Uses spreadsheets, state testing tools, and other technological media to organize and report progress of various subgroups of students and to illustrate the need to change instruction.
- Creates feedback systems to report progress and refocus the school on achievement of goals for all students.

Submits accurate records and reports on time

- Provides reports to parents in a timely and informative manner.
- Submits required reports to supervisors accurately and in a timely manner.
- Assures a timely distribution of information about event announcements to faculty.

Suggested Artifacts

PTA minutes

School board minutes

Anecdotal records

Various disaggregated testing and school improvement reports

Letters to parents

Copies of submitted reports

E. **Student Behavior Management** – Ensures that the school manages student conduct to facilitate maintaining a safe and orderly school climate conducive to high student performance. For example:

Develops procedures for dealing with student misconduct that are prompt, fair, and reasonable

- Treats all individuals with fairness, dignity, and respect.
- Categorizes student misconduct and assigns consequences for misconduct according to the impact on safety issues and the school learning environment.
- Develops, publishes, and widely distributes booklets or other publications which classify and clarify the school's rules and consequences for misconduct.
- Offers professional development for faculty and staff to assist them in better understanding the relationship of positive school climate to higher student achievement.
- Offers training for students to enlist their assistance in creating a more positive school environment.
- Works with individual families regarding their child(ren)'s safety violations in a positive manner to eliminate long-term problem areas.
- Appropriately involves school safety officers to assure a safe school campus.
- Uses effective conflict resolution skills.
- Provides training for students and faculty to assure a comprehensive understanding of the rules of the school and their consequences.

Develops and enforces a code of student conduct in a firm, fair, and consistent manner

- Develops and distributes student and faculty handbooks that are consistent with the school's vision and goals, local school board policy, and state policy and law.
- Deals with misconduct promptly and fairly in a manner designed to address the underlying causes of the misconduct.
- Treats all individuals with fairness, dignity, and respect.
- Assures that all staff approach matters related to student behavior with professionalism, dignity, and respect.
- Develops, publishes, and widely distributes booklets or other publications which classify and clarify the school's rules and penalties for misconduct.

Handles student discipline problems with a level of responsiveness appropriate to the severity of the problem

- Categorizes student misconduct into classifications and assigns penalties for misconduct according to its impact on safety issues and the school-learning environment.
- Investigates incidents thoroughly to assure that sufficient information is available for a fair and informed decision.

Develops and monitors a safe school plan, anticipating potential trouble spots and dealing with them in advance

- Assures that the school strategic plan includes a safe schools component that addresses the rules, desired behaviors, teachers' guidelines, and other responsibilities for developing the behavior management program of the school.
- Makes recommendations and adjustments to school functions and facilities as needed to assure a safe environment.

Suggested Artifacts

Code of conduct brochures
Drop out data
Letters and memoranda
Safe schools reports
School strategic (safety) plan
Student and faculty handbooks
Suspension and other disciplinary reports
Schedules of training activities
Student discipline records and reports

Principal's and Assistant Principal's Self-Assessment

Short Form

Performance Rubric

- Exceeds expected performance levels; Completes responsibilities at high levels of proficiency.
- Meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.
- Does not meet expected performance levels; often fails to complete responsibilities at expected levels of proficiency

The administrator should provide a self rating in each of the highlighted areas listed below:

I. INSTRUCTIONAL LEADERSHIP – Demonstrates the ability to influence the instructional program in positive ways.

A. Visionary Leadership – Demonstrates the ability to develop, articulate, and use a vision of excellence. For example:

_____ **Presents evidence that the vision is a shared vision [SBE I];**

_____ **Uses the vision to guide and define decisions [SBE I];**

_____ **Maintains a steady flow of two-way communications to keep the vision alive and important [SBE I, V].**

B. Curriculum Design and Development – Demonstrates the ability to ensure that the curriculum of the school is designed to promote high student achievement and sound personal growth. For example:

_____ **Leads the faculty and community in a thorough understanding of the relationship between the learning needs of students and the NC Standard Course of Study [SBE II];**

_____ **Ensures that there is an appropriate and logical alignment between the curriculum of the school**

and the state's accountability program [SBE II];

_____ **Ensures that appropriate differentiation in curriculum and instruction is available to those students with exceptional needs [SBE II].**

C. Instruction Effectiveness– Demonstrates the ability to facilitate instructional practices that will lead to high student performance and to a safe, orderly, and caring environment. For example:

_____ Manages time to be an instructional leader as a priority [SBE V];

_____ Provides targeted and challenging professional development activities designed to improve teachers' strengths in reaching all students [SBE II, IV];

_____ Arranges for teachers to teach in settings and circumstances that draw on their strengths and highest abilities [SBE III, IV].

D. Assessment and Evaluation – Demonstrates a commitment to using information to promote sound instructional practices. For example:

_____ Uses data collected from state and local testing and assessment programs to develop formative instructional strategies to improve the effectiveness of daily classroom instruction [SBE II, IV, V];

_____ Monitors student achievement throughout the year, using both classroom and testing data to assess progress [SBE II; V];

_____ Monitors classroom performance on a regular basis, offering pathways to improved student performance through improved teaching [SBE II, IV].

E. Results Oriented– Demonstrates the ability to have students achieve at expected levels of performance or beyond. For example:

_____ Implements a system of performance indicators that guide the school staff in benchmarking performance against similar institutions on a local, state, and national scale (SBE II, V);

_____ **Produces student achievement results that are commensurate with basic principles of the state's accountability system [SBE II];**

_____ **Communicates the results of his/her leadership to appropriate audiences and constituencies [SBE I, V].**

F. Locally Identified Instructional Leadership Standards.

II. ORGANIZATIONAL LEADERSHIP – Demonstrates the ability to create and sustain an organizational culture that promotes high standards and expectations.

