APPENDIX IV - 32

TUCSON UNIFIED
SCHOOL DISTRICT

LEGAL DEPARTMENT
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TUCSON, ARIZONA 85717-0400

To: Dr. Hawley, Fisher and Mendoza Plaintiff Counsel; Department of Justice
From: Samuel E. Brown, Legal Counsel
Date: 2/19/2021
Re: Teacher and Principal Evaluation Changes

This memo outlines proposed changes to the teacher and principal evaluation tools. Some of these changes are mandated by the State of Arizona and do not rise to the level of USP section I(D)(1) "significant changes contemplated pursuant to" the USP. Nonetheless, in the interests of full transparency the District is sharing this information and soliciting your input.

TEACHER EVALUATIONS

1. Waterford

The District is now using Waterford (online test) rather then DIBELS (paper test) for grades K-2. Both are state-approved literacy screeners and both are part of the Move On When Reading legislation.   This change does not involve a change to the model, the cut scores, or the distribution of points.

2. Change in Percentages for Growth and Observation

Currently, TUSD bases 33% of a teachers' individual evaluation on the school's growth in ELA and math. This limits individual teacher accountability, as (a) each teacher is at most only fractionally responsible for overall school growth, and (b) those teachers who do not teach ELA or math are even further removed. The District proposes to reduce the weight of the school growth measure from 33% to 20% of the evaluation, and to increase the weight of the individual Danielson measure (which relies on classroom observation, embedded professional learning, and coaching) from 50% to 63%. This still leaves each teacher with a stake in the performance of other teachers at the school, which is important, but increases the importance of the individual Danielson measure. The District believes that this adjustment will improve accountability and the overall balance of incentives.

Current measures	Proposed measures
• Danielson 50%	• Danielson 63%
• Growth 33%	• Growth 20%
• Surveys 10%	• Surveys 10%
• Teacher Reflection 1%	• Teacher Reflection 1%

3. CRP Critical Attributes

TUSD has also revised its teacher evaluation tool to improve the presence and consideration of teachers' Culturally Responsive Pedagogy through the observation of critical attributes within the Danielson model.   This change, in connection with the increased percentage applied to Danielson rubric from 50% to 63%, will give principals more leverage in requiring teachers to utilize CRP pedagogy in the classroom. ***See* Attachment A.**

PRINCIPAL EVALUATIONS

1. Change from PSEL standards to ISSLC standards

This is a change required by the State of Arizona. The ISSLC standards were developed in 1996; the PSEL standards in 2015. In 2014, responding to growth in the knowledge base and changes in the job of school leadership, it was decided to further update the standards. Dr. Mark Smylie regards the newer standards as "a significant step forward in the history of the standards." ***See* Attachment B,** *"School Leader Standards From ISLLC to PSEL: Notes on Their Development and the Work Ahead" (*Fall 2018, UCEA Review).

2. Enhanced CRP Language

As with teacher evaluations, the District has enhanced the PSEL-standard tool with CRP language to ensure alignment with the critical attributes updated in the teacher evaluation, and to raise the profile and expectations for TUSD principals with regard to CRP.

3. Changed Cut Scores

The District is also proposing to lower the cut scores to make it easier to evaluate principals closer to their performance, and less based on the performance of the school.

Attachment C: Revised TUSD Principal Evaluation Rubric (PSEL)

Principal Evaluation Model Revisions
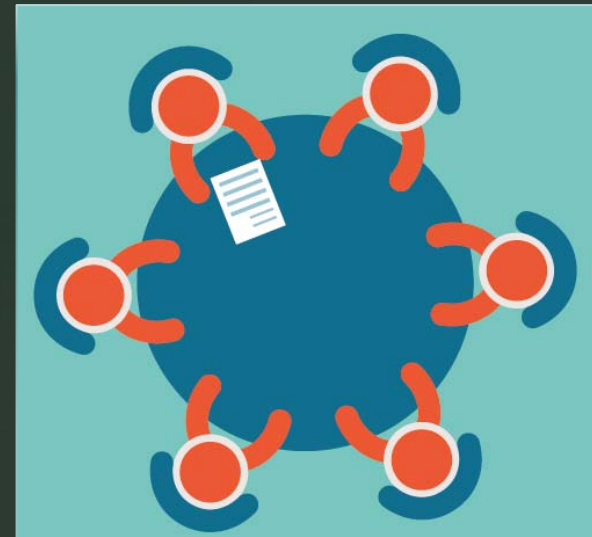
June 22, 2021

Principal Evaluation Committee Members

Committee Members: Seth Aleshire, Eva Almonte, Alma Carmona-Alday, Lucinda Brunenkant, Lori Conner, Russell Doty, Dr. Michael Konrad, Shawna Rodriguez, Dr. Anne Dudley

District Leadership: Brian Lambert and Richard Sanchez

Facilitators: Dr. Halley Freitas and Maricela Meza

ELI Representative: Michael Boreale

Overview

- Changes to the Principal Evaluation Rubric have:

  - Increased emphasis on culturally responsive practices and alignment with SPARKS.

  - Increased emphasis on community involvement.

  - Increased focus on students and student learning.

  - Increased overall rigor to receive a distinguished score.

Committee Work

▪ Primary work of the committee consisted of reviewing the current evaluation rubric to conform to the new PSEL standards/language for each of the domains of the rubric.

▪ Review of the attributes/evidence portion of the evaluation and update to coincide with the PSEL standards.

▪ Eliminate the Standards Assessment Inventory (SAI) surveys due to redundancy in questions from School Quality Survey.

▪ Review of the cut scores and agreed to modify the breakdown of performance designations.

Change from *ISLLC* (Interstate Leaders Licensure Consortium) Standards to *PSEL* (Professional Standards for Educations Leaders) Standards

Table 1. Side-by-Side Correlation of ISLLC 2008 and PSEL 2015 Standards

ISLLC 2008	PSEL 2015
1. Vision	1. Mission, Vision, and Core Values
	10. School Improvement
2. School Culture and Instructional Program	4. Curriculum, Instruction, and Assessment
	5. Community of Care and Support for Students*
	6. Professional Capacity of School Personnel*
	7. Professional Community for Teachers and Staff
3. Operations, Management, and Resources	5. Community of Care and Support for Students*
	6. Professional Capacity of School Personnel*
	9. Operations and Management
4. Collaboration With Faculty and Community	8. Meaningful Engagement of Families and Community*
5. Ethics	2. Ethics and Professional Norms
	3. Equity and Cultural Responsiveness*
6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness*
	8. Meaningful Engagement of Families and Community*

* Note. Individual PSEL standards designated with an asterisk (*) correlate to multiple ISLLC standards.

Distribution of Evaluation Points
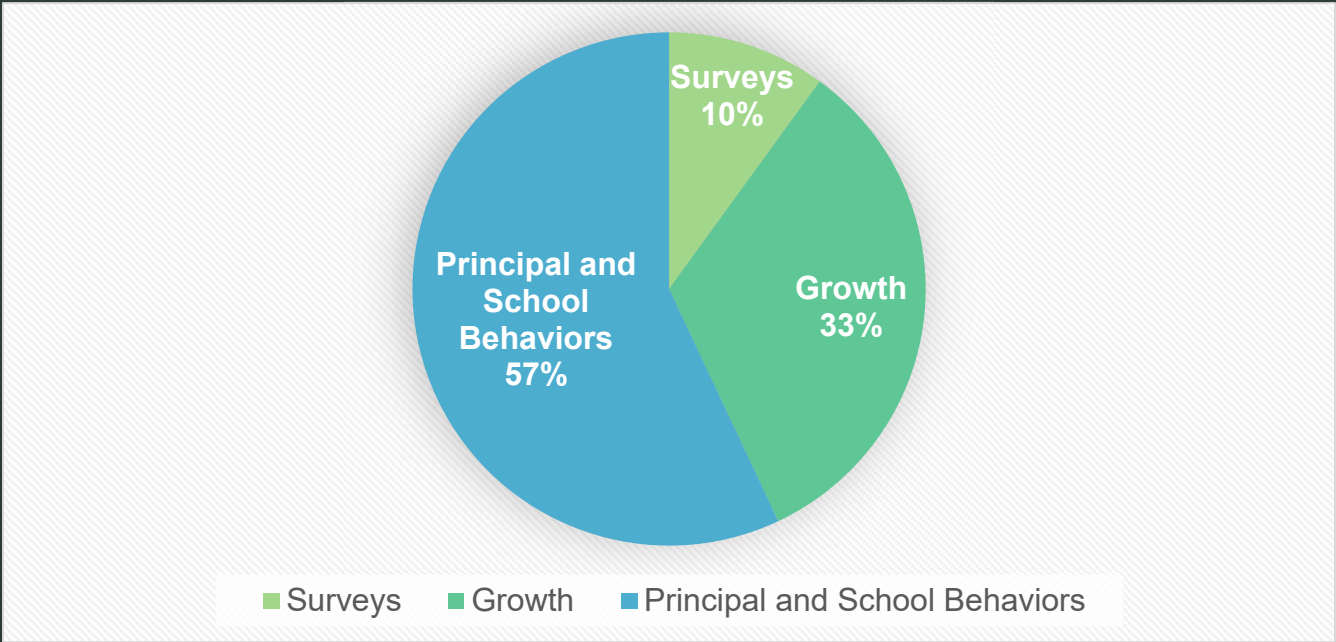
Conversion Table Grades K-12: Weighted Scale for Principal Evaluation			
Measure	Maximum Points	Weight	Ratio
Obs. Rubric	84	57	0.679
Growth	3	33	11
SQS Survey-Staff	5	5	1.000
SQS Survey-Student	5	5	1.000
Total	97	100	

Principal Component and School Component

The Principal Evaluation Rubric is divided into the Principal Behaviors and the School Behaviors.

These two components have different scales for scoring. The maximum possible points for each indicator are 7. They are:

| Principal Behaviors are rated on a 1-4 level of performance: | Unsatisfactory (1); Basic (2); Proficient (3); and, Distinguished (4). | School Behaviors are rated as either a 1 or 3. |

Cut Scores for Principal Evaluation Points

Current Cut Scores

- Distinguished   76-100
- Effective   57-75
- Developing   45-56
- Ineffective   0-44

Proposed Cut Scores

- Distinguished   81-100
- Effective   77-80
- Developing   71-76
- Ineffective   0-70

Next Steps

- **2021-2022 SY**

- Will serve as a transition year.

- The proposed evaluation rubric will be implemented to evaluate principals using the 2020-2021 (current) scoring system.

- **2022-2023 SY**

- The proposed evaluation rubric and scoring system will be implemented to evaluate principals.

THANK YOU!

TUSD Teacher CR Indicators in Revised Danielson: DRAFT 12152020

Domain 1 – Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy Indicators

Unsatisfactory - The teacher makes content errors.

Unsatisfactory - The teacher does not consider prerequisite relationships or scaffolding when planning.

Unsatisfactory - The teacher's plans use inappropriate strategies for the discipline.

Unsatisfactory - Instructional strategies are not suited for online and remote modes of learning.

Basic - The teacher's understanding of the discipline is rudimentary.

Basic - The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.

Basic - Lesson and unit plans use limited instructional strategies, and some are not suitable to the content

Basic – The teacher does not access students' prior knowledge.

Basic - Instructional strategies are not easily suited for online and remote modes of learning.

Proficient - The teacher can identify important concepts of the discipline and their relationships to one another.

Proficient - The teacher provides clear explanations of the content.

Proficient - The teacher answers students' questions accurately and provides feedback that furthers their learning.

Proficient - Instructional strategies in unit and lesson plans are entirely suitable to the content.

Proficient - The teacher scaffolds support for English language learners' primary language

Proficient – The teacher incorporates students' prior knowledge into the lesson.

Proficient - Instructional strategies are suited for online and remote modes of learning.

Distinguished - The teacher cites intra- and interdisciplinary content relationships.

Distinguished - The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.

Distinguished - The teachers' plans reflect recent developments in content-related pedagogy.

Distinguished - Instructional strategies are uniquely suited to online and remote modes of learning

Distinguished – Teacher fluidly incorporates students' prior knowledge into the lesson and encourages students to share.

1b Demonstrating Knowledge of Students Indicators

Unsatisfactory - The teacher does not understand child development characteristics and has unrealistic expectations for students.

Unsatisfactory - The teacher does not try to ascertain varied ability levels among students in the class.

TUSD Teacher CR Indicators in Revised Danielson: DRAFT 12152020

Unsatisfactory - The teacher is not aware of students' interests or cultural heritages.

Unsatisfactory - The teacher takes no responsibility to learn about students' medical or learning disabilities.

*Unsatisfactory – Teacher does not incorporate students' funds of knowledge into lessons.

Basic - The teacher cites developmental theory but does not seek to integrate it into lesson planning.

Basic - The teacher is aware of the different ability levels in the class but tends to teach to the whole group.

Basic - The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.

Basic - The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

Basic – Teacher minimally incorporates students' funds of knowledge into lessons.

Basic – Teacher is aware of student medical issues and learning disabilities

Proficient - Outcomes represent high expectations and rigor.

Proficient - Outcomes are related to big ideas of the discipline.

Proficient - Outcomes are written in terms of what students will learn rather than do.

Proficient - Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.

Proficient - Outcomes, differentiated where necessary, are suitable to groups of students in the class.

Proficient – Teacher gathers student information from home.

Proficient – Teacher is aware of student medical issues and learning disabilities and adjusts lesson accordingly.

Proficient – Teacher incorporates students' funds of knowledge into lessons.

Proficient - The teacher seeks out information from all students about their racial, ethnic, cultural, and linguistic backgrounds including utilizing online platforms/resources.

Distinguished - Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.

Distinguished - Teacher connects outcomes to previous and future learning.

Distinguished - Outcomes are differentiated to encourage individual students to take educational risks.

