

Leadership Effectiveness through Analysis & Data

Standard 1 – INSTRUCTIONAL LEADERSHIP: Principal is a World Class instructional leader.	
1.1 Principal inspires all staff to create World Class backward-planned units. create units that integrate all four components of the district GVC.	④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Principal collaborates with and empowers teachers to create units where there is alignment between integrated GVC, authentic assessments, and sustainable learning strategies in every classroom for every student. for all students.	
E: Principal ensures alignment between World Class outcomes, World Class assessments, and World Class strategies for all students.	
PE: Principal prescribes that all teachers align outcomes, assessments, and strategies for all students.	
I: Alignment between outcomes, assessments, and strategies does not exist in many classrooms throughout the school, due to lack of principal's leadership, efforts, and/or attention.	
1.2 Principal inspires all staff to differentiate World Class Outcomes (stage 1) personalize the GVC for all students.	④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Principal collaborates with and empowers teachers to create purposefully plan units where students and teachers select personalized World Class Outcomes from personalize the GVC -- naturally integrating multiple disciplines and one or more 21 st century skills during stage 1 of backward planning.	
E: Principal ensures that all teachers collaborate with students to create purposefully plan units where students and teachers select personalized World Class Outcomes from personalize the GVC -- naturally integrating multiple disciplines and one or more 21 st century skills during stage 1 of backward planning.	
PE: Principal prescribes recommends that all teachers select personalized World Class Outcomes from the GVC and 4 Cs, purposefully plan units where students and teachers personalize the GVC and 4Cs naturally integrating multiple disciplines and one or more 21 st century skills during stage 1 of backward planning.	
I: Differentiated practices do not exist in many classrooms throughout the school, due to lack of principal's leadership, efforts, and/or attention.	
1.3 Principal inspires all staff to use a Balanced Assessment System (stage 2) for all students.	④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Principal collaborates with and empowers teachers to create units that use authentic formative, interim and summative assessments to measure performance of all students toward mastery of World Class Outcomes the GVC and provide personalized feedback to all students.	
E: Principal ensures that all teachers create units that use authentic formative, interim and summative assessments to measure performance of all students toward mastery of World Class Outcomes and provide personalized feedback to all students.	
PE: Principal prescribes use of balanced assessment system that provides a performance demonstration of mastery of all students toward mastery of World Class Outcomes, guaranteeing all students receive personalized feedback.	
I: School uses a balanced assessment system and principal monitors teacher feedback to students.	
1.4 Principal inspires all staff to provide differentiated learning opportunities (stage 3) for all students.	④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Principal collaborates with and empowers teachers to create units in collaboration with students that include personalized, sustainable learning opportunities (stage 3) that facilitate mastery of World Class Outcomes based on students' unique needs.
E: Principal ensures that all teachers collaborate with students to create units that include personalized, sustainable learning opportunities (stage 3) that facilitate mastery of World Class Outcomes based on students' unique needs.
PE: Principal prescribes that teachers offer students more than one sustainable learning opportunity to facilitate mastery of World Class Outcomes.
I: Differentiated instructional opportunities do not exist in many classrooms throughout the school, due to lack of principal's leadership, efforts, and/or attention.
1.5 Principal inspires all staff to use World Class instructional Sustainable Learning strategies (stage 3) for all students.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Principal collaborates with and empowers teachers to develop units and implement learning opportunities that require students to analyze, evaluate, and create with new learning/ideas and skills.
E: Principal ensures that all teachers collaborate with students to develop units and implement learning opportunities that require students to analyze, evaluate, and create with new learning/ideas and skills.
PE: Principal prescribes that teachers offer students learning opportunities that require students to use new understandings and skills to analyze, evaluate, and create.
I: Many classrooms provide lower-order learning opportunities (memorize, know, understand), due to lack of principal's leadership, efforts, and/or attention.
1.6 Principal inspires all staff to take learner-centered risks.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Principal collaborates with and empowers staff to innovate by taking educated, learner-focused risks to improve teaching and learning aligned to World Class Education.
E: Principal ensures that all teachers are comfortable taking educated, learner-focused risks to improve teaching and learning aligned to World Class Education.
PE: Principal establishes conditions where teachers can take educated, learner-focused risks to improve teaching and learning aligned to World Class Education.
I: Opportunities for risk taking do not exist for all teachers, due to lack of principal's leadership, efforts, and/or attention.
1.7 Principal is a World Class teacher.
4 Point Matrix
HE: Principal teaches World Class professional development that models highly effective CITE standards 1-3.
E: Principal facilitates World Class professional development that models highly effective CITE standards 1-3.
PE: Principal ensures that staff receives World Class professional development that models highly effective CITE standards 1-3.
I: World Class professional development that models highly effective CITE standards 1-3 does not occur.
Standard 2 – QUALITY STAFF: Principal coaches each staff member utilizing the evaluation process.
2.1 Principal evaluates staff with fidelity.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Principal demonstrates expert understanding of each standard and element of the evaluation tool(s) and consistently applies that understanding/expectation to the performance of each staff member.

