

Domain 1: Effective Educators				
Effective school leadership builds, sustains and empowers effective teaching through the intersection of human resource leadership and instructional leadership. As human resource leaders, effective principals use strategies to hire, evaluate and support effective teachers. As instructional leaders, they establish and maintain a schoolwide vision of high quality and rigorous instruction for all students.				
1.1 Human Resource Leadership				
As effective human resource leaders, principals recruit, select, develop and evaluate teaching staff with the competencies needed to carry out the school's instructional improvement strategies. Effective human resource leaders also develop and leverage teacher leadership talent and foster distributed leadership.				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.1.1 <i>Recruiting and Selecting</i>	<ul style="list-style-type: none"> Lacks a clear or sequential process to recruit or select staff Rarely applies school's vision and mission to recruiting and selecting decisions 	<ul style="list-style-type: none"> Inconsistently uses a clear and sequential process to recruit and select staff Inconsistently applies school's vision and mission to recruiting and selecting decisions Selection process typically limited to resume screen with unstructured candidate interviews Does not involve other teachers in selection process 	<ul style="list-style-type: none"> Consistently uses clear and sequential process to recruit and select effective and diverse staff Applies recruitment and selection strategy that is informed by school's vision and mission Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as a factor in recruiting and selecting decisions Involves teacher leaders in selection process for some instructional staff 	<ul style="list-style-type: none"> Consistently uses clear and sequential process to recruit and select highly effective and diverse staff Applies recruitment and selection strategy that is integrated within School Improvement Plan Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as primary factor in recruiting and selecting decisions Involves teacher leaders in selection process for all instructional staff Builds relationships in profession (e.g., training programs) and within district to obtain highly qualified and diverse staff
Example Sources of Evidence*:				
<ul style="list-style-type: none"> Descriptions or documents on recruitment Interview artifacts: questions, assessment description 				

Domain 1: Effective Educators				
1.1 Human Resource Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.1.2 Assignment of Teachers and Instructional Staff	<ul style="list-style-type: none"> Occasionally assigns staff to positions for which they are not qualified Does not consider student learning, teacher effectiveness or instructional team composition when making team assignments Rarely anticipates or plans for staff transitions 	<ul style="list-style-type: none"> Assigns teachers and other instructional staff to positions based on qualifications, but may not consider student academic or learning needs, or teacher effectiveness Attempts to create instructional teams (e.g., data teams, professional learning communities) but team member assignment is not based on staff strengths Anticipates some staff transitions, but has inefficient plan for such changes 	<ul style="list-style-type: none"> Assigns teachers and other instructional staff to positions based on qualifications, student academic and learning needs, and teacher effectiveness Assigns teachers and other staff to instructional teams (e.g., data teams, professional learning communities) based on individual and group strengths Identifies potential staff transitions and has strategies to fill positions prior to school year 	<ul style="list-style-type: none"> Assigns teachers and other instructional staff to positions based on qualifications, demonstrated effectiveness, and to support school goals and maximize student achievement Assigns teachers and other staff to instructional teams based on individual and group strengths, with input from teacher leaders and group members Identifies potential staff transitions and uses strategies resulting in almost all positions filled prior to school year Staff assignment process serves as a model for other schools and districts
Example Sources of Evidence*: <ul style="list-style-type: none"> Discussion with principal Staff allocation plan 				

Domain 1: Effective Educators				
1.1 Human Resource Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.1.3 Observation and Performance Evaluation	<ul style="list-style-type: none"> Rarely observes teaching Gives staff infrequent or inaccurate feedback Does not use evaluation process to identify accurate levels of performance Fails to document or address weak performance Rarely uses evaluation results for individual or school growth 	<ul style="list-style-type: none"> Periodically observes teaching Gives staff general or vague feedback Completes evaluations that may lack differentiation or demonstrate inaccurate appraisals Occasionally documents or inappropriately addresses weak performance Inconsistently uses evaluation results to inform individual and school growth Encourages teachers to seek support of peers 	<ul style="list-style-type: none"> Regularly observes teaching using different modalities (walkthroughs, classroom and team-level observations) Regularly gives staff clear feedback based on observations, other evidence sources, and evaluation criteria Completes evaluations that identify accurate levels of performance and periodically reviews results for reliability Appropriately documents and addresses weak performance, including intervention plans when needed Consistently uses evaluation results to inform individual growth Provides opportunities for teachers to observe each other's practice 	<ul style="list-style-type: none"> Regularly observes teaching using different modalities Regularly gives staff timely, clear, and actionable feedback based on observations, other evidence sources, and evaluation criteria Completes evaluations that consistently identify accurate levels of performance and regularly reviews results for reliability Appropriately documents and addresses weak performance, including intervention plans when needed, leading to improved performance or other appropriate outcomes Consistently uses evaluation results for individual and school growth and to inform school improvement planning Creates systems for peer support, including growth-oriented observations, analysis, and reflection
Example Sources of Evidence*: <ul style="list-style-type: none"> Teacher evaluation schedule and documents Post-conference/feedback forms School visits and/or discussion with principals 				

