

Delaware Performance Appraisal System

Building greater skills and knowledge for educators

DPAS-II Guide for Administrators (Principals)
Principal Practice Rubric

Updated July 2015



COMPONENT 1: VISION AND GOALS

1 INEFFECTIVE	2 NEEDS IMPROVEMENT	3 EFFECTIVE	4 HIGHLY EFFECTIVE
A. DEVELOPS A VISION FOR HIGH STUDENT ACHIEVEMENT			
<p>Adopts a vision with minimal focus on student achievement for all students</p> <p>Rarely demonstrates confidence in the potential of all students and educators to perform at high levels</p>	<p>Creates a vision for high student achievement but does not explicitly state that expectation for all students</p> <p>Asserts belief that all students and educators can meet high expectations</p>	<p>Develops and communicates a district-aligned vision for high student achievement and college and career readiness for all students</p> <p>Consistently models values, beliefs, and attitudes that reflect high expectations for all students and adults</p>	<p>Engages diverse stakeholders in collaboratively developing a district-aligned vision for high student achievement and college and career readiness for all students and effective teaching practices for all teachers</p> <p>Builds high expectations among educators, students, and parents that success is possible for all students</p>
B. ESTABLISHES SCHOOL GOALS AND AN ALIGNED SCHOOL PLAN USING DATA			
<p>Reviews annual student achievement outcomes and develops goals that are vague and lack rigor</p> <p>Rarely shares strategies to achieve school improvement goals</p> <p>Rarely monitors student achievement data and does not relate it to progress toward student achievement goals or use it to inform adjustments to strategies</p>	<p>Reviews summative data metrics to develop student achievement-oriented school improvement goals that are rigorous for some groups of students</p> <p>Drafts a school plan that identifies time-bound benchmarks and some strategies for achieving school improvement goals</p> <p>Periodically reviews student achievement data but shows limited ability to adjust and/or revise strategies to meet student achievement goals</p>	<p>Engages the school leadership team in the analysis of quantitative and qualitative data to diagnose the current state of the school, inform decision-making processes, and develop rigorous and concrete student achievement-oriented school improvement goals</p> <p>Develops and implements a school plan with specific and time-bound benchmarks and strategies to achieve student achievement-oriented school improvement goals</p> <p>Develops and implements systems to analyze disaggregated formative and summative data to monitor student progress and implement revised strategies as supported by the data</p>	<p>Develops all educators' ability to collaboratively analyze a broad set of data points to diagnose the current state of the school, inform decision-making processes, and develop rigorous and concrete student achievement-oriented school improvement goals for all students</p> <p>Engages all educators in developing and implementing a detailed school plan with specific and time-bound benchmarks and strategies to meet the student achievement-oriented goals</p> <p>Develops educators' ability to analyze disaggregated formative and summative data to monitor, evaluate, and review progress, and systematically adjusts strategies as needed to meet student achievement goals</p>

C. ESTABLISHES AND REINFORCES SCHOOL VALUES AND BEHAVIORS THAT ALIGN TO THE VISION

Does not implement a school-wide behavior plan with consistency and unfairly applies positive and negative consequences	Develops a school-wide behavior plan and provides some supports for educators in implementing it	Leads the school leadership team in creating a positive school culture through the development and implementation of a clear, school-wide behavior plan	Develops others' ability to create positive school culture by clearly articulating, modeling and implementing a school-wide behavior plan that includes systems to ensure consistent and fair implementation
Inconsistently reinforces behavioral expectations for staff and students	Reinforces behavioral expectations for staff and students most times	Establishes and reinforces behavioral expectations for staff and students based on the school's values	Develops school community's ability to reinforce behavioral expectations for staff and students
Rarely demonstrates fairness when engaging with students and educators	Inconsistently demonstrates fairness when engaging with students and educators	Publicly models fairness and consistency when engaging with students and educators	Develops educators' ability to be fair and consistent with students
Rarely supports students' emotional and social development	Provides some supports for students' emotional and social development	Implements systems and supports to enhance students' emotional and social development	Develops and monitors educators' ability to support and enhance students' emotional and social development