E: Principal holds all staff to World Class performance standards as measured through the evaluation process.
PE: Principal inconsistently interprets and/or applies the standards of performance among staff.
I: Principal evaluates staff performance using the evaluation tool(s).
2.2 Principal uses a body of evidence to evaluate staff.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Principal collaborates with staff members to gather, analyze, and interpret quantitative and qualitative data from multiple sources (including, but not limited to informal, regular classroom walk-throughs and formal classroom observations) -- systemically collected throughout the year -- to identify themes found in their comprehensive evaluation of teacher/staff performance against the CITE/Classified standards and elements.
E: Principal gathers, analyzes, and interprets quantitative and qualitative data from multiple sources and weighs it in conjunction with evidence supplied by the staff member to make a comprehensive analysis of performance.
PE: Principal uses a few data points (informal, classroom walk-throughs, and/or formal classroom observations) or data supplied by the staff member to make an analysis of performance.
I: Principal evaluates staff using limited data.
2.3 Principal differentiates staff coaching.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Principal collaborates with each staff member to provide ongoing feedback (monitor and review) and create a personalized professional development plan aligned to the following: the individual staff member's goals based on a body of evidence (including evaluation data), the school's vision and continuous improvement plans, the district's strategic plan, and all induction requirements for new staff.
E: Principal coaches staff by collaboratively creating a professional development plan that is aligned to the individual staff member's goals based on a body of evidence, the school's vision and continuous improvement plans, the district's strategic plan, and all induction requirements for new staff.
PE: Principal works with each staff member to create a professional development plan.
I: Principal supports all staff with resources for improvement if necessary.
2.4 Principal empowers all staff to lead.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Principal collaborates and empowers staff to identify needed improvement(s) and/or innovations and assume a leadership role (within the building and/or throughout the district) to facilitate positive change.
E: Principal creates opportunities for staff to identify needed improvement(s) and/or innovations and assume a leadership role (within the building and/or throughout the district) to facilitate positive change.
PE: Principal supports teachers who identify needed improvement(s) and/or innovations and assume a leadership role (within the building and/or throughout the district) to facilitate positive change.
I: Few staff take on leadership possibilities within the building or throughout the district.
2.5 Principal protects the professional dignity of all staff by exercising confidentiality and discretion throughout the evaluation process.
④ Always ① Not always
2.6 Principal holds all staff accountable for professional and ethical conduct (including abiding by laws, district policies and procedures).
④ Always ① Not always
Standard 3 – OPERATIONAL LEADERSHIP: Principal is a World Class operational leader.

3.1 Principal creates and maintains an environment that is safe.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Principal collaborates and empowers staff to maintain physically and emotionally safe, well maintained, and student-centered environments. Principal exceeds all district safety protocols and proactively provides important input/feedback to district security team and/or district safety committee.