Domain 1: Effective Educators				
1.1 Human Resource Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.1.4 Professional Development and Learning	<ul style="list-style-type: none"> Provides learning opportunities that are not informed by student, classroom, or school data Learning opportunities are rarely tailored to meet educator needs or aligned with school improvement priorities 	<ul style="list-style-type: none"> Provides some general learning opportunities informed by current student, classroom, or school data Creates learning opportunities that meet some educator needs and generally align with school improvement priorities Creates some learning opportunities that are inflexible or adhere to a predetermined schedule 	<ul style="list-style-type: none"> Consistently provides learning opportunities informed by current student, classroom, and school data, reflecting cultural, linguistic, and other learning needs Creates productive and engaging learning opportunities that align with educator learning needs and school improvement priorities Encourages educators to take responsibility for improving their performance over time 	<ul style="list-style-type: none"> Implements collaborative learning opportunities informed by comprehensive analysis of student, classroom, and school data, reflecting cultural, linguistic, and other learning needs Creates productive and engaging learning opportunities that align with individual and school improvement priorities, and maximize use of time and resources Cultivates systems to assess and adjust quality of learning structures Empowers educators to “own” their learning, self-identify opportunities and support growth of others
Example Sources of Evidence*:				
<ul style="list-style-type: none"> Schoolwide professional development plan Observations of staff/faculty professional development meeting 				

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1.1 Human Resource Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.1.5 Distributed Leadership	<ul style="list-style-type: none"> Rarely encourages staff members to seek increased responsibility based on their interests and qualifications Rarely monitors progress or completion of delegated tasks and/or responsibilities Rarely provides support to emerging leaders 	<ul style="list-style-type: none"> Encourages staff members to seek increased responsibility based on their interests and qualifications Staff leadership opportunities are inconsistently aligned with school goals Assesses completion of delegated tasks and/or responsibilities, but not necessarily progress on related goals Understands importance of mentoring or coaching emerging leaders, but there is little evidence of such support 	<ul style="list-style-type: none"> Purposefully leverages staff for leadership opportunities based on their strengths, experiences, and demonstrated success Develops distributed leadership strategy that is aligned with school goals and engages teachers with instructional or content leadership activities Assesses completion of delegated tasks and progress on related goals Provides formal and informal feedback, including mentoring or coaching, to emerging leaders that contributes to their success 	<ul style="list-style-type: none"> Systematically leverages staff members for increased responsibility based on their strengths, experiences, and demonstrated success Develops schoolwide distributed leadership strategy that is aligned with school goals and engages teachers with instructional or content leadership activities Helps staff develop their ability to manage multiple tasks and related goals and to assess results Provides formal and informal support, including mentoring or coaching, and guided leadership opportunities to emerging leaders Develops, supports and encourages shared expectations for distributed leadership
Example Sources of Evidence*:				
<ul style="list-style-type: none"> School Improvement Plan Observations of team meetings 				

Domain 1: Effective Educators
1.2 Instructional Leadership

As effective instructional leaders, principals work with the school community to articulate a vision of improvement that is shared by all. The vision is verified by classroom observations and feedback, collaborative work opportunities, and rigorous student learning objectives. Effective principals focus on results by setting clear staff and student expectations, and facilitating the use of data for student growth.