A. Climate – Communicates a commitment to high expectations for student and teacher performance. For example:

_____ **Provides and promotes a climate for learning that is safe and orderly [SBE III];**

_____ **Creates an organizational climate that provides rewards and incentives for accomplishment [SBE IV, V];**

_____ **Monitors student performance on a continuous basis [SBE II, III];**

_____ **Communicates a commitment to the dignity and a contribution of all cultures [SBE III];**

_____ **Uses professional meeting times in the school to reinforce commitments to high performance standards [SBE II].**

B. Empowerment – Finds pathways and opportunities for teachers and others to make the best contributions they are capable of making for themselves and to the school. For example:

_____ **Involves stakeholders in decisions affecting schools [SBE IV];**

_____ **Shares responsibility to maximize ownership and accountability.**

C. Communications – Ensures commitment through practice the maxim that knowledge is power, to be shared and distributed to others. For example:

_____ **Keeps appropriate audiences and constituencies informed about the school and its functions [SBE V];**

_____ **Stays well informed about professional issues and shares this information with appropriate groups [SBE IV].**

D. Continuous improvement – Creates an environment where students, teachers, and parents understand and accept the “doctrine” of continuous improvement. For example:

_____ **Uses TQM/TQE or other similar data driven theories of management to benchmark the school’s performance indicators against exemplary practices outside the school [SBE V];**

_____ **Acts in an entrepreneurial manner to support continuous improvement.**

E. Other Locally Identified Organizational Leadership Standards.

III. MORAL/ETHICAL LEADERSHIP – Principals, as well as those they serve, constantly face situations and circumstances that might require them to make a difficult decision. Moral/ethical leadership is about making appropriate choices for the right reasons. For example:

A. Commitment to others – Ensures that the purposes of schooling and the people in the school are working in harmony. For example:

_____ **Creates and sustains a nurturing and caring environment [SBE III];**

_____ **Maintains a learning environment designed to help others be as successful as they choose to be [SBE II, V].**

B. Professional Ethics – Models the qualities of fairness, equity, integrity, and honesty in professional dealings with others. For example:

_____ **Demonstrates an adherence to a personal and professional code of ethics;**

_____ **Accepts responsibility for school outcomes.**

C. Respect for Diversity – Accepts as valued all of the people and cultures represented in the school and by the community at large. For example:

_____ **Uses a wide range of opportunities to celebrate the diverse cultures, both those that is included among the school community and those outside the school [SBE II, III];**

_____ **Ensures that established policies and procedures are in place and enforced equitably for all participants in the school [SBE V].**

D. Responsibility – Accepts responsibility for his/her actions and decisions. Does not seek to blame others for the consequences of his/her actions. For example:

_____ **Opens the school to public scrutiny [SBE IV];**

_____ Devotes time and energy to the position.

E. Other Locally Identified Moral/Ethical Leadership Standards.

IV. MANAGERIAL LEADERSHIP – Effective schools require good management as well as good leadership. Effective management ensures that the operational processes in the school are effective and efficient. For example:

A. Law and Policy – Understands and enforces both law and policy consistently. For example:

_____ Develops and distributes student and faculty handbooks that are consistent with the school's vision and goals, local school board policy, and state law and policy [SBE III, V];

_____ Applies laws and procedures fairly, wisely, and considerately.

B. Resource Management – Understands the resources available to the school and uses them wisely. For example:

_____ Uses fiscal resources efficiently and effectively to provide the materials and people needed to help the school be effective [SBE V];

_____ Uses space effectively to support both the instructional program and the ancillary functions of the school as well [SBE V];

_____ Has an effective staffing plan, where people contribute their best efforts to the school's success [SBE V];

_____ Provides for effective supervision of school support services and classified staff [SBE V];

_____ Uses time resources well to facilitate high student and teacher performance [SBE V].

C. **Personnel Management** – Understands how to select, induct, develop, evaluate, and retain personnel who assist the school in accomplishing its purposes and mission. For example:

_____ Uses sound and effective principles for selecting new staff, both professional and classified [SBE IV];

_____ Spends time ensuring that new hires are properly brought into the school's culture successfully [SBE IV];

_____ Provides specific guidance for teachers trying to solve instructional problems [SBE IV];

_____ Helps new teachers gain expertise and confidence in their teaching [SBE IV];

_____ Works with experienced teachers to help them continue to grow and develop as accomplished professionals [SBE IV];

_____ Uses performance as a means to help others improve continuously [SBE II, IV];

_____ Properly differentiates the standards of performance evaluation for different ranges of experience and expertise [SBE IV];

_____ Actively creates or develops programs that enable the school to support and retain the teachers who should be retained [SBE IV, V].

D. **Information Management** – Ensures that another's need to have information is their personal assurance that others will receive the information they need. For example:

_____ Provides appropriate and timely feedback to all affected constituencies and clients [SBE IV];

_____ Ensures that people who require information to perform effectively receive it in a timely manner [SBE V];

_____ Uses appropriate technological tools to manage and manipulate instructional information [SBE II, V];

_____ Submits accurate records and reports on time [SBE V].

E. Student Behavior Management – Ensures that the school manages student conduct to facilitate maintaining a safe and orderly school climate conducive to high student performance. For example:

_____ Develops procedures for dealing with student misconduct that are prompt, fair, and reasonable [SBE III];

_____ Develops and enforces a code of student conduct in a firm, fair, and consistent manner [SBE II, III];

_____ Handles student discipline problems with a level of responsiveness appropriate to the severity of the problem [SBE III];

_____ Develops and monitors a safe school plan, anticipating potential trouble spots and dealing with them in advance [SBE III].

F. Other Locally Identified Instructional Leadership Standards.