D. DEVELOPS CULTURAL COMPETENCE AND A COMMITMENT TO EQUITY

Provides little to no access to diversity-related professional learning	Provides whole group undifferentiated professional learning about working in and supporting a diverse community	Supports educators to improve their understanding of how their personal experiences inform their assumptions about students and the school community	Leads educators through processes to understand how their personal experiences and interpretation of the world and can be used to identify students' strengths and assets
Rarely addresses situations where students are systematically excluded from accessing rigorous learning opportunities	Provides most students with access to rigorous learning opportunities	Implements equitable systems to ensure all students have access to rigorous learning opportunities	Develops educators' ability to implement equitable systems and procedures to ensure all students have access to rigorous learning opportunities
Avoids conversations about diversity and demonstrates limited awareness of the impact of diversity on student learning	Participates in conversations about diversity and culture, but rarely initiates conversations or connects them to student learning	Initiates conversations about diversity and culture as well as about how they may impact student learning	Develops the school's collective capacity to engage in conversations about diversity and culture as well as how they may impact student learning
Does not address inappropriate and/or intolerant statements directed at members of the school community	Attempts to address intolerant statements directed at members of the school community with limited success	Addresses intolerant statements directed at members of the school community	Consistently addresses intolerant statements directed at members of the school community

SAMPLE OBSERVABLE AND DOCUMENTED INDICATORS OF QUALITY PROFESSIONAL PRACTICE FOR VISION AND GOALS

= OBSERVABLE

= DOCUMENTED

DEVELOPS A VISION FOR HIGH STUDENT ACHIEVEMENT

- Vision focuses on high expectations for student academic achievement for all students
- Presentations at meetings, forums, trainings, etc. that highlight open dialogue
- Environmental use of the vision statement and goals

ESTABLISHES SCHOOL GOALS AND AN ALIGNED SCHOOL PLAN USING DATA

- Use of vision statement in messaging (verbally and in writing) student achievement-oriented school improvement goals
- Personal interaction with staff, students, parents, and community members to communicate the school vision and goals
- Facilitation of school improvement team meetings with multiple stakeholder groups
- Concrete analysis of disaggregated student performance data by grade, subgroup, teacher, cohort, etc.
- Student achievement-oriented school improvement goals linked to data analysis
- Process for decision-making based on data
- School Plan aligns with school vision and goals
- Written expectations for teaching and learning aligned to state standards and student achievement-oriented school improvement goals

ESTABLISHES AND REINFORCES VALUES AND BEHAVIORS THAT ALIGN TO THE VISION

- Behaviors of the staff and students is congruent with the school values
- Facilitation and/or co-facilitation of school improvement team meeting focused on school-wide behavior plan
- Staff and students conduct match the stated expectations
- Positive and negative consequences for behavior are implemented consistently
- Interactions with students are supportive of their social and emotional development
- Teachers are fair and consistent with students
- Interactions with students and staff are consistent and fair
- Student discipline data is continuously monitored

DEVELOPS CULTURAL COMPETENCE AND A COMMITMENT TO EQUITY

- Facilitates and/or co-facilitates ongoing conversations for staff to develop cultural competence and explore their personal assumptions and approach to diversity
- Community conversations about culture and diversity occur regularly