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.2.1 Mission and Vision	<ul style="list-style-type: none"> Articulates instructional vision or mission that lacks coherence and is not reflected in School Improvement Plan Implements School Improvement Plan without cultivating commitment to ownership of vision and/or mission Does not assess School Improvement Plan progress and results 	<ul style="list-style-type: none"> Articulates instructional vision and mission, but some aspects are unclear and/or missing from School Improvement Plan Implements School Improvement Plan with involvement of some stakeholders, but awareness and ownership of school's vision and/or mission is not shared widely among students and staff Inconsistently assesses School Improvement Plan progress and results 	<ul style="list-style-type: none"> Creates and communicates clear instructional vision and mission for student college, career, and community readiness that is reflected in School Improvement Plan Implements School Improvement Plan with input from staff and some external stakeholders, using evidence-based strategies Periodically assesses School Improvement Plan progress and results Updates vision and mission as needed based on relevance to research and school-based evidence Ensures that mission and vision are known and accepted by a majority of students and staff 	<ul style="list-style-type: none"> Creates, communicates and maintains clear instructional vision and mission for student college, career, and community readiness that is reflected in School Improvement Plan Implements School Improvement Plan with input from broad representation of internal and external stakeholders, using evidence-based strategies Regularly assesses School Improvement Plan progress and uses results to inform current and subsequent plans Updates vision and mission as needed based on relevance to research and school-based evidence Fosters an environment in which students, staff, and community as a whole assume responsibility for school's vision, mission and values

Example Sources of Evidence*:

- School Improvement Plan
- School learning objectives
- Communication with stakeholders and parents (newsletters, website),
- Memos or other communication with staff

Domain 1: Effective Educators				
1.2 Instructional Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.2.2 Student Achievement Focus	<ul style="list-style-type: none"> • Tolerates poor student academic or behavioral performance or weak teacher focus on student achievement expectations • Cannot articulate or does not monitor curricular and instructional program • Does not provide access to differentiated student supports 	<ul style="list-style-type: none"> • Sets expectations for student academics and behavior, but they are not clearly reflected in daily instruction or the School Improvement Plan • Articulates the curricular and instructional program, but some aspects lack coherence • Inconsistently monitors curriculum and instructional program • Provides limited access to differentiated student supports 	<ul style="list-style-type: none"> • Sets expectations for student academics and behavior that are clearly reflected in daily instruction and the School Improvement Plan • Leads and regularly monitors a coherent standards-based curricular and instructional program to deliver rigorous academic content to all students • Provides multi-tiered support system (such as Response to Intervention) to analyze student needs and target resources for student success 	<ul style="list-style-type: none"> • Empowers teachers, staff, students and other stakeholders to contribute to clear, high and demanding academic and behavior expectations for every student that are reflected in daily instruction and the School Improvement Plan • Develops systems to assess level of academic and behavior expectations and takes actions to strengthen those expectations • Leads, as well as empowers others, in regular monitoring of coherent standards-based curricular and instructional program to deliver rigorous academic content to all students • Provides multi-tiered support system that is a model for targeting resources and yielding student success
Example Sources of Evidence*:				
<ul style="list-style-type: none"> • Observations of following possible venues: leadership team meetings; department meetings; faculty meetings; listening sessions; parent-teacher teams • School Improvement Plan 				

Domain 1: Effective Educators				
1.2 Instructional Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.2.3 Staff Collaboration	<ul style="list-style-type: none"> • Fails to establish or support opportunities for collaboration • Acts as a barrier to collaboration 	<ul style="list-style-type: none"> • Encourages collaboration, but does not assess collaborative work for focus on instruction and teacher and student learning • Collaborative work focuses mainly on administrative issues • Uses informal/ad hoc common planning periods 	<ul style="list-style-type: none"> • Establishes and supports ongoing development of collaborative work groups • Assesses collaboration to keep focus on instruction as well as teacher and student learning • Provides consistent, common planning periods • Periodically participates with collaborative teams to identify solutions to difficult problems 	<ul style="list-style-type: none"> • Creates conditions and expectations for collaborative work groups that are owned by teachers • Workgroups self-assess collaboration to maximize focus on instruction as well as teacher and student learning • Provides consistent, extended opportunities for educators to collaborate • Actively participates with collaborative teams to identify solutions to difficult problems
Example Sources of Evidence*:				
<ul style="list-style-type: none"> • Team meeting agendas • School schedule • Observations of principal during professional learning opportunities and interactions with learning teams 				