E: Principal facilitates physically and emotionally safe, maintained, and student-centered environments. Principal meets all district safety protocols and provides important input and feedback to district security team and district safety committee.

PE: Principal presents rules (and/or delegates) to achieve a school environment that is physically and emotionally safe. Principal follows district safety protocols and provides feedback to district security personnel as required.

I: The school is not physically and/or emotionally safe.

3.2 Principal recruits, hires, and retains World Class staff.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Principal demonstrates commitment to a World Class team by proactively hiring quality candidates, **consistently** managing low performers, and retaining highly effective staff.

E: Principal works to hire quality candidates, manages low performers, and works to retain highly effective staff.

PE: Principal **does not** take an active role in the hiring process of high quality staff and **inconsistently** works manages with low performers.

I: Principal uses the available systems to post, interview, and select staff.

3.3 Principal is accountable for a student-centered, school-based-budget.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Principal collaboratively develops a school-based-budget, working with all stakeholder groups, aligning student-centered priorities to school and district goals, and demonstrating innovative approaches to maximize resources, taking ownership for implementation and ongoing monitoring.

E: Principal facilitates the development of a school-based-budget, soliciting input from various stakeholder groups, aligning student-centered priorities to school and district goals, and demonstrating innovative approaches to maximize resources, taking ownership for implementation and monitoring.

PE: Principal ensures a school-based-budget that aligns student-centered priorities to school and district goals.

I: Principal delegates **does not manage** the responsibility of developing and monitoring the student-centered, school-based-budget.

3.4 Principal creates systems for public relations.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Principal proactively provides information, updates, and progress regarding all improvement plans and school goals to all stakeholders using a variety of formats. Principal creates multiple avenues for input and feedback from all stakeholder groups.

E: Principal differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to stakeholders. Principal proactively provides annual updates regarding progress made on all improvement plans and school initiatives to all stakeholders. Principal creates avenues for input and feedback from stakeholder groups.

PE: Principal differentiates communication to meet the needs of some stakeholders, providing periodic updates on school plans. Feedback from stakeholder groups is received through normal channels.

I: Principal communicates with stakeholders as required.

3.5 Principal facilitates opportunities for staff to understand, construct, and practice a restorative school environment.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Principal collaborates and empowers staff to develop and implement a restorative school community. Principal models positive opportunities for staff to restore relationships when they have been harmed.
E: Principal facilitates opportunities for stakeholders to demonstrate ownership by designing and maintaining a restorative school environment based on shared expectations. Principal facilitates positive opportunities for stakeholders to learn from their mistakes by repairing relationships.
PE: Principal provides the opportunity for stakeholders to give input into school rules/norms/expectations. Principal treats all stakeholders in a fair and equitable manner.
I: Principal posts school rules/norms/expectations where they are readily available to all stakeholders and/or rules/norms/expectations are not uniformly applied to all students.
3.6 Principal inspires all stakeholders to understand and experience the unique qualities of their school.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Principal proactively inspires all stakeholders to understand the unique qualities of their school by creating/using multiple systems/opportunities to communicate with, and inform all stakeholders about their school's teaching/learning beliefs and values, instructional practices, culture and climate, unique programs, schedules, and other relevant information in a format(s) that is clear, concise, and easily understood/accessible.
E: Principal provides information regarding teaching and learning beliefs and values, instructional practices, culture and climate, unique programs, schedules, and other relevant information about their school, available to all stakeholders.
PE: Principal provides a synopsis of information regarding their school, available to all stakeholders.
I: Principal provides information about their school and enrollment in response to stakeholder inquiry or as required.
Standard 4 – LEADING CONTINUOUS IMPROVEMENT: Principal leads change through systems thinking for continuous improvement.
4.1 Principal leads strategic, continuous improvement – be proactive.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Principal leads strategic, continuous improvement through development and implementation of a school vision, mission, goals, and strategies using a systems thinking approach. Principal models systemic (or systems thinking – Peter Senge) leadership by using a large body of strategies, tools, and principles all oriented to looking at the interrelatedness of forces, and seeing them as part of a common process – by understanding and leveraging system dynamics to achieve school and district goals.
E: Principal facilitates the strategic, continuous improvement through development and implementation of a school vision, mission, goals, and strategies while modeling a systems thinking approach. Principal models systemic (or systems thinking – Peter Senge) leadership by aligning all work to the unique goals and needs of his/her students, staff, and school.
PE: Principal collaborates with stakeholders to evaluate school data to ensure or refine World Class improvement strategies as part of the school's improvement efforts.
I: Principal works with a small group of school representatives or in isolation to determine improvement strategies and shares with stakeholders.
4.2 Principal leads the creation of a desired state for their school – begins with the end in mind.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