Distinguished – Teacher fluidly incorporates students' funds of knowledge into lessons.

Distinguished - The teacher supplements lessons with material that considers students' racial, ethnic, cultural, and linguistic heritage including communication with student's families.

Distinguished - The teacher incorporates information from all students about their racial, ethnic, cultural, and linguistic backgrounds including utilizing online platforms/resources.

Distinguished – The teacher is well versed in their students' medical issues and learning disabilities and can adjust the lesson without compromising the learning.

TUSD Teacher CR Indicators in Revised Danielson: DRAFT 12152020

1c Setting Instructional Outcomes Indicators

Unsatisfactory - Outcomes lack rigor.

Unsatisfactory - Outcomes do not represent important learning in the discipline.

Unsatisfactory - Outcomes are not clear or are stated as activities.

Unsatisfactory - Outcomes are not suitable for many students in the class.

Basic - Outcomes represent a mixture of low expectations and rigor.

Basic - Some outcomes reflect important learning in the discipline.

Basic - Outcomes are suitable for most of the class.

Proficient - Outcomes represent high expectations and rigor.

Proficient - Outcomes are related to big ideas of the discipline.

Proficient - Outcomes are written in terms of what students will learn rather than do.

Proficient - Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.

Proficient - Outcomes, differentiated where necessary, are suitable to groups of students in the class.

Distinguished - Teacher plans reference cross-curricular frameworks or blueprints to ensure accurate sequencing.

Distinguished - Teacher connects outcomes to previous and future learning.

Distinguished - Outcomes are differentiated to encourage individual students to take educational risks.

Distinguished - Outcomes are based on a comprehensive assessment of student learning.

1d Demonstrating Knowledge of Resources Indicators

Unsatisfactory - The teacher uses only district-provided materials, even when more variety would assist some students.

Unsatisfactory - The teacher does not seek out culturally relevant resources available to expand his/her own skill.

Unsatisfactory - Although the teacher is aware of some student needs, they do not inquire about possible resources.

Basic - The teacher uses materials in the school library but does not search beyond the school for resources.

Basic - The teacher participates in content-area workshops offered by the school but does not pursue other professional development.

Basic - The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

Proficient - Texts are at varied levels.

Proficient - Texts are supplemented by guest speakers and field experiences.

Proficient - The teacher facilitates the use of Internet resources.

TUSD Teacher CR Indicators in Revised Danielson: DRAFT 12152020

Proficient - Resources are multidisciplinary.

Proficient - The teacher expands their knowledge through professional learning groups and organizations.

Proficient - The teacher pursues options offered by universities.

Proficient - The teacher provides lists of resources outside the classroom for students to draw on.

Proficient – The teacher links curriculum to students' cultural resources.

Distinguished - Texts are matched to student skill level and challenge student thinking.

Distinguished - The teacher has ongoing relationship with colleges and universities that support student learning.

Distinguished - The teacher maintains log of resources for student reference.

Distinguished - The teacher pursues apprenticeships to increase discipline knowledge.

Distinguished - The teacher facilitates student contact with resources outside the classroom.

Distinguished - The teacher views students, parents/guardians and community as a viable resource to extend learning opportunities.

Distinguished – Teacher utilizes texts and resources that match student identity and cultural backgrounds.

1e Designing Coherent Instruction Indicators

Unsatisfactory - Learning activities are boring and/or not well aligned to the instructional goals.

Unsatisfactory - Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning.

Unsatisfactory - Lesson plans are not structured or sequenced and are unrealistic in their expectations.

Basic - Learning activities are moderately challenging.

Basic - Learning resources are suitable, but there is limited variety.

Basic - Instructional groups are random, or they only partially support objectives.

Basic - Lesson structure is uneven or may be unrealistic about time expectations.

Proficient - Learning activities are matched to instructional outcomes.

Proficient - Activities provide opportunity for higher-level thinking.

Proficient - The teacher provides a variety of appropriately challenging materials and resources.

Proficient - Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.

Proficient - The plan for the lesson or unit is well structured, with reasonable time allocations.

Proficient – Teacher's plans provide for individual student feedback.

Proficient - *Teachers design lessons with efficient time allocations based on the configurations of the class (In-person, block schedules, remote, asynchronous etc.)*

Distinguished - Activities permit student choice.

TUSD Teacher CR Indicators in Revised Danielson: DRAFT 12152020

Distinguished - Learning experiences connect to students' lived experiences and other disciplines.

Distinguished - Teacher provides a variety of appropriately challenging and culturally relevant resources that are differentiated for students in the class.

Distinguished - Lesson plans differentiate for individual student needs.

1f Designing Student Assessments Indicators

Unsatisfactory - Assessments do not match instructional outcomes.

Unsatisfactory - Assessments lack criteria.

Unsatisfactory - No formative assessments have been designed.

Unsatisfactory - Assessment results do not inform subsequent lesson planning.

Basic - Only some of the instructional outcomes are addressed in the planned assessments.

Basic - Assessment criteria are vague.

Basic - Plans refer to the use of formative assessments, but they are not fully developed.

Basic - Assessment results are used to design lesson plans for the whole class, not individual students.

Proficient - All the learning outcomes have a method for assessment.

Proficient - Assessment types match learning expectations.

Proficient - Plans indicate modified assessments when they are necessary for some students.

Proficient - Assessment criteria are clearly written.

Proficient - Plans include formative assessments to use during instruction.

Proficient - Lesson plans indicate possible adjustments based on formative assessment data.

Proficient - Assessment types match learning expectations and learning environment (In-person, block schedules, remote, asynchronous etc.)

Proficient – Lesson assessment includes dialogue and student voice

Distinguished - Assessments provide opportunities for creativity and student choice.

Distinguished - Students participate in designing assessments for their own work.

Distinguished - Teacher-designed assessments are authentic with real-world application, as appropriate.

Distinguished - Students develop rubrics according to teacher-specified learning objectives.

Distinguished - Students are actively involved in collecting information from formative assessments and provide input.

Distinguished – Teacher masterfully provides for variable forms of assessment, including dialogue and student voice

Domain 2: The Classroom Environment

TUSD Teacher CR Indicators in Revised Danielson: DRAFT 12152020

2a Creating an Environment of Respect and Rapport

Unsatisfactory - The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds and developmental levels.

Unsatisfactory - Students' body language indicates feelings of hurt, discomfort, or insecurity.

Unsatisfactory - The teacher displays no familiarity with, or authentic caring for individual students.

Unsatisfactory - The teacher disregards disrespectful interactions among students and/or uses microaggressions

Basic – The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity

Basic - The teacher attempts to respond to disrespectful behavior among students with sarcasm or dismissive language.

Basic - The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.

Basic – There is little evidence of the teacher creating a positive culture and/or climate or building relationships.

Basic – Teacher attempts to make authentic connections with only a few individual students.

Proficient - Talk between the teacher and students and among students is uniformly respectful.

Proficient - The teacher successfully responds to disrespectful behavior among students and holds high behavioral expectations of all students.

Proficient - Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates

Proficient - The teacher establishes a positive relationship and makes connections with most students.

Proficient – Students exhibit respect for the teacher.

Proficient - The teacher is respectful of student preference for mode of communication (video, audio, chat, etc.)

Distinguished – Teacher establishes a positive learning community through reciprocal relationships with students based on respect.

Distinguished - Teacher demonstrates knowledge and caring about individual students' lives and the community beyond school

Distinguished - Students respectfully correct one another and the teacher.

Distinguished –There is no disrespectful behavior among students.

Distinguished - The teacher responds with respect and patience to each student response.

Distinguished - Teacher incorporates various modes of communication (i.e. digital platforms/resources) to meet all student learning needs.

2b Establishing a Culture for Learning

TUSD Teacher CR Indicators in Revised Danielson: DRAFT 12152020

Unsatisfactory - The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors

Unsatisfactory - The teacher conveys to at least some students that the work is too challenging for them.

Unsatisfactory – The teacher does not validate student contributions to class.

Unsatisfactory -Teacher exhibit little or no pride in their work

Unsatisfactory - Students use disrespectful language; the teacher does not correct them

Basic - The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.

Basic - The teacher conveys high expectations for only some students.

Basic –Teacher exhibits a limited commitment to scaffolding; leaving students to complete the work on their own

Basic - The teacher's primary concern appears to be to complete the task at hand

Basic - The teacher urges, but does not insist, that students use respectful language.

Proficient - The teacher communicates the importance of the content and normalizes the struggle of learning

Proficient - The teacher demonstrates a high regard for students' abilities.

Proficient - The teacher conveys a high expectation of student effort with appropriate scaffolding.

Proficient –The teacher gives high quality individual feedback.

Proficient - The teacher exhibits cultural competence to bridge academic language.

Proficient - The teacher leverages available technology resources and online platforms to support a culture of learning.

Distinguished - The teacher communicates a genuine passion for the subject.

Distinguished - Students shown a desire for complete understanding through critical questions and comments.

Distinguished - Students assist their classmates in understanding the content through co-creation of knowledge and encourage one another to think critically about concepts and topics addressed.

Distinguished - Students take initiative in improving the quality of their work

Distinguished - Teacher offers multiple opportunities for mastery.

Distinguished - Teacher's questions show higher depth of knowledge.

Distinguished - Teacher encourages risks, failure, and success by normalizing the struggle for learning.

2c Managing Classroom Procedures

Unsatisfactory - Students are not productively engaged in learning.

Unsatisfactory - Transitions are disorganized, with much loss of instructional time.

Unsatisfactory - There do not appear to be any established procedures for distributing and collecting materials.

TUSD Teacher CR Indicators in Revised Danielson: DRAFT 12152020

Unsatisfactory - A considerable amount of time is spent off task because of unclear procedures.

Unsatisfactory - Volunteers and paraprofessionals have no defined role and/or are idle much of the time.

Unsatisfactory - No established procedures for student discussion or peer to peer listening.

Unsatisfactory - Students are not able to access regularly used *online platforms* and materials independently.

Basic - Students are partially engaged in the learning activity.

Basic - Procedures for transitions seem to have been established, but their operation is not smooth.

Basic - There appears to be established routines for distribution and collection of materials, but students are confused about how to carry them out.

Basic - Classroom routines function unevenly.

Basic - Volunteers and paraprofessionals require frequent supervision.

Basic – Some procedures for student discussion and peer to peer listening are present but inconsistently applied.

Proficient - Students are productively engaged during small-group or independent work.

Proficient - Transitions between large- and small-group activities are smooth.

Proficient - Routines for distribution and collection of materials and supplies work efficiently.

Proficient - Classroom routines function smoothly.

Proficient - Volunteers and paraprofessionals work with minimal supervision.

Proficient - Students consistently use procedures and participate in structured student discussion and peer to peer listening

Proficient - Students demonstrate proficiency in accessing regularly used online platforms and materials independently and without difficulty.

Proficient – The teacher and students have established a classroom social contract revolving around respect.

Distinguished - Students lead small group discussions using routine procedures.

Distinguished - Students facilitate procedures and routines in order to listen to peer to peer or peer to teacher responses.

Distinguished – Students offer suggestions to classmates and/or teacher to increase efficiency.

Distinguished - Students support their peers with technology issues on regularly used online platforms and materials.

Distinguished – The teacher and students have implemented a classroom social agreement based on mutual respect.

2d Managing Student Behavior

Unsatisfactory - The classroom environment is chaotic, with no standards of conduct evident.

Unsatisfactory - The teacher does not monitor student behavior.

TUSD Teacher CR Indicators in Revised Danielson: DRAFT 12152020

Unsatisfactory - Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

Unsatisfactory – Student to student microaggressions are not addressed.

Unsatisfactory – The teacher engages in disrespectful behavior.

Unsatisfactory - The teacher removes students from the classroom without following school procedures.

Basic - The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.

Basic - The teacher attempts to keep track of student behavior, but with no apparent system.

Basic - The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

Basic – The teacher attempts to address microaggressions with little success.

Proficient - Standards of conduct appear to have been established and implemented successfully.

Proficient - Overall, student behavior is generally appropriate.

Proficient - The teacher frequently monitors student behavior.

Proficient – The teacher readily accepts student's feedback.

Proficient - The teacher's response to student misbehavior is effective.

Proficient – The teacher is proactive regarding the use of any microaggressions.

Proficient – The teacher builds relationships with all students to better understand the cause for their behavior in class.

Proficient - The teacher periodically monitors student behavior by observing students' electronic interaction with the lesson and/or classroom community.

Distinguished – Student and teacher behavior is entirely appropriate, no evidence of student misbehavior.

Distinguished - The teacher monitors student behavior without speaking, just moving about the class.

Distinguished - The teacher accepts student's feedback and adjusts.

Distinguished - Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.

Distinguished – Teacher demonstrates awareness and is responsive to student needs.

Distinguished – The teacher teaches information regarding the harmful effects of microaggressions.

Distinguished - The teacher encourages students to intervene if they feel their perspective is being undervalued or not acknowledge.

Distinguished - The teacher respects students' cultural values while monitoring student behavior.

2e Organizing Physical Space

Unsatisfactory - There are physical hazards in the classroom, endangering student safety.

Unsatisfactory - Many students can't see or hear the teacher or see the board.

Unsatisfactory - Available technology is not being used even if it is available and its use would enhance the lesson.

Unsatisfactory – The environment has no representations of any sort of the students and their cultures and/or backgrounds.

Basic - The physical environment is safe, and most students can see and hear the teacher or see the board.

Basic - The physical environment is not an impediment to learning but does not enhance it.

Basic - The teacher makes limited use of available technology and other resources.

Basic – There are few visual representations of students and their cultures or backgrounds.

Proficient - The classroom is safe, and all students are able to see and hear the teacher or see the board.

Proficient - The classroom is arranged to support the instructional goals, and learning activities, and discussion.

Proficient - The teacher makes appropriate use of available technology.

Proficient – There are many visual representations of the students and their cultures and/or backgrounds.