Domain 1: Effective Educators				
1.2 Instructional Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.2.4 Schoolwide Use of Data	<ul style="list-style-type: none"> • Rarely organizes schoolwide efforts to analyze data to inform school improvement strategies • Rarely encourages or supports teachers and teacher teams to collect and analyze data, and use results to improve instruction, leadership practices, and student learning • Does not encourage use of balanced assessment framework (e.g., formative, interim, and summative) 	<ul style="list-style-type: none"> • Organizes periodic schoolwide efforts to analyze data to identify problems and develop school improvement strategies • Encourages teachers and teacher teams to collect and analyze data, but may not provide sufficient support in use of data to improve instruction, leadership practices and student learning • Encourages use of balanced assessment framework (e.g., formative, interim, and summative) 	<ul style="list-style-type: none"> • Facilitates schoolwide continuous improvement processes (e.g., cycles of inquiry) using multiple sources of relevant school, staff or student data • Develops and monitors appropriate school improvement strategies and adjusts as needed • Develops capacity of individual teachers and teacher teams to engage in continuous improvement processes using multiple sources of relevant data to improve instruction, leadership practices, and student learning • Oversees development of balanced assessment framework (e.g., formative, interim, and summative) to drive instruction and advance learning 	<ul style="list-style-type: none"> • Empowers others to lead schoolwide continuous improvement processes (e.g., cycles of inquiry) using multiple sources of relevant school, staff or student data • Develops and monitors appropriate school improvement strategies and adjusts as needed to build a culture for learning • Fosters school norms where teachers, teacher teams, and leaders regularly use and share results from continuous improvement processes to improve instruction, leadership practices, and student learning • Empowers teachers and other leaders to create and regularly use balanced assessment framework (e.g., formative, interim, and summative) to drive instruction and advance learning
Example Sources of Evidence*:				
<ul style="list-style-type: none"> • Agendas for team meetings, grade level meetings, board reports • Observations of leadership/data team meetings • Student and School Learning Objectives 				

Domain 1: Effective Educators				
1.2 Instructional Leadership				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.2.5 Student Learning Objectives (Teacher SLOs)	<ul style="list-style-type: none"> Supports teacher SLOs that do not adhere to Educator Effectiveness SLO criteria Does not encourage teachers to collaborate on SLO development Does not encourage staff to share SLO results with peers 	<ul style="list-style-type: none"> Supports teacher SLOs that inconsistently meet Educator Effectiveness SLO criteria Encourages some teachers to collaborate on SLO development Occasionally encourages teachers to share SLO results with peers 	<ul style="list-style-type: none"> Supports teacher SLOs that are evidence-based, student-centered, and meet Educator Effectiveness criteria Encourages teachers to co-develop SLOs (as appropriate) Regularly provides opportunities for teachers to share SLO results and jointly revise and strengthen SLOs 	<ul style="list-style-type: none"> Supports teacher SLOs that are evidence-based, student-centered, meet Educator Effectiveness criteria, and align with school priorities (i.e., School Improvement Plan)Creates conditions leading to teacher ownership of SLO process with teachers regularly co-developing SLOs (as appropriate), sharing results, and strengthening SLOs Cultivates SLO process where teacher SLOs align with district priorities and serve as exemplary models
Example Sources of Evidence*:				
<ul style="list-style-type: none"> Sample of SLOs Discussion with principal Observations of teacher/data team meetings 				

Domain 2: Leadership Actions

Effective principals take leadership actions that set the stage for improved teaching and learning. Effective principals model professional and respectful personal behavior, facilitate a collaborative and mutually supportive working environment that is focused on achievement for all learners, and manage resources and policies in order to maximize success on the school’s instructional improvement priorities.

2.1 Personal Behavior

Effective principals model professionalism by exhibiting ethical and respectful behavior that is displayed in the interactions with student, staff, parents and the community. Effective principals also maximize time focused on student learning, use feedback to improve school performance and student achievement, and demonstrate initiative and persistence to achieve school goals and improve performance.

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.1.1 Professionalism	<ul style="list-style-type: none"> Does not model professionalism or ethical behavior Rarely holds staff to professional, ethical, and respectful behavioral expectations Does not reflect on personal professional practice Rarely applies current educational research to inform practice 	<ul style="list-style-type: none"> Occasionally models positive professional or ethical behavior Expects staff to display professional, ethical, and respectful behavior, but inconsistently holds them accountable for doing so Occasionally reflects on personal professional practice Inconsistently applies current educational research to inform practice 	<ul style="list-style-type: none"> Consistently models positive professional and ethical behavior Expects staff to display professional, ethical, and respectful behavior at all times and takes swift action when inappropriate conduct or practice is reported or observed Regularly and accurately reflects on personal professional practice and pursues professional growth activities Consistently applies current educational research to practice and monitors impact Participates in activities that contribute to the profession 	<ul style="list-style-type: none"> Consistently models positive professional and ethical behavior Empowers staff to model ethical and respectful behavior, leading to shared professional accountability Regularly and accurately reflects on personal professional practice and pursues ongoing professional growth activities Consistently applies current educational research to practice and monitors impact Leads activities that contribute to the profession