<p>HE: Principal proactively synthesizes current research and literature regarding world class education for all students, and facilitates a world class, constructivist opportunity for all stakeholders to innovate and create a desired state for their school aligned to what is best for students – reevaluating and updating on a continuous basis.</p>
<p>E: Principal collaborates with stakeholders to build a vision of the desired state for their school.</p>
<p>PE: Principal collaborates with stakeholders to identify key components of desired state for their school.</p>
<p>I: Principal has identified preliminary concepts of desired state for their school.</p>
<p>4.3 Principal leads systemic evaluation of current state against desired state – seeks first to understand.</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: Principal collaborates with stakeholders to evaluate current state against desired state, “confronts the brutal facts” (Collins) about their school, facilitates opportunities for stakeholders to identify root causes of “gaps” between the two, and map the interrelatedness of forces impacting those root causes.</p>
<p>E: Principal collaborates with stakeholders to accurately identify current state of their school, and leads the process to understand “gaps” between current and desired state.</p>
<p>PE: Principal identifies current state of their school and leads the process to understand “gaps” between current and desired state.</p>
<p>I: Principal has begun the process of evaluating “gaps” between current and desired state.</p>
<p>4.4 Principal leads creation of a school plan for innovation/change that employs high-leverage actions/strategies – thinks win-win.</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: Principal collaborates with stakeholders to identify and employ innovative strategies in their plan for change that leverage system dynamics – strategies that address the root causes of “gaps” between current and desired state and employ an understanding of the relatedness of forces.</p>
<p>E: Principal collaborates with stakeholders to identify and employ innovative strategies in their plan for change that address the “gaps” between current and desired state.</p>
<p>PE: Principal identifies and employs innovative strategies in their plan for change that address the “gaps” between current and desired state.</p>
<p>I: Principal has begun to build a plan to address movement from current to desired state.</p>
<p>4.5 Principal leads implementation of their plan for change - synergizes.</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: Principal collaborates and inspires stakeholders to implement innovative, high-leverage strategies for change according to the timeline established, reflects on implementation, and makes changes as necessary.</p>
<p>E: Principal collaborates with building leadership team to implement change, oversees timelines, progress monitors, and makes adjustments as necessary.</p>
<p>PE: Principal leads change, monitors progress, and makes adjustments as necessary.</p>
<p>I: Principal oversees change.</p>
<p>4.6 Principal uses multiple data points to assess impact of professional development throughout school.</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: Principal employs feedback mechanisms for all professional development, including assessment of the professional development itself against CITE standards 1-3 and the real implementation of that professional development in the classrooms, for quality assurance and return on investment (ROI) analysis.</p>

E: Principal has feedback mechanisms for all professional development including assessment of the professional development itself and the implementation of that professional development – classroom impact.

PE: Principal gathers a variety of feedback from participants on professional development and monitors implementation throughout school.

I: Principal surveys participants regarding professional development and implementation.