Distinguished - Modifications are made to the physical environment to accommodate students with special needs.

Distinguished - There is total alignment between the goals of the lesson and the physical environment.

Distinguished - Students take the initiative to adjust the physical environment.

Distinguished - Teachers and students make extensive and imaginative use of available technology.

Distinguished - Students are part of the decision-making process regarding representations and dialogue.

Domain 3: Instruction

3a Communication with Students

Unsatisfactory - At no time during the lesson does the teacher convey to students what they will be learning.

Unsatisfactory - Students indicate through body language or questions that they don't understand the content being presented.

Unsatisfactory - The teacher makes a serious content error that will affect students' understanding of the lesson.

Unsatisfactory - Students indicate through their questions that they are confused about the learning task.

Unsatisfactory - The teacher's communications ignore students' cultural and linguistic resources or include errors of vocabulary or usage or imprecise use of academic language.

Unsatisfactory - The teacher's vocabulary is inappropriate to the age or culture of the students.

Basic - The teacher provides little elaboration or explanation about what the students will be learning.

TUSD Teacher CR Indicators in Revised Danielson: DRAFT 12152020

Basic - The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.

Basic - The teacher makes no serious content errors but may make minor ones.

Basic - The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.

Basic - The teacher makes minimal use of students' cultural and linguistic resources and must clarify the learning task so students can complete it.

Basic - The teacher's vocabulary and usage are correct but unimaginative.

Basic - When the teacher attempts to explain academic vocabulary, it is only partially successful.

Basic - The teacher's vocabulary is too advanced, or too juvenile, for students.

Proficient - The teacher states clearly, at some point during the lesson, what the students will be learning.

Proficient - The teacher's explanation of content is clear and invites student participation and thinking.

Proficient - The teacher makes no content errors.

Proficient - The teacher describes multiple strategies students might use, inviting students to interpret them in the context of what they're learning.

Proficient - Students engage with the learning task, indicating that they understand what they are to do.

Proficient - If appropriate, the teacher models the process to be followed in the task.

Proficient - The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.

Proficient- The teacher incorporates students' cultural and linguistic resources when appropriate.

Proficient - The teacher's vocabulary is appropriate to students' ages and levels of development.

Distinguished - The teacher points out possible areas for misunderstanding.

Distinguished - Teacher explains content clearly and imaginatively, using metaphors & analogies to bring content to life.

Distinguished- The teacher weaves students' cultural and linguistic resources into the lesson fluidly.

Distinguished - The teacher encourages students to share metaphors and examples that come from students' racial, ethnic, cultural, and linguistic background.

Distinguished - All students seem to understand the presentation.

Distinguished - Students explain the content to the class, or to classmates as co-creators of knowledge.

Distinguished - Teacher uses rich language and makes abundant use of students' cultural and linguistic resources, offering brief vocabulary lessons where appropriate.

Distinguished – The teacher considers students' suggestion in selecting strategies for learning.

3b Using Questioning and Discussion Techniques

Unsatisfactory - Questions are rapid-fire and convergent, with a single correct answer.

TUSD Teacher CR Indicators in Revised Danielson: DRAFT 12152020

Unsatisfactory - Questions do not invite student thinking.

Unsatisfactory - All discussion is between the teacher and students; students are not invited to speak directly to one another.

Unsatisfactory - The teacher does not ask students to explain their thinking.

Unsatisfactory - Only a few students dominate the discussion.

Basic - The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.

Basic - The teacher invites students to respond directly to one another's ideas, but few students respond.

Basic - The teacher calls on many students, but only a small number actually participate in the discussion.

Basic - The teacher asks students to explain their reasoning, but only some students attempt to do so.

Proficient - The teacher uses open-ended questions, inviting students to critically think and/or offer multiple possible answers.

Proficient - The teacher makes effective use of wait time.

Proficient - The teacher builds on uses student responses, including the experiences of students from different racial, ethnic, cultural and linguistic perspectives to questions effectively.

Proficient - Discussions enable students to talk to one another, without ongoing mediation by the teacher.

Proficient - The teacher calls on most students, even those who don't initially volunteer.

Proficient - Many students actively engage in the discussion

Distinguished - Students initiate higher-order questions that draw on students' racial, ethnic, cultural, and linguistic experiences.

Distinguished - Students extend the discussion, enriching it.

Distinguished - Students invite comments from their classmates during a discussion and challenge one another's thinking.

Distinguished - Virtually all students are engaged in the discussion.

Distinguished - Students engage respectfully in academic risk-taking and dialogue.

3c Engaging Students in Learning

Unsatisfactory - Few students are intellectually engaged in the lesson.

Unsatisfactory - Learning tasks/activities and materials require only recall or have a single correct response or method.

Unsatisfactory - Curriculum/resources chosen for the lesson does not represent the students' culture.

Unsatisfactory - Lesson is teacher centered with little to no student involvement.

Unsatisfactory - Instructional materials used are unsuitable to the lesson and/or the students.

TUSD Teacher CR Indicators in Revised Danielson: DRAFT 12152020

Unsatisfactory - The lesson drags or is rushed.

Unsatisfactory - Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.

Basic - Some students are intellectually engaged in the lesson.

Basic - Learning tasks are a mix of those requiring thinking and those requiring recall.

Basic - Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.

Basic - Students are sitting in groups, independently on an assignment, with little to no discussion.

Basic - The materials and resources are partially aligned to the lesson objectives

Basic – The materials and resources partially relate to students and their culture.

Basic - Few of the materials and resources require student thinking or ask students to explain their thinking.

Basic - The pacing of the lesson is uneven - suitable in parts but rushed or dragging in others.

Basic - The instructional groupings used are partially appropriate to the activities.

Basic – The teacher provides opportunities to examine real-life issues related to students' lives and the larger community

Proficient - Most students are intellectually engaged in the lesson.

Proficient - Learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.

Proficient - Students have some choice in how they complete learning tasks.

Proficient - There is a mix of different types of groupings, suitable to the lesson objectives.

Proficient - Materials and resources support the learning goals and require intellectual engagement, as appropriate

Proficient - Materials and resources are student-centered and include students' backgrounds and identity.

Proficient - The pacing of the lesson provides students the time needed to be intellectually engaged.

Distinguished - Students from all racial, ethnic, cultural, and linguistic backgrounds are highly engaged in the lesson.

Distinguished - Students from all racial, ethnic, cultural, and linguistic backgrounds take the initiative to improve the lesson by (1)

Students take initiative to modify a learning task to make it more meaningful or relevant to their everyday lived experiences and needs.

Distinguished - (2) Students suggest modifications to the grouping patterns used.

Distinguished - (3) Students suggest modifications or additions to the materials being used.

Distinguished - Students have extensive choice in how they complete tasks.

Distinguished - Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

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Distinguished - Different and flexible grouping options are used for specific purposes and students of similar backgrounds and skills are

not consistently grouped with the same classmates.

Distinguished – Students engage in civic action, applying in the community the skills they have learned in the classroom.

Distinguished - Teacher engages students through project-based and inquiry learning

3d Using Assessment in Instruction

Unsatisfactory - The teacher gives no indication of what high-quality work looks like.

Unsatisfactory - The teacher makes no effort to determine whether students understand the lesson.

Unsatisfactory - Students receive no feedback, or feedback is global or directed to only one student.

Unsatisfactory - The teacher does not ask students to evaluate their own or classmates work.

Unsatisfactory - There is little or no evidence of building on student strengths.

Unsatisfactory - Teacher does devalues different cultural communication styles.

Basic - There is little evidence that the students understand how their work will be evaluated.

Basic - The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.

Basic - Feedback to students is vague and not oriented toward future improvement of work.

Basic - The teacher makes only minor attempts to engage students in self- or peer assessment.

Basic - Limited acknowledgement and inclusion of students' cultural identity.

Basic - Peers may edit papers but are not seen as sources of knowledge.

Proficient - The teacher elicits evidence of student understanding and validates student responses.

Proficient - Students are invited to assess their own work and make improvements; with added support from teacher.

Proficient - Feedback includes specific and timely guidance, at least for groups of students.

Proficient - The teacher attempts to engage students in self- or peer assessment.

Proficient - When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.

Proficient - Teacher creates a safe space by normalizing the cognitive struggle.

Proficient – Teacher employs variable assessment strategies using student dialogue.

Distinguished - The teacher makes the standards of high-quality work clear to the students and there is evidence that students have helped establish the evaluation criteria.

Distinguished - Teacher is constantly taking the pulse of the class; monitoring of student understanding is sophisticated and continuous and makes use of culturally relevant and linguistically sensitive strategies to elicit information about individual student understanding.

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Distinguished - Feedback to students is specific, timely, and focused on improvement. It is provided from many sources, including other students and their families.

Distinguished - Students monitor their own understanding through reflection, either on their own initiative or as a result of tasks set by the teacher.

Distinguished - The teacher's adjustments to the lesson are designed to assist individual students.

Distinguished - Assessment connects to students' daily experience.

Distinguished – Skillful use of variable assessment strategies using student dialogue.

3e Demonstrating Flexibility and Responsiveness

Unsatisfactory - The teacher ignores indications of student boredom or lack of understanding.

Unsatisfactory - The teacher brushes aside students' questions.

Unsatisfactory – The teacher ignores students attempts to make connections to the lesson as it relates to their experiences.

Unsatisfactory - The teacher conveys to students that when they have difficulty learning, it is their fault.

Unsatisfactory - In reflecting on practice, the teacher does not indicate that it is important to reach all students.

Unsatisfactory - The teacher makes no attempt to adjust the lesson in response to student confusion.

Basic - The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.

Basic – The teacher makes minimal effort to build on students attempt to make connections to the lesson as it relates to their experiences.

Basic - The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.

Basic - In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.

Basic - The teacher's attempts to adjust the lesson are partially successful.

Proficient - The teacher incorporates students' interests and questions into the heart of the lesson.

Proficient – The teacher builds on students' connections to the lesson as it relates to their experiences.

Proficient - The teacher conveys to students that they have other approaches to try when the students experience difficulty.

Proficient - In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.

Proficient - When improvising becomes necessary, the teacher makes adjustments to the lesson.

Proficient – The teacher recognizes teachable moments related to students' experiences and the content.

Distinguished - Teacher's adjustments to the lesson, when needed, are designed to assist individual students and cultural/ethnic groups.

Distinguished – The teacher encourages students to make connections to the lesson as it relates to their experiences.

Distinguished - Teacher seizes on a teachable moment to enhance a lesson by incorporating students' experiences.

Distinguished - The teacher conveys to students from all racial, ethnic, cultural, and linguistic groups that they will not consider a lesson "finished" until every student understands, and that they have a broad range of approaches to use.

Distinguished - In reflecting on practice, the teacher can cite others in the school and the students' home and diverse communities whom they have contacted for assistance in reaching some students.

Domain 4: Professional Responsibility

4a Reflecting on Teaching

Unsatisfactory - The teacher considers the lesson but draws incorrect conclusions about its effectiveness.

Unsatisfactory - The teacher makes no suggestions for improvement.

Unsatisfactory – The teacher takes no personal responsibility for the success or failure of students.

Basic - The teacher has a general sense of whether or not instructional practices were effective.

Basic - The teacher takes some personal responsibility for student success or failure and offers only general modifications for future instruction.

Basic – Teacher is aware of student challenges but does little to modify instructional practices.

Proficient - The teacher accurately assesses the effectiveness of instructional activities used.

Proficient - The teacher takes on personal responsibility for student success or failure by identifying specific ways in which a lesson might be improved.

Proficient – Teacher is aware of students' lived experiences and modifies the lesson for relevance.

Distinguished - Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.

Distinguished - Teacher's assessment of the lesson utilizes evidence of student learning.

Distinguished - Teacher's suggestions for improvement draw on an extensive repertoire that embody culturally responsive pedagogy.

Distinguished – Teacher takes initiative to make changes to instructional approach when students are not successful.

Distinguished – Teacher invests in and takes personal responsibility for student success and failure.

Distinguished – Teacher acknowledges their own their biases when creating and delivering a lesson.

4b Maintaining Accurate Records

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Unsatisfactory - There is no system for either instructional or noninstructional records.

Unsatisfactory - Record-keeping systems are in disarray and provide incorrect or confusing information.

Basic - The teacher has a process for recording student work completion; however, it may be out of date or may not permit students to access the information.

Basic - The teacher's process for tracking student progress is cumbersome to use.

Basic - The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.

Basic – Students regularly have to ask the teacher to update their grades online.

Proficient - The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.

Proficient - The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.

Proficient - The teacher's process for recording noninstructional information is both efficient and effective.

Proficient – Students are able to see their grades but are unclear on of their academic progress.

Distinguished - Students contribute to and maintain records indicating completed and outstanding work assignments.

Distinguished - Students contribute to and maintain data files indicating their own progress in learning coupled with teacher feedback

Distinguished - The teacher collaborates with students on maintaining instructional records that focus on student progress.

4c Communicating with Families

Unsatisfactory - Little or no information regarding the instructional program is available to parents/guardians.

Unsatisfactory - Families are unaware of their children's progress.

Unsatisfactory - Family engagement activities are lacking.

Unsatisfactory - There is some culturally inappropriate communication.

Basic - School or district-created materials about the instructional program are sent home.

Basic - The teacher sends home infrequent or incomplete information about the instructional program.

Basic - The teacher maintains a school-required gradebook but does little else to inform families about student progress.

Basic - Some of the teacher's communications are inappropriate to family's cultural norms.

Basic – Teacher's family contact is limited to academic failure and misbehavior.

Proficient - The teacher regularly makes information about the instructional program available.

Proficient - The teacher regularly sends home information about student progress and learning.

Proficient - The teacher develops activities designed to engage families successfully and appropriately in their children's learning.

Proficient - Most of the teacher's communications are appropriate to families' cultural norms.