Example Sources of Evidence*:

- Observations/school walkthroughs
- Discussion with principal

Domain 2: Leadership Actions				
2.1 Personal Behavior				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.1.2 Time Management and Priority Setting	<ul style="list-style-type: none"> Rarely focuses objectives or activities on school improvement priorities Does not anticipate future needs or set appropriate timelines Fails to establish clear guidance about priority of instructional time 	<ul style="list-style-type: none"> Inconsistently focuses objectives and activities on school improvement priorities Tries to anticipate future needs, but some timelines are not realistic or appropriate Recognizes need to protect instructional time, but allows distractions to shift focus from instructional efforts 	<ul style="list-style-type: none"> Consistently focuses objectives and activities on school improvement priorities Sets objectives, activities and timelines to meet future needs Assesses use of time to meet goals, priorities and deadlines Acts to protect instructional time by keeping teachers, students and staff focused on student learning and free from external distractions 	<ul style="list-style-type: none"> Focuses almost all objectives and activities on school improvement priorities Creates time efficiencies to maximize focus on goals, priorities and deadlines School community is empowered to create innovative opportunities for increased and/or enhanced instructional time
Example Sources of Evidence*:				
<ul style="list-style-type: none"> School Improvement Plan Faculty/team meeting observations School visits 				

Domain 2: Leadership Actions				
2.1 Personal Behavior				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.1.3 <i>Use of Feedback for Improvement</i>	<ul style="list-style-type: none"> Rarely seeks or applies feedback to shape priorities or improve personal performance 	<ul style="list-style-type: none"> Seeks feedback from stakeholders, but inconsistently uses feedback to improve personal or school performance Inconsistently acts upon feedback to shape priorities designed to improve student achievement 	<ul style="list-style-type: none"> Actively solicits feedback and help from stakeholders, and uses feedback to improve personal and school performance Regularly incorporates feedback to help shape priorities designed to improve student achievement 	<ul style="list-style-type: none"> Develops and implements efficient systems that generate feedback and advice from students, teachers, parents, community members, and other stakeholders that results in improved personal and school performance Explains to stakeholders how feedback has been used to shape priorities designed to improve student achievement
Example Sources of Evidence*:				
<ul style="list-style-type: none"> School Improvement Plan Notes from observation of listening session (faculty team meetings) 				

Domain 2: Leadership Actions				
2.1 Personal Behavior				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.1.4 Initiative and Persistence	<ul style="list-style-type: none"> Rarely persists to achieve expected goals Takes little or no leadership in partnerships that could contribute to school success 	<ul style="list-style-type: none"> Uses persistence to achieve some, but not all, expected goals Inconsistently takes on additional responsibilities and partnerships to address school challenges or enhance current practices 	<ul style="list-style-type: none"> Consistently applies initiative and persistence to achieve expected goals Engages diverse stakeholders at district and state level, and within local community, to address school challenges or enhance current practices Develops productive school-community partnerships 	<ul style="list-style-type: none"> Consistently applies initiative and persistence to accomplish ambitious goals Takes a leadership role within district and local community to create solutions to school's challenges or enhance current practices, making a notable contribution to district and community Develops successful and sustained school-community partnerships
Example Sources of Evidence*:				
<ul style="list-style-type: none"> School Improvement Plan and related processes Community and district presentations and interactions Discussions with principal and staff 				

Domain 2: Leadership Actions
2.2 Intentional and Collaborative School Culture

Effective principals establish a climate of trust and collaboration among school staff, students and the community and ensure that the school is inclusive, culturally responsive, and conducive to student learning. They build positive relationships by effectively communicating, managing conflicts and forging consensus for improvement.