Standard 5 – PROFESSIONALISM: Principal models professionalism.

5.1 Principal stays current in literature, research, and trends impacting World Class Education.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Principal is well-grounded in current literature and research and uses that expertise to ensure that all school goals/strategies are focused on what is best for students in the 21st century. Principal synthesizes knowledge to evaluate current school systems/approaches/practices and works with stakeholders to educate and implement innovative changes and/or new ideas.

E: Principal remains up-to-date in current literature and research and uses that expertise to ensure that all school goals/strategies are focused on what is best for students in the 21st century. Principal shares knowledge within the building and works with stakeholders to implement changes and/or improvements.

PE: Principal periodically reviews current literature and research and applies learned concepts to school improvement practices.

I: Principal tries to stay informed of current literature and best practices.

5.2 Principal creates and implements personal professional growth plan.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Principal collaborates with direct supervisor(s) to create a personal professional growth plan. The plan is based on prioritized (according to the learning progression) needs identified in: LEAD evaluation, survey data, Professional Pathways goals, and school and district goals/priorities that are aligned to the district strategic plan. Principal measures impact of all professional development in practice and reflects on growth/progress.

E: Principal creates a personal professional growth plan based on needs identified in: LEAD evaluation, survey data, and school and district initiatives that are aligned to the district strategic plan – specifically, the DCSD learning progression.

PE: Principal creates a personal professional growth plan aimed at acquiring new skills that is related to LEAD evaluation, survey data, and school and district initiatives that are aligned to the district strategic plan – specifically, the DCSD learning progression.

I: Principal creates a personal professional growth plan unrelated to LEAD evaluation, survey data, and/or school and district initiatives.

5.3 Principal models professional relationships with all staff.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Principal differentiates instructional and operational leadership based on individual needs and knowledge of each staff member. Principal has strong interpersonal skills, situational awareness, and remains professional in all interactions and communications.

E: Principal differentiates interactions and establishes/maintains professional relationships with staff.

PE: Principal remains professional with staff.

I: Principal does not interact professionally with staff on a consistent basis.

5.4 Principal models professional relationships with all stakeholders.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

<p>HE: Principal differentiates instructional and operational leadership based on individual needs and knowledge of each stakeholder. Principal has strong interpersonal skills, situational awareness, is an ambassador for the district, and remains professional in all interactions and communications.</p>
<p>E: Principal differentiates interactions and establishes/maintains professional relationships with stakeholders.</p>
<p>PE: Principal remains professional with stakeholders.</p>
<p>I: Principal does not interact professionally with stakeholders on a consistent basis.</p>
<p>5.5 Principal takes responsibility for all decisions affecting their school.</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: Principal seeks to understand, anticipates stakeholder needs, works to resolve all concerns in advance by bringing them to a win-win solution, communicates all decisions, and stands by all decisions to students, staff, and the school community.</p>
<p>E: Principal makes decisions based on situational demands, works to find win-win solutions, communicates all decisions, and stands by all decisions to students, staff, and the school community.</p>
<p>PE: Principal facilitates decision making, determines the best course of action and/or next steps.</p>
<p>I: Principal responds and/or reacts to situations as they arise and makes decisions by determining the best course of action and/or next steps.</p>
<p>5.6 Principal models the highest level of personal and professional integrity.</p>
<p>④ Always ① Not always</p>
<p>A: Principal consistently exhibits through language, message, actions, methods, expectations, and outcomes the highest levels of personal and professional integrity in all matters pertaining to school and district.</p>
<p>5.7 Principal demonstrates professional and ethical conduct including, but is not limited to, following laws, district policies and procedures.</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: Principal leads and models professional behavior within the building and throughout the district and community.</p>
<p>E: Principal demonstrates professional behavior in meeting all expectations, both legal and school/district.</p>
<p>PE: Principal is compliant with legal and school/district expectations.</p>
<p>I: Principal does not meet legal and school/district expectations.</p>