Proficient – The teacher welcomes families and home knowledge into the classroom.

Distinguished - On a regular basis, students develop materials to inform their families about the instructional program. The teacher encourages students from different racial, ethnic, cultural, and linguistic backgrounds to develop materials that are accessible to their families.

Distinguished - Students maintain accurate records about their individual learning progress and frequently share this information with families.

Distinguished - Students contribute to regular and ongoing projects designed to engage families in the learning process.

Distinguished - All the teacher's communications are highly sensitive to families' cultural norms.

Distinguished – Teacher gets involved in the students' community by partnering with organizations.

Distinguished – Teacher communicates regularly and partners with families for student success.

Distinguished – Teacher and students creates a welcoming environment that fosters family-school relationships.

4d Participating in the Professional Community

Unsatisfactory - The teacher's relationships with colleagues are characterized by negativity or combativeness.

Unsatisfactory - The teacher purposefully avoids contributing to activities promoting professional inquiry.

Unsatisfactory - The teacher avoids involvement in school activities and district and community projects.

Basic - The teacher has cordial relationships with colleagues.

Basic - When invited, the teacher participates in activities related to professional inquiry.

Basic - When asked, the teacher participates in school activities, as well as district and community projects.

Proficient - The teacher has supportive and collaborative relationships with colleagues.

Proficient - The teacher regularly participates in activities related to professional inquiry.

Proficient - The teacher frequently volunteers to participate in school events and school district and community projects.

Proficient - The teacher regularly participates (in-person or remotely/virtually) in activities related to professional inquiry

Proficient – Teacher communicates with parents/guardians and community partners in the learning process.

Distinguished - The teacher takes a leadership role in promoting activities related to professional inquiry.

Distinguished - The teacher regularly contributes to and leads events that positively impact school life.

Distinguished - The teacher regularly contributes to and leads significant school district and community projects.

Distinguished – Teacher collaborates with parents/guardians and community partners in the learning process.

4e Growing and Developing Professionally

Unsatisfactory - The teacher is not involved in any activity that might enhance knowledge or skill.

Unsatisfactory - The teacher purposefully resists discussing performance with supervisors or colleagues.

Unsatisfactory - The teacher ignores invitations to join professional organizations or attend conferences.

Basic - The teacher participates in professional activities when they are required or provided by the district.

Basic - The teacher reluctantly accepts feedback from supervisors and colleagues.

Basic - The teacher contributes in a limited fashion to professional organizations.

Proficient - The teacher seeks regular opportunities *(in-person or remotely/virtually)* for continued professional development.

Proficient - The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.

Proficient - The teacher actively participates in organizations designed to contribute to the profession.

Proficient - The teacher actively participates (in-person or remotely/virtually) in organizations designed to contribute to the profession.

Distinguished - The teacher seeks regular opportunities for continued professional development, including initiating action research.

Distinguished - The teacher actively seeks feedback from supervisors and colleagues.

Distinguished - The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.

Distinguished - The teacher is a role-model for culturally responsive pedagogy and instruction.

Distinguished - The teacher seeks to build (In person or remotely/virtually) a professional learning community beyond formal and informal school classroom.

4f Showing Professionalism

Unsatisfactory - The teacher is dishonest.

Unsatisfactory - The teacher does not notice the needs of students.

Unsatisfactory - The teacher engages in practices that are self-serving.

Unsatisfactory - The teacher willfully rejects district regulations.

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Unsatisfactory – The teacher is unaware of implicit bias.

Basic - The teacher is honest.

Basic - The teacher notices the needs of students but is inconsistent in addressing them.

Basic - The teacher does not notice that some school practices result in poor conditions for students.

Basic - The teacher makes decisions professionally but on a limited basis.

Basic - The teacher complies with district regulations.

Basic – The teacher is aware of implicit bias but fails to mitigate its effect in their practice.

Basic – Teacher advocates for some students.

Proficient - The teacher is honest and known for having high standards of integrity.

Proficient - The teacher actively addresses student needs.

Proficient - The teacher actively works to provide opportunities for student success.

Proficient - The teacher willingly participates in team and departmental decision making.

Proficient - The teacher complies completely with district regulations.

Proficient – The teacher acknowledges their biases and works to mitigate its impact.

Proficient – Teacher advocates for all students

Distinguished - Teacher is considered a leader in terms of honesty, integrity, and confidential

Distinguished - Teacher is highly proactive in serving students from all racial, ethnic, and linguistic groups.

Distinguished – Teacher makes a concerted effort to ensure opportunities and successful learning outcomes for students from all racial, ethnic, and linguistic groups.

Distinguished - Teacher takes a leadership role in team and departmental decision making.

Distinguished - Teacher takes a leadership role regarding school district.

Distinguished – Teacher advocates for all students and families.

Distinguished – Teacher acts as an agent of change by confronting bias and obstacles and working to overcome them.

Footnotes:

Funds of knowledge-

Microagressions-

Cultural competence-

Implicit bias-

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Gray highlight = CRPI

Red, Italic = Other changes

School Leader Standards From ISLLC to PSEL:
Notes on Their Development and the Work Ahead

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It has been more than 20 years since Scott Thomson and the National Policy Board for Educational Administration (NPBEA) initiated the creation of professional standards for school leaders. In retrospect, the beginning of the work was an amazingly low-keyed, straight-forward, noncontentious effort to forge standards that states could use to strengthen school leadership. Using a "committee of the whole" approach, the ad hoc Interstate School Leaders Licensure Consortium (ISLLC) developed the first set of standards in 1996 (Council of Chief State School Officers [CCSSO], 1996). These first ISLLC standards were endorsed by each of the consortium's 24 state members. In 2008, the NPBEA decided to update the 1996 ISLLC standards. It constituted a task force that revised the standards, and the board approved them before the end of that year (CCSSO, 2008). In 2014, responding to growth in the knowledge base and changes in the job of school leadership, it was decided to further update the standards. Through the work of several committees representing research, practice, and policy arms of the profession, as well as through several public and stakeholder reviews, the Professional Standards for Educational Leaders (PSEL) were created and approved by NPBEA in late 2015 (NPBEA, 2015).[1]

PSEL 2015 represents a significant step forward in the history of the standards. This version of the standards stands on the solid building blocks of the 1996 and 2008 ISLLC standards and extends and elaborates them. PSEL 2015 looks to the future and to the leadership required to address the challenges and opportunities to come. As with preceding versions of the standards, PSEL 2015 holds great potential to advance the profession of school leadership and promote students' success in school. Yet, as we have learned from more than 20 years of living and working with the ISSLC standards, the real contributions of PSEL 2015 will come with the hard work that follows their development and approval.

In this essay, we examine briefly developments in several important elements of the standards, from ISLLC to PSEL. We outline three crucial areas of work that lie ahead and conclude with a discussion of the important roles that higher education can play in this work.

Developments in the Standards

Several important elements of the standards have developed from ISLLC to PSEL. These developments stand to enhance the prospects that the standards will contribute to advancement of the profession and student success. Here we look at four elements.

Foundations of Knowledge About School Leadership

First, the development of school leader standards during the past 20 years has been driven by dynamic, expanding, and deepening foundations of knowledge. This knowledge, from both research and practice, anchors leadership on understandings of good schools and elements of schools and classrooms that promote student success (Murphy, 2017). As understanding of what is required for students to succeed has evolved, as has understanding of what is required of leadership for such success, so too have the standards.

This evolution is illustrated in the movement away from the near monopoly enjoyed by academic research in developing the standards and toward a more inclusive fund of knowledge from both research and the practice of leadership. There has been a shift from an emphasis on the management sciences and their focus on discrete functions of leadership (e.g., personnel administration, budgeting, facilities management, etc.) to an emphasis on leadership of the core function of schooling—student instruction. Moreover, the emphasis has shifted toward more systemic and organizational perspectives on leadership. These developments better reflect the realities of schools and leadership practice.

Just as important has been the greater infusion of knowledge and values from practicing school leaders. In addition to current academic research on leadership, PSEL 2015 drew on the wisdom and experience of nearly 1,000 practicing school leaders (not to mention the feedback from hundreds of practicing educators as part of public reviews). Indeed, the professional associations played larger roles in the development of PSEL 2015 than earlier versions of the standards. This infusion of knowledge from practice has led to a more comprehensive, useful, and potentially influential knowledge base. Arguably, greater involvement of practicing school leaders and greater inclusion of knowledge from practice lend credibility and legitimacy to the standards as expressions of practicing members of the profession itself.

Vision of School Leadership

A second element of the standards that has evolved is the vision they convey of school leadership. Initially reflecting a managerial view of leadership, the standards have come to embody a more positive, future-oriented, and aspirational vision of leadership. This vision is derived from growing knowledge of effective schools and leadership that moves from deficit-oriented, corrective thinking about students, schooling, and the functions of leadership toward more asset-based,

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[1] NPBEA member organizations included at the time the American Association of Colleges of Teacher Education, American Association of School Administrations, Council for the Accreditation of Education Preparation, CCSSO, National Association of Elementary School Principals, National Association of Secondary School Principals, National Council of Professors of Educational Administration, National School Boards Association, and UCEA.

growth-oriented thinking (Murphy, Seashore Louis, & Smylie, 2017). This places new emphases on service and its moral underpinnings, on the best interests of others, and on "building up" human capacity and community.

While anchored in knowledge of effective schools and leadership in the present, the standards always have looked ahead to opportunities and challenges for schools and leadership in the future. Each version has provided a vision for school leadership to develop. PSEL's emphases on positive leadership, equity and ethics, balancing high academic expectations and rigor with care and support for students, and leadership for continuous school improvement are important now but will be even more important in the future. Moreover, the standards have been consistently aspirational in at least two ways. To reiterate, they always have presented a sense of what leadership will need to look like to engage effectively the opportunities and challenges of the future. And since their first iteration, the standards have presented school leadership in terms of levels of high accomplishment to which we should aspire.

A Statement of Principles and Values

The standards also have become oriented more explicitly toward principles of practice and professional values. As such, they are neither abstractions too vague to be useful nor lists of discrete knowledge, skills, and behaviors that may limit professional discretion and necessary variation in practice. As statements of principles and values, the standards provide clear direction without being overly prescriptive and restrictive of practice across situations, settings, and time. As statements of principles and values, the standards provide both direction and room for improvement.

From their inception, the standards also have been inclusive. They were written to apply to all school leaders regardless of role or level within the education system. Historically, the standards have acknowledged variations that correspond to different leadership roles. Each version has reaffirmed the belief expressed in the ISLLC 1996 standards that the central aspects of leadership are the same for all school leadership roles. As such, it was from the beginning most important to focus the standards on the "heart and soul" of effective leadership (CCSSO, 1996, p. 8). Consistent with the orientation toward principles and values, this focus on the central functions continues to provide a common focus for professional advancement, providing direction and latitude for role and situation-specific practice and its improvement.

Emphasis on Student Success

From their inception, the standards have been directed toward those aspects of leadership that directly or indirectly promote student success. All three versions anchor each standard on student success. Yet, small but important changes in the wording of the standards have strengthened this emphasis. One change involved moving from attention given in 1996 to the success of "all students" toward attention in 2008 and 2015 to the success of "every student" and "each student." This change defines a leader's responsibility not simply as improving the overall collective or the average success of students in school but as ensuring that each and every individual student succeeds. This

change in emphasis mirrors the elevation in PSEL of equity as a crucial dimension of leadership work.

Another important change has occurred in the language of student success. From the beginning, the standards have left the definition of student success ambiguous and flexible, letting states, districts, and schools give it specific meaning. But as success has been defined almost singularly as academic achievement, notably increases in standardized test scores, it became important to stress that student success can and should be construed more broadly. Whereas the 1996 and 2008 versions of the standards referred generally to "student success" as the focus of leadership work, PSEL 2015 frames student success as both "academic success" and student "well-being." While maintaining ambiguity and flexibility for local definition, this new language makes clear that while student academic achievement is crucial to promote, so too are other aspects of student learning and development, including social, psychological, and emotional development as facets of well-being. This more comprehensive expression of student success parallels the dual emphasis that PSEL places on leadership for supporting high-quality, intellectually rigorous curricula, instruction, and assessment and for cultivating inclusive, caring, and supportive school communities for students.

An Evolving "Theory-of-Action"

The standards have developed to reflect a growing understanding of pathways, or points of leverage, by which they can influence school leadership. ISLLC 1996 simply noted the prospect of standards to provide "an especially appropriate and particularly powerful leverage point for reform" and to "drive improvement efforts along a variety of fronts," noting in particular licensure, preparation program approval, and candidate assessment (CCSSO, 1996, p. 7). Critically, the standards were linked early on to preparation programs for school leaders, and the work to keep preparation programs aligned to the standards continues. ISLLC 2008 introduced a more elaborated logic, emphasizing the standards' contributions to state policy making. ISLLC 2008 considered standards "a foundational piece for policy makers as they assess current goals, regulations, policies, and practices of educational leaders" (CCSSO, 2008, p. 4). Accordingly, standards could inform all elements of "an aligned and cohesive system" of policies concerning leader development, helping states set expectations for preparation, licensure, hiring, induction, and career-long professional development.

PSEL 2015 set forth a more systemic and potentially more efficacious "theory-of-action" of how standards might function to enhance leadership practice and outcomes (NPBEA, 2015, pp. 5-6). Following the general logic from other human service professions, this theory-of-action contends that standards can have direct influence on members of a profession by creating expectations for practice and outcomes. Standards can have indirect influence on practice and outcomes by shaping the actions of professional associations and the system of supporting institutions involved in member preparation and development. They also can have indirect influence by serving as a foundation for policy and regulations regarding the profession and its practice, including those concerning initial preparation, certification, program accreditation, professional

development, and evaluation. Finally, standards can shape public expectations for a profession, its members, and the institutions that support them.