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.2.1 School Climate	<ul style="list-style-type: none"> Is ineffective in establishing school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds Rarely or inaccurately evaluates school climate to ensure that it is conducive to student and staff learning or inclusive of different perspectives 	<ul style="list-style-type: none"> Understands importance of, but is minimally effective in, establishing and maintaining school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds Inconsistently evaluates school climate to ensure that it is conducive to student and staff learning and inclusive of different perspectives 	<ul style="list-style-type: none"> Establishes and maintains school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds Regularly evaluates school climate and takes steps to address student and staff learning to ensure that it is inclusive of different perspectives 	<ul style="list-style-type: none"> Creates conditions where school community takes ownership and maintains school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds Collaborates with staff to regularly evaluate school climate and confront barriers, including preconceptions about race, culture, class and other issues of difference that inhibit student and staff learning School serves as a model for inclusionary practices

Example Sources of Evidence*:

- Newsletter
- Community engagement plan
- Discussions with principal, staff, students and parents
- Positive Behavior Intervention System (PBIS) Data
- School climate survey/parent survey

Domain 2: Leadership Actions				
2.2 Intentional and Collaborative School Culture				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.2.2 Communication	<ul style="list-style-type: none"> Rarely communicates school goals, learning expectations, challenges, improvement plans, and progress to stakeholders Does not utilize different approaches to communicate or ineffectively utilizes several communication approaches Responses to parents and community members are not timely or meaningful 	<ul style="list-style-type: none"> Communicates school goals, learning expectations, challenges, improvement plans and progress to some stakeholders Utilizes limited communication approaches Occasionally responds to contact from parents and community members in a timely or meaningful way 	<ul style="list-style-type: none"> Communicates school goals, learning expectations, challenges, improvement plans and progress to all stakeholders Utilizes multiple approaches to communicating, such as face-to-face conversations, newsletters and websites and monitors their impact Consistently responds to contact from parents and community members in a timely and meaningful way 	<ul style="list-style-type: none"> Communicates school goals, learning expectations, challenges, improvement plans and progress to all stakeholders, and varies communication strategies to be responsive to a variety of audiences with different backgrounds and perspectives Assesses effectiveness of different communication strategies and adapts as necessary (e.g., retooling message, expanding scope of communication) Solicits and responds to contacts from parents and community members in a timely and meaningful way
Example Sources of Evidence*:				
<ul style="list-style-type: none"> Newsletters, emails, correspondence with parents, community members and stakeholders Communication plan and log Social Media School websites Web 2.0 interactive information 				

Domain 2: Leadership Actions				
2.2 Intentional and Collaborative School Culture				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.2.3 Conflict Management and Resolution	<ul style="list-style-type: none"> • Unaware of or contributes to conflicts • Lacks fairness, self-control and consistency when dealing with difficult situations • Limits involvement in relationship building and conflict management to defuse tense or problematic situations 	<ul style="list-style-type: none"> • Acknowledges but avoids addressing some conflicts • Inconsistently models fairness, self-control and consistency when dealing with difficult situations • Interacts with students, staff and other stakeholders on an as-needed basis to defuse potentially stressful situations • Even if significant philosophical differences exist, accepts and supports district decisions when final 	<ul style="list-style-type: none"> • Recognizes that conflict is inevitable, depersonalizes disagreement, and respects varying points of view • Models fairness, self-control, and consistency when dealing with difficult situations and cultivates these characteristics in others • Engages staff, parents, students and others in meaningful discussions to address issues before they become challenging • When significant philosophical differences exist, uses appropriate venues to question district direction, but accepts and supports decisions when final 	<ul style="list-style-type: none"> • Anticipates conflict and is proactive in defusing and resolving disagreements among stakeholders • Models fairness, self-control and consistency when dealing with difficult situations and school community reflects shared commitment to empathy and respect • Engages staff, parents, students and others in meaningful discussions to address issues before they become challenging • Welcomes varying points of view as a force for positive change • When significant philosophical differences exist, uses appropriate venues and evidence-based arguments to question district direction, but accepts and supports decisions when final
Example Sources of Evidence*:				
<ul style="list-style-type: none"> • Disciplinary procedures and referrals • Grievance records • Discussions with staff, students and parents 				