PSEL 2015 describes several specific ways in which the standards can advance professional practice and outcomes for school leaders. Following ISLLC 2008, standards can guide states and leadership preparation programs to identify and develop specific knowledge, skills, dispositions, and other qualities required of school leaders to achieve student success in school. States can use standards to ensure that policies and programs set consistent expectations for school leaders over the course of their careers from "initial preparation, [to] recruitment and hiring, to induction and mentoring, to evaluation and career-long professional learning" (NPBEA, 2015, p. 6). The standards also can be used to guide the "operationalization" of practice and outcomes and the development of tools for leadership development, evaluation, and accountability.

PSEL's more expansive theory-of-action suggests how standards can inform the work of other important actors in the profession. For example, standards can communicate what is important about school leadership to professional associations, school districts, and schools themselves. They can guide district-level systems of development, support, and accountability for school-level leadership, helping to ensure that central offices serve the needs of schools to the benefit of students. Standards can guide professional associations and other entities in their support and development of practicing school leaders and work to help shape policy development. Importantly, standards can communicate to the public, particularly parents and communities, what they should expect from the practice and outcomes of school leaders and what they should expect from those actors that develop, support, and regulate school leaders. Even as it presents a more systemic theory-of-action, PSEL 2015 continues to emphasize the role of standards as a common statement of expectations for the present and the future. PSEL 2015 continues to emphasize that standards can bring direction, coherence, and alignment across different programs and policies and among different actors that compose and relate to the profession.

Of course, it is one thing to have a robust theory-of-action for standards to advance the practice and outcomes of school leadership. It is another to enact that theory in practice (Argyris & Schön, 1974). We return to this important point shortly when we come to discuss the work ahead. First, we consider one more development.

Shifting Centers of Gravity

Across the history of the standards, we have seen shifts in several "centers of gravity." We have noted shifts in orientations toward leadership and shifts toward greater reliance on knowledge and values from practice. We have noted shifts from focusing the standards primarily on policy making to establishing them as a source for the profession broadly constituted. We also have noted that the standards have drawn attention to a wider array of actors and points of leverage.

One of the most important shifts has been in ownership of and responsibility for the standards. In a formal, operational sense, ownership and responsibility have passed from CCSSO,

an organization supporting the heads of state departments of elementary and secondary education, to NPBEA, an alliance of a broader array of professional organizations concerning school leadership (of which CCSSO is a member). Along with the growing involvement of professional associations and practicing members of the profession in the development of the standards, this shift in ownership and responsibility moves school leader standards closer to the standards of other human service professions as the work of the profession, by the profession, and for the profession (NPBEA, 2015). Practically, this shift distributes responsibility for the standards to a broader range of institutional actors represented by NPBEA. We must be cautious, knowing that when responsibility becomes diffused among many, it is more difficult to get things done. As the axiom goes, "When everyone is responsible, no one is responsible." Yet, it is arguably true that expanding ownership and responsibility for the standards can help promote, given good management thereof, advancement of the profession.

The Work Ahead

In the introduction to this essay, we made the point that simply developing and adopting standards—"having" them—is important but not enough for them to contribute meaningfully to advancement of the profession. The contributions of standards come primarily from the hard work that follows development and adoption. They come as a "theory-of-action" becomes a "theory-in-practice" (Argyris & Schön, 1974). Certainly, as an expression by a profession of what should be expected of it, standards may possess some inherent influence, some moral force—practicing school leaders and their associations speak! Beyond this potential, the power of the school leader standards comes from what is done with them across the array of actors that constitute and support the profession.

Now we take a look at three big next steps. In the last section of this essay, we look at the role that higher education may play in this work. It is important to note that during the past 20 years we have grown in understanding more and less effective processes by which standards may be developed, communicated, and employed. From the history of working with school leader standards, and from documents associated with the standards, we can trace both macro and micro storylines about the knowledge and values that have supported the evolution of the standards. We have a reasonably clear understanding of problems and successes that, if taken seriously, can inform the work ahead.

Bringing the Standards to Life

As with preceding versions of the standards, a major challenge following the development and adoption of PSEL 2015 is to animate them, to bring them to life. In the past two years this work has begun on several fronts. It is only a beginning. The two versions of the ISLLC standards have been used voluntarily as frameworks for policy on education leadership in 45 states and the District of Columbia. These states will need to adopt PSEL 2015 and adapt their frameworks accordingly. To date, to our knowledge, states' movement to PSEL has been slow going and needs to be encouraged. So too, work to promote PSEL as a framework for programs of initial preparation of school

leaders and ongoing professional development provided by higher education, school districts, professional associations, and other entities should be encouraged. NPBEA recently began an advocacy campaign for PSEL that involves its member organizations and will encourage states to adopt PSEL. We are hopeful for its success.

Bringing PSEL to life also can be encouraged by efforts to align to them other standards concerning school leadership and its development. For example, recent standards for the work of principal supervisors are anchored on PSEL 2015 (CCSSO, 2015). As the Educational Leadership Constituent Council Standards for review of school leadership preparation programs were anchored on the ISLLC standards (e.g., NPBEA, 2011), the new National Educational Leadership Preparation or NELP standards are linked to PSEL 2015. Due for release in early 2018, the NELP standards will tie review and accreditation of educational leadership programs to PSEL through the Council for the Accreditation of Educator Preparation.

Another way to bring PSEL 2015 to life is through developing various "tools" that states, districts, professional associations, and higher education, among others, can use to act upon the standards. An early example of such a tool was the certification examination developed by the Educational Testing Service through CCSSO to use the ISLLC standards in determining the fitness for employment of school leader preparation program graduates. Recently, the American Institutes for Research's Center on Great Teachers and Leaders (2016) developed a manual to help states and others adapt their current leadership standards to PSEL 2015. CCSSO and the Collaboration for Effective Educator Development, Accountability and Reform Center at the University of Florida (2017) prepared a report for states and professional preparation programs that identifies knowledge, skills, and dispositions of principals, consistent with PSEL, that promote the success of students with disabilities. Other types of tools that could be developed include model competency and practice assessment systems, curriculum for professional development, and so forth. Faculty members at the University of Delaware have begun to help that state realign its statewide principal assessment instrument to PSEL.

Continuous Inquiry, Learning, and Improvement

Another area of work ahead involves continuous inquiry, learning, and improvement of the standards. As discussed earlier, the substantive evolution of the standards has been guided by growth in knowledge from research and the practice of school leadership. Such inquiry will need to continue if school leader standards are to reflect the most current, efficacious knowledge of effective schools and leadership now and in the future.

It should be said that after more than 20 years since their inception, very little has been written about the school leader standards themselves. To be sure, descriptive and promotional pieces as well as some critiques have appeared in academic and practitioner literatures. The content of the standards has been validated through reviews of literature. But lessons on processes of development and enactment have been learned primarily from the lived experiences of working with the

standards rather than systemic investigation. And few of these lessons have been recorded. There have been almost no tests of the theory-of-action that drives the standards or of the theory-in-practice. Few analyses have been conducted of the use of the standards or of their impact on policy, programs, or practicing school leaders. Peer-reviewed work is conspicuous by its absence. Empirical understandings are rudimentary at best. In short, while we know a great deal about effective schools and leadership, we really do not have much systematic evidence and understanding about how much difference the standards make, explanations for their impact, and how to improve their impact. Whereas a good amount of money has been available for development, relatively little money has been available for such inquiry.

There is also important work to be done to tie new learning from inquiry into processes of using and updating the standards. PSEL 2015 stresses the need for school leaders to use inquiry and data for continuous school improvement, among other purposes. Yet, no such processes are in place for ongoing assessment of the standards, their use, and their impact that may inform their ongoing improvement. Development of the standards has been driven by episodic recognition that in the presence of new knowledge about school leadership, changing conditions, and new challenges, they needed to be updated.

Institutional Stewardship

A third area of work concerns the cultivation of institutional stewardship for the standards. As alluded to earlier, although developed by the NPBEA, for reasons having to do with funding and administration of the work, school leader standards were first part of the portfolio of CCSSO. With the development of PSEL 2015, "ownership" of the standards was "returned" to the NPBEA. And since this change, NPBEA has wrestled with what it will do with the standards beyond being a repository for them. In initiating its advocacy campaign, NPBEA took an important step in the promotion and care of the standards. Another step it can take is to seek and secure funding for using the standards and for studying their impact.

Among the most important things that the NPBEA can do is to engage its member organizations with the standards. As a national alliance, an umbrella organization, of major membership organizations committed to the advancement of school and school-system leadership, the NPBEA can exercise convening, coordinating, and accountability functions to encourage its member organizations to own the standards and engage in the work the board lacks the organizational, financial, and human capacity to perform. It makes sense that as the standards have become statements of expectations of the school leader profession, the professional associations that comprise the board take responsibility for them. The NPBEA is the central body that can promote such institutional stewardship.

The Role of Higher Education

For any set of standards to advance a profession and its contributions, the work of many is required. As in other professions, professional associations, members themselves, the entities that support the profession, and governmental

bodies play a part. We conclude this essay with a few thoughts about the role of higher education in the work ahead. Higher education has been central to the creation and ongoing development of school leader standards. And higher education is uniquely positioned to promote and care for the standards and to further their contributions to professional practice and outcomes.

Some time ago, Ernest Boyer (1990) argued for the importance of four forms of scholarship to be performed across different institutions that compose the "system" of higher education. These forms remain particularly relevant to work of the standards. The *scholarship of discovery* involves disciplined, investigative efforts to generate new knowledge. The *scholarship of integration* draws together, interprets, and brings new insight and meaning to existing knowledge. The *scholarship of application* applies knowledge through service to addressing problems of interest to the larger community. The *scholarship of teaching* concerns the communication of knowledge and, through communication, extending and transforming knowledge.

These four types of scholarship align closely with the work ahead for the standards. The scholarship of discovery will be needed to continue to generate new knowledge of effective schools and leadership, as well as new knowledge of the use and impact of the standards in professional advancement. The scholarship of integration has played a central role in developing the standards during the past 20 years and will continue to play a central role. As knowledge from academic research and professional practice expands and deepens, the scholarship of integration will become even more important to bring together and give meaning a greater amount and range of knowledge. The scholarship of application is crucial to developing programs, policies, and tools to bring the standards to life. It is also important for the role that higher education might play, with others, in continuously improving the standards over time. And finally, the scholarship of teaching not only is important with regard to higher education's work to prepare aspiring school leaders and provide professional development opportunities for practicing school leaders, but also lies at the heart of policy advising and collaboration in policy making, in working with professional associations and other entities, and importantly, in public informing.

Beyond these types of scholarship, higher education can make other contributions. Notably, institutions of higher education can perform an important convening function, that is, bringing other entities together around the work of the standards, leveraging partnerships, and bridging and boundary-spanning. In this regard, higher education institutions can help manage and coordinate joint work with others. Moreover, institutions of higher education may have greater access to certain resources than other entities in the profession of school leadership to engage the work of the standards. This may be particularly true with regard to resources for knowledge production and integration and for professional, public, and policy informing.

The encouraging thing about the role of higher education in the work of the standards is it is not too big a stretch beyond what higher education, across different types of institutions, can and should be doing now. Higher education can and should engage the scholarships of discovery, integration, application, and teaching. And, in the field of educational leadership, it can, and we think should, focus these scholarships in meaningful ways on the work of the standards and their role in advancing school leadership.

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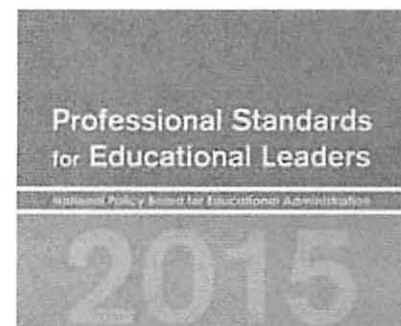
The Principal Evaluation Rubric 2021

The Principal Evaluation Rubric was developed in 2015 using the ISSLC standards. In 2021, the Principal Evaluation Rubric was redesigned to incorporate PSEL standards in compliance with the Arizona Department of Education's directive. A crosswalk was developed between the ISSLC and PSEL standards (See page 2) to ensure that the core tenets of the original ISSLC rubric was retained in the transition to the PSEL standards.

The PSEL was chosen because of the strong, clear emphasis on students and student learning that outlines foundational principles of leadership to help ensure that each child is well educated and prepared for the 21st century. The Standards recognize the central importance of human relationships not only in leadership but in teaching and student learning. They also envision community involvement as well as future challenges so educational leaders can succeed in the future.

The Principal Evaluation Rubric is divided into the Principal Behaviors and the School Behaviors.   These two components have different scales for scoring.   The maximum possible points for each indicator are 7. They are:

- Principal Behaviors are rated on a 1-4 level of performance: Unsatisfactory (1); Basic (2); Proficient (3); and, Distinguished (4).
- School Behaviors are rated as either a 1 or 3.

Table 1. Side-by-Side Correlation of ISLLC 2008 and PSEL 2015 Standards

ISLLC 2008	PSEL 2015
1. Vision	1. Mission, Vision, and Core Values 10. School Improvement
2. School Culture and Instructional Program	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 7. Professional Community for Teachers and Staff
3. Operations, Management, and Resources	5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 9. Operations and Management
4. Collaboration With Faculty and Community	8. Meaningful Engagement of Families and Community*
5. Ethics	2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness*
6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness* 8. Meaningful Engagement of Families and Community*

Note. Individual PSEL standards designated with an asterisk (*) correlate to multiple ISLLC standards.

Tucson Unified School District Areas of Leadership Rubric					
Leadership Rubric Diversity Categories: Race, ethnicity, culture, language, gender, sexual orientation, socioeconomic status, mental/physical disabilities (students with disabilities, gifted and talented), religion, and age.					
Domain: School Leadership					
Expectation	Indicator		ISLLC 2008	ISLLC 2014	PSEL 2015
Culture and Equity Leadership	CEL 1	Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies (5)	Operations, Mgt, and Resources: Managing organizational systems and safety (3)	Community of Care for students (5)	Community of care and support for students (5)
	CEL 2	Leads for continuous improvement and celebration (10 & 11)	Ethnics and Political, social, legal, cultural context: Ethics and integrity (5) and The education system (6)	Equity and CR (10) and Continuous School Improvement (11)	Equity and CR (3) and ethnics and professional norms* (2)
	CEL 3	Leads to promote professional learning communities for teachers(6)	Operations, Mgt, and Resources: Managing organizational systems and safety (3)	Professional culture for teachers and staff (6)	Professional community for teachers and staff (7)
Instructional Leadership	IL 1	Leads for high quality data driven instruction by aligning assessment to sustainable and viable curriculum and by building the capacity of teachers to lead and perfect their craft (4)	School Culture and Instructional Program: Teaching and Learning (2)	Curriculum and assessment (4)	Curriculum, instruction, and assessment (4), Professional capacity of school personnel (6) and Professional community for teachers and staff (7)
	IL 2	Leads for the academic and social-emotional success of a diverse student population (8)	Operations, Mgt, and Resources: Managing organizational systems and safety (3)	Operation and management (8)	Community of care and support for students (5)
	IL 3	Leads for culturally responsive instruction that maximizes student learning (3)	School Culture and Instructional Program: Teaching and Learning (2)	Instruction (3)	Equity and CR (3)**
Human Resources Leadership	HRL 1	Applies teacher and staff performance management system in a way that ensures a culture of continuous improvement, support, and accountability (2)	School Culture and Instructional Program: Teaching and Learning (2)	Instructional capacity (2)	Professional capacity of school personnel (6) and school improvement (10)
	HRL 2	Implements a strong system for identifying, recognizing and distributing talent (4)	School Culture and Instructional Program: Teaching and Learning (2)	Curriculum and assessment (4)	Professional capacity of school personnel (6)
Strategic Leadership	SL 1	Leads the school's vision, mission, and strategic goals to support a child centered vision of equity and quality schooling to support college and career readiness for all students (1)	Vision: Vision Mission and Goals (1)	Vision and mission (1)	Mission, Vision, and Core values (1)
	SL 2	Distributes leadership to inspire change in support of an empowered school culture (6)	Operations, Mgt, and Resources: Managing organizational systems and safety (3)	Professional culture for teachers and staff (6)	Professional capacity of school personnel (6) and Operations and management (9)
Organizational Leadership	OL 1	Strategically aligns resources: people, time, and money, to drive student achievement (8)	Operations, Mgt, and Resources: Managing organizational systems and safety (3)	Operations and management (8)	Operations and management (9)
Community Leadership	CL 1	Actively advocates for members of the school community and effectively engages family and community (7)	Collaboration with Faculty and Community: Collaborating with families and stakeholders (4)	Communities of engagement for families (7)	Meaningful engagement of families and community (8)
**PSEL 2 Ethics and Professional Norms: Effective educational leaders act ethnically and according to professional norms to promote each student's academic success and well-being. PSEL 2 is already addressed by Tucson Unified School District Governing Board Policies and Regulations: All site administrators will act in an ethical manner and adhere to the ethical principles and professional norms and therefore is not included in this rubric.					

DOMAIN: School Leadership		Expectation: Culture and Equity Leadership:
CEL 1: Leads to promote the development of an inclusive school climate characterized by culturally responsive strategies (5)		
PSEL 5: Community of care and support for students		

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Rarely exudes an attitude of optimism or express his/her belief that all students can and will learn at high levels.	• Generally expresses an attitude of optimism and belief that all students can and will achieve at high levels, but may fail to hold others accountable to that same belief.	• Publically discusses the value of education and communicates the belief that all students can and will achieve at high levels.	*In addition to "Proficient:"* • Creates a culture where teachers take risks and innovate in an effort to ensure equity gaps are eliminated and college and career readiness is a reality for all students.
	• Students are not known or seldom recognized by school staff. It is unclear if students feel accepted into school culture. Little encouragement is provided for students to assume responsible roles in the school community.	• Some students are known, trusted, and encouraged to assume active and responsible roles in the school community by school staff but recognition is typically limited to specific students.	• Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community by school staff.	• Coherent systems are integrated to meet the range of learning needs of each student.
	• Little evidence of systems in place for academic and social supports, services, or extracurricular activities. Accommodations are in place to meet the learning needs of the most disadvantaged students.	• Some systems of academic and social supports, services, extracurricular activities are consistent and evident. Accommodations are in place to meet the range of learning needs of many students.	• Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.	• Ensures the presence of structures for equity-based conversations (e.g. SPARKS).
	• Does not attempt to create a college and career- bound culture and does little to promote	• Creates sense of college-and career-bound culture for certain groups of students (e.g., students taking AP	• Creates a college and career-going culture for all students in the school by supporting academic learning and	• Ensures that the student voice and student action drive equity efforts.

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	academic learning or social/emotional development. College is an option left to chance.	courses, students who are grade-level readers), but this college and career-bound culture does not apply to all groups of students in the school. Supports some positive social/emotional development.	positive social and emotional development.	
	• Does not always act on discriminatory behavior or does not respond appropriately.	• Has zero tolerance for discriminatory behavior.	• Seeks input from staff and students to guarantee a school and work environment that values and appreciates diversity. Ensures that the learning environment is free from discriminatory behavior and practices.	
School Behavior	• Learning among colleagues is not the norm and exists only within certain teams of teachers. • Teachers do not regularly engage in reflection about their practice and the needs of their students. • Staff members do not see the principal as lead learner in the school; staff may not know what the principal's professional areas for growth are.		• Students and stakeholders have opportunities to learn about and acknowledge the various cultures that exist within their diverse community. • School artwork and performances represent all groups; student clubs capture the diversity of the students; parent groups and engagement activities honor and represent the diversity of the community. • Teachers work together to discuss all equity gaps for various groups of students and know how to implement strategic initiatives that focus on closing achievement and equity gaps. • A college and career-bound culture for all students exists in the school and is embraced by stakeholders (especially teachers, parents, and students). • Students understand that college is an option for their future and when asked can discuss it as an option (career days, college days, utilization of college/career centers, family engagement nights, transition events, ECAPS). • Principals will provide documentation in which there are coherent student support. (possible support services may include, ie. MTSS referrals, academic intervention, support groups, tutoring, sports).	

		• Makes innovative and courageous plans to address (data walls, interventions, data talks, PD agendas and power points, action plans) the elimination of all gaps.

DOMAIN: School Leadership			Expectation: **Culture and Equity Leadership**:
CEL 2: Leads for continuous improvement and celebration (10 & 11)			
PSEL 3: Equity and cultural responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being (8 elements)			

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Does not monitor school climate to address the interests and opinions of staff.	• Periodically monitors school climate to address the interests and opinions of some staff.	• Monitors school climate to ensure that all interests and opinions are heard and respected.	*In addition to "proficient":* • Creates structures for teacher leaders to be highlighted as lead learners, allowing them time publically to reflect on their strengths, targeted growth areas as they relate to values–based leadership and professional learning.
	• Communications or behaviors sometimes represent a negative or unprofessional stance to students, staff and/or stakeholders.	• Inconsistently mediates and resolves school-based conflicts with students, staff and/or stakeholders.	• Mediates and resolves school-based conflicts by providing opportunities for students, staff and/or stakeholders to express opinions contrary to those of authority.	• Overtly acts upon the communities' perception of the principals' strengths and areas for growth as they relate to values-based leadership and professional learning.
	• Does not attempt to prepare students to live productively and contribute to diverse cultural contexts.	• Prepares only some students to live productively and contribute to limited cultural contexts.	• Prepares all students to live productively and contribute to diverse cultural contexts of a global society.	• Structures and systems are put into place to end the disproportionality of disciplinary action on minority students.
	• School environment is not conducive for teachers to reflect, learn, and grow	• Creates a safe environment for some groups of teachers to	• Creates a safe environment where teachers reflect on their mistakes, learn from experience,	• Sets up structures and expectations for teacher leaders, students, and other

	professionally.	reflect, learn, and grow professionally.	and grow professionally. Identifies and supports targeted growth areas collaboratively with teachers.	staff to lead celebrations of school achievement and student successes as well as differences and diversity among students, families, staff, and the community.
	• Rarely identifies targeted growth areas.	• Sometimes highlights the strength areas of teachers but is seldom explicit about growth areas for teachers.	• Implements behavior management systems embedded in an intentional culture that is both proactive and culturally responsive.	• Maintains a systematic perspective and promotes coherence across all dimensions of the school or district.
	• Behavior management systems are not communicated well and are inconsistently applied resulting in an unpredictable, chaotic, or unsafe school environment.	• Implements behavioral management systems that represents responsiveness to student culture and context.	• Acts to ensure that behavior management practices work to end the disproportionality of disciplinary action on minority students.	
	• Behavior management practices do not address the disproportionality of disciplinary action on minority students.	• Behavior management practices limits the disproportionality of disciplinary action on minority students.	• Students have equitable access to effective teachers, learning opportunities, academic and social support.	
	• Students do not have equitable access to effective teachers, learning opportunities, academic and social support.	• Some students have limited or inconsistent access to effective teachers, learning opportunities, academic and social support.	• Is aware of, speaks openly about, and celebrates student success and school achievement as well as the differences and diversity among students, families, staff, and the community.	
	• Rarely provides	• Misses opportunities to		

	celebrations to mark success and achievement. They are limited an inconsistent.	have celebrations to mark student success and school achievement throughout the school year and/or provides celebrations on a smaller, more regular schedule.	
School Behaviors	• Staff members do not see the principal as lead learner in the school; staff may not know what the principal's professional areas for growth are. • Celebrations are cursory, intermittent, and/or non-existent. • The is little evidence that the school staff or greater community celebrate the diversity of the student population and greater community.		• Staff members can articulate the school leader's strengths and areas of growth (forums, parent meetings, family engagement nights, PD, PLCs, leadership teams). • School celebrations recognize individual, team, and school-wide achievements. • Acts with cultural competence and responsiveness such as tiered positive interventions, family engagement nights, assemblies, speakers, professional development. • Follows policy such as SCOC protocols and has regular meetings to discuss discipline trends. All site stakeholder are aware of discipline matrix and flow charts. • Use of multicultural curriculum, walk through and feedback cycle to teachers, and culturally responsive strategies (e.g. SPARKS). • Students are involved in cultural experiences such as school clubs, student council, social justice projects, community projects, field trips, etc. • Ensures intentional and regular celebrations to mark success and school achievements.

DOMAIN: School Leadership			Expectation: **Culture and Equity Leadership**
CEL 3: Leads to promote professional learning communities for teachers(6)			
PSEL 7: Professional community for teachers and staff			

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Does not model reflection or provide a safe environment where teachers can grow professionally.	• Inconsistently models personal reflection and maintains a safe environment where teachers can reflect and grow on their own.	• Consistently models personal reflection and creates a safe environment where teachers reflect and grow professionally.	*In addition to "proficient:"* • Ensures that successful innovations by students and teachers are represented in the work of the school and shared with other school leaders.
	• Expectations for teacher collaboration are not clear.	• May create structures for teacher collaboration but does not set intentional expectations for those collaborative sessions or their connections to school-wide commitments.	• Empowers teachers to make instructional decisions that are responsive to the needs of students.	• Sets up processes and systems for action research and systemic learning.
	• Rarely encourages sharing of best practice and instructional ideas.	• Teachers may collaborate outside the classroom, but may not have opportunities to share practices with one another within classrooms.	• Creates opportunities for teachers to collaborate as a team with intentionality and connections to school-wide commitments.	• Works with staff to create cycles of action research, where data is used to test hypotheses, discover new strategies, and reduce achievement gaps.
School Behaviors	• Learning among colleagues is not the norm and/or exists only within certain teams of teachers; collaboration is not aligned to school-wide commitments. • Teachers do not regularly engage in reflection about their practice and the needs of their students.		• Teachers regularly learn from one another in professional learning communities by sharing instructional practices that have been effective in their classrooms. • Teachers engage productively to leverage what they learn in collaborative data meetings to make instructional changes and implement student specific interventions in their classrooms.	

		- Teachers are able to openly reflect on their areas of strength and growth and share with the principal and one another what support they need to grow professionally. - Classroom observations, peer to peer observations, teacher led PD, teacher mentoring, PLC Communities.