Domain 2: Leadership Actions				
2.2 Intentional and Collaborative School Culture				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.2.4 Consensus Building	<ul style="list-style-type: none"> • Fails to identify areas in which agreement and/or consensus is necessary • Rarely seeks input or secures cooperation, and instead makes unilateral, arbitrary decisions 	<ul style="list-style-type: none"> • Identifies areas where agreement is necessary but has not implemented strategies to achieve agreement • Seeks some input from stakeholders, but pursues improvement processes without securing cooperation needed to support change process 	<ul style="list-style-type: none"> • Uses varied strategies to work toward a consensus for improvement including shared problem solving approaches • Uses building leaders to assist in trying to reach consensus • Allows dissenting views, but recognizes that full consensus may not always be possible and manages change process to keep school moving on important priorities 	<ul style="list-style-type: none"> • Ensures an inclusive process for collaboration and incorporates different perspectives and dissenting voices into decision making • Empowers stakeholders to initiate improvement strategies and facilitate the change management process
Example Sources of Evidence*: <ul style="list-style-type: none"> • School Improvement Plan • Communication with stakeholders and staff • School climate survey 				

Domain 2: Leadership Actions
2.3 School Management

Effective principals manage school finances and work within policies to create an environment of school improvement and student achievement. Effective principals are active when policies should be changed to better reflect school, district and state goals.

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.3.1 Learning Environment Management	<ul style="list-style-type: none"> Does not ensure that school is safe Has not implemented a crisis management plan Does not develop a calendar of building activities and events Does not cooperate with district maintenance supervisors in support and direction of custodial personnel 	<ul style="list-style-type: none"> Attempts to create a safe learning environment, but unaddressed safety issues exist Implements a crisis management plan, but periodic tests and updates of the plan may not occur Develops a calendar of activities and events, but does not regularly update it, resulting in conflicts Occasionally cooperates with district buildings and grounds in supervision and direction of custodial personnel 	<ul style="list-style-type: none"> Supervises facilities and equipment management to create a safe learning environment Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed Maintains an updated and accessible school calendar of activities and events Cooperates with district buildings and grounds in supervision and direction of custodial personnel 	<ul style="list-style-type: none"> Supervises facilities and equipment management to create a safe learning environment Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed Ensures that school community takes initiative and ownership to support a safe and effective learning environment Identifies creative solutions to maximize and share space Identifies creative ways to involve school community in helping to keep learning environment clean and maintained

Example Sources of Evidence*:

- Facility reviews
- Crisis management plan
- Behavior management plan

Domain 2: Leadership Actions

2.3 School Management				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.3.2 Financial Management	<ul style="list-style-type: none"> Does not develop required budgets Performs ineffective budget management Exceeds school budget 	<ul style="list-style-type: none"> Develops budget as required Manages budget within guidelines School spending may exceed allocation School budget does not accurately reflect school improvement priorities 	<ul style="list-style-type: none"> Conducts needs analysis as part of budget development Manages budget with flexibility and seeks approval when variance is needed Focuses on staying within budget and effectively allocates resources to support school improvement priorities Pursues and periodically obtains external funding 	<ul style="list-style-type: none"> Conducts needs analysis and clearly aligns budget with instructional vision and school improvement priorities Manages budget with flexibility and seeks approval when variance is needed Involves school community in budget planning in conjunction with overall School Improvement Plan Uses innovative resource reallocation strategies Consistently seeks and obtains external funding
Example Sources of Evidence*: <ul style="list-style-type: none"> School budget reports and planning documents School Improvement Plan Grant applications/awards 				

Domain 2: Leadership Actions				
2.3 School Management				
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.3.3 Policy Management	<ul style="list-style-type: none"> Does not comply with policies, procedures, laws and regulations Does not maintain appropriate documentation Does not communicate updated policies to staff 	<ul style="list-style-type: none"> Follows some policies, procedures, laws and regulations Inconsistently maintains appropriate documentation Inconsistently communicates updated policies to staff Does not communicate with local, state and federal policymakers on issues that directly impact school and leadership practice 	<ul style="list-style-type: none"> Follows all policies and procedures, laws and regulations, and seeks clarification when needed Consistently maintains appropriate documentation Communicates updated policies to staff Communicates with appropriate policymakers to influence policies that directly impact school and leadership practice 	<ul style="list-style-type: none"> Follows all policies, procedures, laws and regulations, and seeks clarification when needed Consistently maintains appropriate documentation Creates awareness and understanding among staff and other stakeholders of local, state and federal policies Communicates with appropriate policymakers to influence local, state, and federal policies that directly impact school and leadership practice Volunteers for state and national committees developing policy on issues central to school leadership
Example Sources of Evidence*:				
<ul style="list-style-type: none"> District compliance reports Communication examples with local and state decisions makers 				

*Additional sources of evidence plus “look-fors” and indicators are included in Appendix C of the [WI Principal Evaluation Process Manual](#).