DOMAIN: School Leadership		Expectation: Instructional Leadership	
IL 1: Leads for high quality data driven instruction by aligning assessment to sustainable and viable curriculum and by building the capacity of teachers to lead and perfect their craft (4)			
PSEL 4, 6 and 7: Professional Capacity of School Personnel			

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Provides little feedback to teachers, or if feedback is given it is only positive or unclear in terms of next steps and growth areas.	• Engages in feedback conversations with all teachers, but may not provide direct, actionable feedback such that teachers clearly understand next steps.	• Engages staff as an instructional leader who understands the curricula, pedagogical and culturally responsive best practices that should be present in the classroom.	*In addition to "proficient:"* • Shares his/her use of data and strategies for supporting staff with data literacy and data-driven decisions with other leaders in the district. Independently engages data literacy conversations that include using district online data sources and teacher developed formative assessments.
	• Rarely participates in reflective data-driven conversations with teachers to review student-level data.	• May participate in reflective data-driven conversations with teachers to review student-level data, but may not support clear next steps or supports for those next steps.	• Consistently engages in data-driven conversations with teachers as well as classroom observations in order to develop a deep understanding of the teaching, learning, and accountability behaviors currently being practiced.	• A School system is in place so that teachers can collaboratively review and share data from formative and interim assessments to drive planning and interventions.
	• Does not regularly use or set expectations for teachers to use data on a regular basis, and	• May understand and provide teachers with data, when available, from the district or state, but does not create	• Provides regular, actionable, and meaningful feedback to teachers using data to frame	• Provides training and protocols for data-driven conversations by teacher teams.

	may fail to help teachers be aware of or use school, district, and state data. Teachers have low data literacy.	systemic collection of or protocols for use of data (district or school data sources) by teachers.	conversations. Regularly participates in data-driven conversations with individual and groups of teachers to review data and discuss instructional implications.	
	• Does not hold teachers accountable to standards-based classroom instruction or provides strategies for improvement. • Does not ensure that a focus on the TUSD Curriculum are embedded into site-based Professional Development.	• Inconsistently holds teachers accountable to standards-based classroom instruction or provides strategies for improvement. • Includes standards as part of teacher supports and site-based professional development but may not make connections for teachers between different, but related, standards (e.g., ELD Standards and CTE). Provides some feedback on instructional strategies.	• Expects action on feedback regarding standards-based classroom instruction and strategies and holds teachers accountable. • Ensures that teachers understand and deliver standards-based instruction through site-based professional development that leads to student success with a culturally diverse group of students.	• Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
	• Assessment data use is not part of the school culture and is used seldom to monitor student progress and improve instruction. • Little to no technology	• Assessment data is used in pockets and/or by individual teachers to monitor student progress and improve instruction • Use of technology in classrooms may be	• Assessment data is used school wide and is integrated into the school culture to monitor student progress and improve instruction. • Promote the effective use of technology in teaching, learning, and assessment.	

	use except for district or state testing.	intermittent and not consistent across classrooms.		
School Behaviors	• School-wide instructional decisions are only sometimes made with current research, school data, and best practice in mind. • Staff is un(der)aware of achievement gaps and specific data outlining those gaps. • Data is not used regularly in school meetings, or is only used by the principal and not used regularly with and by teachers and/or students to guide interventions and instruction. • Teachers cannot discuss their strengths as practitioners. • Little evidence of consistent best instructional standards-based practice from classroom to classroom. • Teacher collaboration is non-existent, minimal, or unintentional. • Awareness of and instruction for standards is not clearly evident or is sporadically implemented. •		• Teachers can justify instructional decisions they make both individually and as a team by discussing how these decisions connect to student data and need. • Teachers apply feedback from reflective feedback conversations to their instructional practice. • Teachers know where to find professional development support aligned to feedback and areas for growth. • Evidence of consistent best instructional stands-based practice exists from classroom to classroom. • Instruction in classrooms aligns with the pedagogy outlined in the TUSD Modified Danielson Framework for Teaching as well as their individual area of focus. • TUSD curricular standards are used during collaborative planning time to align and plan for grade- level and vertical-content expectations. • Teachers have opportunities to observe one another and reflect on their practice together. • Collaborative data analysis processes are in place and are prioritized and implemented with fidelity and commitment. • School-wide instructional decisions are based on student-level data that includes formative, interim, summative, and other sources of data. • Meaningful and relevant data is reviewed at most school meetings in order to set next steps for improvement and inform school-wide instructional decisions. • Students use data to understand their progress toward individual goals, grade-level standards, and college readiness. • Teachers are regularly observed using technology in classrooms to enhance instruction, as well as outside of instructional time to engage in meaningful data analysis and collaboration with one another.	

DOMAIN: School Leadership		Expectation: Instructional Leadership	
IL 2: Leads for the academic and social-emotional success of a diverse student population (8)			
PSEL 5: Community of care and support for students			

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Allows a school environment in which students are not known, accepted and valued, trusted and respected, cared for and encouraged.	• Sustains a school environment in which most students are known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.	• Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.	*In addition to "Proficient:"* • Ensures that successful innovations focused on diverse learners and created by teachers are represented in the work of the school and shared with other school leaders.
	• Seldom ensures educational access to appropriate developmental learning opportunities for diverse student populations.	• Often ensures educational access to developmental learning opportunities for diverse student populations.	• Is committed to, understands, and ensures educational access to developmental learning opportunities for diverse student populations.	• Applies knowledge of legal and policy driven requirements to maximize resources and opportunities for diverse student populations.
	• Lacks any system of academic and social support, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.	• Provides some systems of academic and social support, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.	• Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.	• Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
	• Inconsistently provides data for diverse student populations to teachers or outlines expectations for analysis.	• Ensures that data for diverse student populations is available to most teachers; disaggregated; embedded into data analysis processes; and that next steps are sometimes defined and taken based on this analysis.	• Ensures that data for diverse student populations is available to all teachers; disaggregated; embedded into data analysis processes; and that next steps are clearly defined and taken based on this analysis.	• Includes not just teachers but all staff in the data analysis process and support of all students on campus.

	• Fails to empower teachers to make decisions in the best interest of students.	• Empowers some teachers to make decisions in the best interest of most students.	• Empowers all teachers to make decisions in the best interest of all students.
School Behaviors	• School community does not embrace diverse student populations as evidenced by lack of access to educational opportunity and involvement in the school community for certain groups of students. • Teachers struggle to understand disaggregated data for students with special needs and then struggle to differentiate instructional practice as a result. • Systems are not in place for students with differing abilities, resulting in the broadening of achievement gaps; a lack of urgency is evident and potentially excuse-making for why certain groups of students are not achieving at high levels. • Staff may be un(der)aware of school-level achievement gaps for diverse student populations and the Integrated Action Plan (IAP) does not reflect strategies to support all students with high levels of academic achievement.		• School community embraces diverse student populations as evidenced by every effort to ensure students with special needs, gifted and talented needs, and language needs are regularly integrated into classrooms with their typical peers. • Teachers understand disaggregated data for students with special needs and differentiate instructional practice as a result. • Systems are in place for students with differing abilities, such that their needs are met with a sense of urgency – their needs are supported in an environment of high expectations. • Staff understands school-level achievement gaps for diverse student populations and the Integrated Action Plan (IAP) reflects strategies to support all students with high levels of academic achievement.

DOMAIN: School Leadership	Expectation Instructional Leadership:
IL 3: Leads for culturally responsive instruction that maximizes student learning (3)	
PSEL 3: Equity and cultural responsiveness	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Rarely engages staff in culturally responsive pedagogy and instruction and does not understand how curricula and pedagogical best practices supports all students.	• Engages some staff in culturally responsive pedagogy and instruction. Understands curricula and pedagogical best practices but is unsure how to have staff implement them in the classrooms.	• Engages staff as a leader of culturally responsive pedagogy and instruction who understands the curricula and pedagogical best practices that should be present in classrooms that support all students.	*In addition to "Proficient:"* • Has developed systems of best practice and distributed leadership that accurately and efficiently identify, assess and provide instruction aligned to culturally responsive pedagogy and instruction.
	• Lacks knowledge about and support for teachers in the implementation of culturally responsive pedagogy and instruction.	• Is knowledgeable about and supports teachers in the implementation of culturally responsive pedagogy and instruction, but may not cross all content areas.	• Is knowledgeable about and supports teachers in the implementation culturally responsive strategies across all content areas.	• Has developed systems of best practice and distributed leadership for parents to take leadership roles in the school community and play advocacy role for their students.
	• Is not aware of instructional needs of culturally diverse student groups. Does not provide targeted feedback for teachers to culturally responsive instruction.	• Has some gaps in instructional knowledge about needs of culturally diverse student groups and may not provide targeted feedback to teachers to use culturally responsive instruction.	• Understands the instructional knowledge of needs of culturally diverse student groups and provides targeted feedback to teachers to use culturally responsive practices.	• Teachers take ownership of effective pedagogy to close the achievement gap.
	• Makes little effort to increase instructional knowledge for culturally	• May make efforts to increase culturally responsive instructional	• Increases the use of culturally responsive	• Ensures the use of culturally responsive pedagogy that treats

diverse students. • Inconsistently works to ensure that research- based resources are available that support culturally diverse students. • Inconsistently supports parents by providing little or no culturally sensitive information and communication. • Inconsistently acts with cultural competence and responsiveness in their interactions, decision making, and practice. Rarely recognizes, respects and employs each student's strengths, diversity, and culture as assets for teaching and learning.	knowledge through some isolated professional development opportunities. • Ensures research-based resources are available that support culturally students but may not support accountability for implementation. • Supports parents by providing culturally sensitive information and communication in a family's native language. • Somewhat acts with cultural competence and responsiveness in their interactions, decision making, and practice. Occasionally recognizes, respects and employs each student's strengths, diversity, and culture as assets for teaching and learning.	instruction and practices by embedding them into professional development opportunities. • Ensures research-based resources that support diverse students are available and utilized. • Is committed to communicate with family and community in a culturally sensitive manner. • Act with cultural competence and responsiveness in their interactions, decision making, and practice by recognizing, respecting, and employing each student's strengths, diversity, and culture as assets for teaching and learning.	students as individuals. • Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
School Behaviors	• Some, most, or all teachers are not engaged in additional culturally responsive pedagogy and instruction trainings aligned to the needs of the student population; • Most or all teachers do not have awareness or understand culturally response instructional strategies. • Staff is not or is under-aware of students' home languages, backgrounds, interests, and/or cultural heritage.		• Teachers are engaged in additional culturally responsive pedagogy and instruction trainings aligned to the needs of the student population; • Most or all teachers clearly understand the impact of culturally responsive strategies for all students. • All staff knows the student's home languages, backgrounds, interests, and cultural heritage.

	• Lack of a shared responsibility to ensure that all students make progress and achieve at high levels in all content areas. • Parents of diverse students are not empowered to advocate for the best interest of their students.	• Levels of all students progress, specifically African American and Latino, are regular parts of collaborative data conversations. • All staff share responsibility to ensure that all students make progress and achieve at high levels in all content areas. • Parents of culturally diverse students are empowered to advocate for the best interest of their students.

DOMAIN: School Leadership		Expectation: Human Resource Leadership:	
HRL 1: Applies teacher and staff performance management system in a way that ensures a culture of continuous improvement, support, and accountability (2)			
PSEL 6 and 10: Professional capacity of school personnel and school improvement			

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Inconsistently provides feedback conversations or, when doing so, puts teachers off such that they have a difficult time hearing feedback.	• Reviews data sets that relate to teacher performance but inconsistently applies data to performance conversations.	• Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.	*In addition to "Proficient:"* • Creates systems for teachers to provide feedback to one another and to discuss their strengths and areas of growth with one another, not just the principal.
	• Feedback conversations do not result in the teacher's ability to articulate strengths and areas of growth.	• Provides teachers with feedback, support, and modeling based on their needs and areas of growth throughout the school year, but may overly provide this support to low performers and not recognize that high-performing teachers need reflection and support as well.	• Promotes a culture of data-based inquiry and continuous learning by regularly looks at a body of evidence, including student achievement data, to assess performance in order to identify supports and make effective performance management decisions.	• Promotes a culture of collective direction, shared engagement, and mutual accountability.
	• Rarely identifies teacher leaders.	• Facilitates reflective feedback	• Communicates high expectations for staff	• Navigates change in the midst of ambiguity and competing demands and

		through strong performance conversations connected to identified needs at the school and classroom levels.	interests. Assesses, analyzes, and anticipates emerging trends to shape school or district decision making.
• Rarely provides supports necessary for teachers to grow in their practice and provides feedback conversations that are broad and/or non-specific.	conversations, but may do so in the same manner for all levels of performance and expertise, not allowing for differentiation (e.g., range of direct feedback to feedback through coaching). • Ensures that performance conversations and aligned professional development provide teachers with the tools necessary to meet the needs of diverse student populations.	• Directly and immediately responds to poor performance by staff members in a timely and systematic manner.	• Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
• Rarely deals with poor performance unless it becomes obvious to others that a response is required.	• Provides a professional development plan that is based on data but does not demonstrate a high level of differentiation.	• Implements school-wide and teacher-level professional development plans that are informed both by student level data and by data collected though the observation and evaluation process.	• Ensures the professional development system is structured to provide a highly differentiated set of learning opportunities that are refined over time in response to data and teacher feedback.
• Provides a professional development plan that is based on summary school level			

	data that does not demonstrate differentiation.		
School Behaviors	- Teacher leaders are either not identified or, if identified, their role is unclear to both teacher leaders themselves, and other teachers in the school. - Teachers who are struggling with instruction may not be aware that they are struggling, may not have clearly outlined and timely goals for improvement, and/or may not receive targeted support for improvement. - Teachers are unwilling to support one another for improvement, or if willing, they do not have the systems/structures to engage in support of one another. - High-performing teachers may feel as if they are confined to only one type of instructional practice and may feel unable or limited to try new, innovative practice in order to grow and learn as professionals. - School's instructional area of focus may be unclear to teachers and/or connections not made to the Integrated Action Plan (IAP).	- Teachers who are struggling with instruction receive timely support and clearly know the next steps required to improve their practice. - Teachers regularly support one another in moving forward with quality instructional practice. - Teachers who are high performers share their expertise with others and also have professional growth plans that they feel support their effort to continue to refine their instructional craft. - Effective teachers are identified for teacher leader roles. - Teachers understand the connection between their priorities with instruction and the Integrated Action Plan (IAP).	

DOMAIN: School Leadership			Expectation: Human Resource Leadership:	
HRL 2: Implements a strong system for identifying, recognizing and distributing talent (4)				
PSEL 6: Professional capacity of school personnel				

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Inconsistently implements processes and systems for recruiting and hiring high-quality staff matched to the needs of the school. • Inconsistently performs recruiting and hiring actions in a timely fashion. • Is not able to speak specifically about the strengths and growth areas for each staff member. • Fails to build capacity through identification of teacher leaders.	• Performs recruiting and hiring functions, but has no established plan for ensuring that high- quality hiring matches meet the needs and diversity of the students and the school as appropriately as possible. • May consider budget and staffing scenarios that match teacher strengths to available positions, but does not consistently collaborate with staff or School Leadership Team to ensure the right fit for all staff members. • Inconsistently deals with poor performance and, while dealing with poor performance, may allow it to linger too long. • Identifies teacher leaders but may fail to be strategic in this process and/or may not provide clear expectations and definition for the teacher leader roles within the school.	Anticipates open positions and actively recruits and hires a high quality, diverse staff matched to the needs of the school and the School Improvement Plan. • Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. Ensure that staff members contribute to the hiring of high-quality candidates. • Systematically implements support systems to deal with poor teacher performance and provides individualized support opportunities for improvement. • Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. Regularly identifies teacher leaders	*In addition to "Proficient:"* • Implements the use of innovative performance and competency-based selection processes. • Creates systems of support and development for all staff members acknowledging that support for high performance is as important as that for low performance. • Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

			from different cultural backgrounds.	
School Behaviors	• Teachers are not part of hiring decisions, or, if involved, their perspective may not be considered in hiring decisions. • Only some staff with certain backgrounds are developed as leaders. • Teacher leaders may not be identified, or may not have a clear role in supporting colleagues. • Hiring process is unclear and lacks purposeful activities to assess candidate fit for the position. • High-performing teachers regularly leave the school over time. • Poor-performing teachers and other staff members are allowed to linger in positions, working with students and not held accountable to high levels of performance.		• Teacher leaders have a role in staffing, including determination of critical competencies for positions. • Staff members of all backgrounds/levels have the opportunity to develop as leaders. • Staff members of all performance levels have opportunity and support for growth. • Teacher leaders have clear role in supporting colleagues. • Poor-performing teachers and other staff members are immediately held accountable through thoughtful, fair, transparent processes for support and performance management decision-making. • High-performing teachers are committed to and remain at the school over time.	

Domain: School Leadership	Strategic Leadership
SL 1: Leads the school's vision, mission, and strategic goals to support a child centered vision of equity and quality schooling to support college and career readiness for all students. (1)	
PSEL 1: Mission, vision, and core values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high quality education and academic success and well-being of each students (7 elements)	

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Independently develops vision and mission of what the school hopes to accomplish with students over time. • Develops his/her own vision for preparing children to enter the changing world in the 21st century, and may not understand the connection between the use of data and school wide plans. • Fails to use data to inform conversations about the school wide plans. Needs significant district support to identify root cause analysis, goals, milestones against the goals.	• Uses a small group of stakeholders to develop a vision and mission for the school. • May use a limited portfolio of data to develop shared vision and mission of what the school hopes to accomplish with students over time. • Supports development of strategic school improvement plan that outlines data, root cause analysis, goals, milestones against the goals, and clearly aligned	• Collaboratively develops a motivating, shared vision and mission that is grounded in the values, vision, and mission of the school district and represents urgency to engage in the work of the school. • In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success. • Engages broad stakeholder input into the development and implementation of school wide plans.	*In addition to "Proficient:"* • Ensures that the school's values, vision, mission, and goals drive decision-making. • Ensures that problem-solving and strategic planning is fully inclusive of the diversity of stakeholders in the school and community. • Creates a sense of co-accountability and shared responsibility with staff, parents, and community members for the achievement of goals.

	• Rarely provides professional development that meets the district requirements and expectations.	school wide plans, but may develop a plan with the support of a limited body of stakeholders. • Provides professional development that meets the district requirements and expectations.	• Ensures that the professional development plan meets the district requirements and expectations and is aligned with the school's shared values, vision, mission. • Consistently reviews and responds to attendance and disciplinary data to inform the development and implementation of strategies and systems for student success.	• Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
	• Rarely gathers attendance and discipline data and completes required reports to meet the requirements of the USP.	• Uses attendance and disciplinary data to identify goals and complete required reports.		
School Behaviors	• Mission and Vision is not posted throughout the school. • Provide district mandated data sources such as school quality survey data, and family engagement data. • Little or no documentation of the school improvement plan is provided to stakeholders unless required for compliance. • Creation of professional development calendar with limited or no information about allocation of resources, PLC focus, or interventions. • Periodic review of discipline data, attendance reports, disciplinary meetings held only when needed.		• Mission and Vision is posted throughout the school and all stakeholders have opportunity to review. If necessary site leadership has assembled a team to revisit Mission and Vision. • Provide and reviews data sources such as school quality survey data, feedback from school council, PTA, family engagement data. • Leadership will provide documentation of the school improvement plan to stakeholders. • Creation of professional development calendar, allocation of resources, PLC focus, and interventions. • Review of discipline data, attendance reports, monthly disciplinary meetings.	

DOMAIN: School Leadership		Expectation: Strategic Leadership:		
SL 2: Distributes leadership to inspire change in support of an empowered school culture (6)				
PSEL 6 and 9: Professional capacity of school personnel and operations and management				

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Does not provide a strong model for the development of others.	• Inconsistently models the behavior he or she expects in others.	• Consistently models the leadership behavior he or she expects to see in others.	*In addition to "Proficient:"* • Ensures that staff and community members engage in leadership roles and actively support the distribution of leadership responsibilities.
	• Fails to develop any leadership capacity and does not recognize the need for staff voice.	• Limited staff opportunity for leadership capacity to develop and inconsistently provides feedback or provides support.	• Empowers teachers to engage as teacher-leaders. Provides feedback to develop the leadership capacity of staff members.	• Creates a culture that embraces change and is supportive of appropriate levels of risk-taking.
	• Occasionally engages in conversation with teacher-leaders teams. Rarely attends or provides guidance/direction.	• Teacher leader teams are established but communication frequency and discussion items are inconsistent. Lack of communication about implementation to decision-making agreements.	• Engages teacher leaders in conversation and decision-making in regards to significant issues and decisions.	• Systematically challenges the status quo by leading change initiatives in alignment with school wide plans.
	• Delegates responsibilities in a manner that is not viewed as empowering and staff are unaware of their responsibility.	• Sometimes misjudges which work to engage personally in and what to delegate. Resulting in inefficient systems.	• Effectively determines which work to engage personally in and what to delegate.	• Creates a responsive and flexible culture that encourages and gains value from innovation.

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	• Does not consistently communicate the importance of collaboration. Systems are not used to encourage collaboration. • Strategies are not evident to manage or create necessary change. • Unable to respond to frustrations, setbacks or failures in a calm manner and does not communicate a sense of optimism in response to challenges.	• Practices collaboration occasionally, but tends to rely on unilaterally- made decisions. Minimal or required systems are used to engage collaborative decision-making. • Some strategies are in place for necessary change. • Responds to setbacks or failures in a calm manner but fails to communicate a positive perspective on the challenges.	• Effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective and provides expectations on what work for teacher leadership to engage in. • Leads successfully in an environment where change is the norm. • Remains calm, constructive, and optimistic despite resistance, setbacks, or failures.	
School Behaviors	• Change is met with fear or resistance as evidenced by immediate push-back, rather than willingness to ask questions and search out understanding. • Provides limited opportunities for staff members to have difficult conversation and may avoid situations where such dialogue may occur. • Rarely provides meaningful information to staff to help members make sense of change. • Structures and/or conversations around change process are not evident.		• Staff and community members lead various processes within the school and are empowered to make decisions. • Teacher leadership extends beyond structured systems. • Staff members collaborate in formal and informal ways on a consistent basis. • Stakeholders understand change as an opportunity to create a context of excellence. • Staff members and parents provide feedback to one another and the principal about the degree to which certain change strategies are working or not working. • Teachers and staff are able to create meaning from change and incorporate new strategies into their individual sphere

		of influence in the school. • Communication regarding decisions is transparent and proactive and support for teacher leadership and leadership from other members of the school community.

DOMAIN: School Leadership		Expectation: Organizational Leadership:	
OL 1: Strategically aligns resources: people, time, and money, to drive student achievement (8)			
PSEL 9: Operations and management			

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Staffing and scheduling are not well-aligned to school priorities. Time management may be ineffective and focus is on the urgent rather than what has been prioritized. Work is more reactive than proactive.	• Staffing processes are aligned to school-based priorities and utilizes instructional time to benefit most students. Demonstrates some time-management skills, but prioritization may be day-to-day rather than on a longer-range scale.	• Utilizes strategic staffing and scheduling with a focus on school priorities and ensure the school day and school year maximize instructional time to benefit all students. Balances multiple and competing priorities in a manner that aligns with the values, vision and goals of the school.	In addition to "Proficient:" • Staffing and scheduling are uniquely designed to ensure that the school day and year fully maximize the use of time to improve student achievement and staff collaboration.
	• There may not be an obvious relationship between budget development and school goals.	• Attempts to align fiscal resources to support the school goals and student achievement priorities, but alignment may not be strategic (e.g., leader may not research and/or secure resources outside those allocated by the district).	• Makes strategic and sound, legal, and budgetary decisions. Provides clear rationale for resource decisions based on the school's mission, strategies, and learning goals.	• Supports others throughout the school community to ensure that everyone organizes and manages time to advance student learning priorities.
	• Little or no evidence of short and long-term fiscal management decisions that are aligned to district goals and only is pockets with student equity.	• Short and long-term fiscal management decisions may be somewhat aligned to the district strategic goals and aspects of student equity.	• Focuses on both short and long-term fiscal management decisions that are grounded in the district strategic goals and student equity.	• Applies a schedule that maximizes time for teachers to learn, innovate, and plan together.

	- Safety, cleanliness and/or the presence of an aesthetically pleasing environment are not priorities. - Fails to ensure that safety and risk-management plans are implemented and practiced effectively.	- Works with facilities personnel to create a safe, clean, and aesthetically pleasing environment. - Develops and maintains a safety and risk-management plan, but does not ensure consistent implementation or practice.	- Ensures that the school building is a safe, clean, and aesthetically pleasing school environment. - Develops and ensures effective implementation of safety and risk-management plans (e.g., lockdown drills, fire drills, etc.).	- Collaborates with the school community to maximize funds creatively. - Proactively communicates difficult budget decisions, and secures additional resources to achieve goals. - Maintains the confidence of stakeholders during times of significant financial stress. - Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
School Behaviors	- Timelines and schedules are often changed. - Ambiguous timelines causes confusion among staff and results in poor attendance and interest in participation. - Students may or may not receive core instruction and interventions that are tailored to their specialized needs. - Lack of organization affects the outcomes of work and degrades the effort and energy that school staff or community members put forth. - Budget decisions may not be known or understood, and there is lack of clarity regarding why there are changes to resources and/or personnel. - School environment may not be clean or aesthetically pleasing, and may not represent the school's mission or vision. - Safety standards may be in question.		- Teachers have ample time to collaborate with one another. - Students receiving specialized instruction and interventions also receive grade-level, core instruction. - Protect teachers' and other staff members' work and learning from disruption. - Yearly budget decisions are anchored to current needs, student data, and putting the needs of students' first. - Decision-making is transparent and all stakeholders understand the reason behind decisions related to the use of resources. - The school environment is safe, clean, aesthetically pleasing, and representative of the school's values, vision, and mission. - The school community is well prepared for crisis situations and is practiced in the protocols required to respond effectively to crises.	

DOMAIN: School Leadership		Expectation: Community Leadership:	
CL 1: Actively advocates for members of the school community and effectively engages family and community (7)			
PSEL 8: Meaningful engagement of families and community			

	Unsatisfactory	Basic	Proficient	Distinguished
Principal Behaviors	• Makes only superficial attempts to interact with parents/guardians and community.	• Interacts with parents/guardians and community members and acknowledges that they share a critical role in developing community engagement, support, and ownership of the school; is beginning to develop systems to engage the broader community.	• Creates an inclusive, respectful, and welcoming culture that embraces family and community engagement. Systems are in place that regularly engage the broader community.	*In addition to "Proficient:"* • Models a sense of pride in the school that sets a strong example for staff, students, and parents.
	• Community partnerships are not evident or are non-existent.	• May welcome stakeholder input, but has not established structures for accepting and utilizing feedback.	• Ensures that all members of the school community have an opportunity to voice concerns, ideas, and interests.	• All staff members feel a sense of co-accountability for generating and participating in efforts to create community partnerships.
	• May acknowledge the importance of parents/ guardians and community, but does not have strategies to enlist their support.	• Demonstrates interest in community and is beginning to engage it through a variety of relationships, but has not yet been able to establish partnerships.	• Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community.	• Develops community partnerships that reflect the community, understand the mission of the school, and actively support its vision.
	• Lacks consistency in communications regarding the successes of the	• Finds ways to communicate the successes of the school to the broader community, but may do so inconsistently.	• Actively advocates for the successes, needs, and priorities of the school to the broader community.	• Empowers parents and community members as strong leaders in the

				school.
	school to the broader community. • Recognition of student learning is limited to only a few students. Parents and community members are rarely notified. • Outreach strategies to grow enrollment are not evident.	• Recognition of student learning may not be meaningful to parents or useful as an outreach strategy. • Seeks to increase student enrollment, but may not have a comprehensive plan or strategies for outreach.	• Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders. • Uses innovative ideas that increase student enrollment (as appropriate).	• Engages local business and non-profit organizations to support the vision and mission of the school.
School Behaviors	• Neighboring businesses have little interaction with the school. • When asked about the school, parents may have little to say about the benefits of the school and seem neutral or uninformed about its merits. • Families that enroll in the school are a result of boundaries, not because of a desire to be there. • The schools occasionally engages families, communities with their talents, cultural heritage, skills, and funds of knowledge.		• Parents and community members receive regular updates that include: evidence of the school's successes and challenges, behavioral and academic expectations, schedules, calendars, and information relating to events. • The school taps into families' talents, cultural heritage, skills, and funds of knowledge to strengthen curriculum, student activities, and learning. • The school integrates resources and services from the community to strengthen school-based offerings for student learning and development. • Create and sustain positive, collaborative and productive relationships with families and the community for the benefit of students. • Parents are equipped to use data to identify their student's strengths and areas for growth.	