COMPONENT 2: TEACHING AND LEARNING

1 INEFFECTIVE	2 NEEDS IMPROVEMENT	3 EFFECTIVE	4 HIGHLY EFFECTIVE
A. IMPLEMENTS RIGOROUS CURRICULUM AND ASSESSMENTS ALIGNED TO DELAWARE STATE STANDARDS			
<p>Struggles to support educators' implementation of a curriculum aligned to state standards</p> <p>Allows educators to implement lesson and units plans that are disconnected from school goals and misaligned to state standards</p> <p>Rarely identifies the need for staff to adjust lesson or unit plans based on student outcomes</p>	<p>Engages some educators in developing, adapting and implementing curriculum aligned to state standards to meet student learning needs</p> <p>Encourages educators to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans</p> <p>Identifies and assists educators to adjust some unit and lesson plans based on student progress toward outcomes</p>	<p>Consistently supports educators' in developing, adapting, and implementing a curriculum aligned to state standards to meet student learning needs</p> <p>Leads educators' analyses of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to school goals</p> <p>Oversees and supports revisions to unit and lesson plans based on student outcomes</p>	<p>Develops educators' ability to develop, adapt, articulate and implement rigorous curriculum aligned to state standards to effectively address all student learning needs</p> <p>Develops educators' ability to analyze standards, curricula and aligned assessments to develop and implement aligned lesson and unit plans linked to school goals</p> <p>Implements on-going systems to review and improve unit and lesson plans based on student outcomes</p>
B. IMPLEMENTS HIGH-QUALITY INSTRUCTIONAL PRACTICES			
<p>Provides inconsistent support in the use of instructional strategies that support student learning</p> <p>Rarely adapts instructional practices</p>	<p>Attempts to ensure educators use a few common instructional strategies that meet student needs and drive student learning</p> <p>Identifies adaptations to instructional practices and assessments with limited implementation</p>	<p>Supports educators in implementing rigorous instructional strategies that meet student needs and drive student learning</p> <p>Supports educators in adapting instruction and assessments to ensure that all students master content</p>	<p>Develops educators' ability to effectively implement rigorous instructional strategies that meet student needs and drive student learning</p> <p>Creates and implements systems to adapt instruction and assessments to ensure that all students master content</p>
C. INCREASES TEACHER EFFECTIVENESS THROUGH SUPPORT AND EVALUATION			
<p>Rarely incorporates student outcomes or evidence of teacher practice when making decisions about teacher effectiveness and instructional improvement</p> <p>Only conducts teacher observations as part of the evaluation system, when requested by a teacher, and/or does not complete observations in a timely manner</p> <p>Provides vague, non-specific feedback to teachers based on limited data</p> <p>Rarely holds teachers accountable for implementing feedback</p>	<p>Uses some evidence of teacher practice and student outcomes to make decisions about teacher effectiveness and instructional improvement</p> <p>Inconsistently implements classroom observations to collect evidence of teacher practice</p> <p>Provides global feedback based on either observational or student performance data</p> <p>Attempts to hold teachers accountable for implementing feedback into their practice, but with limited success</p>	<p>Uses sufficient evidence of teacher practice and student outcomes to make decisions about teacher effectiveness and instructional improvement</p> <p>Conducts and documents frequent formal and informal observations to collect evidence of teacher practice in a timely manner to effectively assess levels of performance</p> <p>Provides frequent, individualized, and actionable feedback based on evidence from observation and student performance data</p> <p>Ensures teachers implement feedback into their practice</p>	<p>Uses multiple sources of evidence of teacher practice and student outcomes to make decisions about teacher effectiveness and instructional improvement</p> <p>Develops the leadership team's ability to collect evidence of teacher practice, conduct formal and informal observations, and use multiple sources of data to assess staff performance</p> <p>Provides continuous, individualized and actionable feedback based on evidence from formal and informal observations and student performance data</p> <p>Monitors and supports teachers to ensure they implement feedback into their practice and it is consistent and pervasive</p>

D. MONITORS STUDENT DATA TO DRIVE INSTRUCTIONAL PRACTICES

<p>Rarely collects data to draw conclusions about instruction</p>	<p>Inconsistently collects data from limited sources to draw conclusions about instruction</p>	<p>Creates and implements systems for consistent monitoring and frequent collection of data to identify student outcome trends and drive continuous improvement</p>	<p>Develops staff members' ability to create and implement systems for consistent monitoring and frequent collection of data to identify student outcome trends and drive continuous student improvement</p>
<p>Rarely attempts to use disaggregated and student-specific data to ensure instruction is differentiated based on student need or that students receive appropriate intervention</p>	<p>Disaggregates data to determines appropriate differentiation and intervention strategies based on some students' learning needs</p>	<p>Engages all educators in analyzing disaggregated and student-specific data to determine appropriate differentiation and intervention strategies based on individual students' learning needs</p>	<p>Develops instructional staff's ability to create and implement systems to analyze disaggregated and student-specific data to determine appropriate differentiation and intervention strategies based on individual students' learning needs</p>

SAMPLE OBSERVABLE AND DOCUMENTED INDICATORS OF QUALITY PROFESSIONAL PRACTICE FOR TEACHING AND LEARNING

= OBSERVABLE

= DOCUMENTED

IMPLEMENTS RIGOROUS CURRICULUM AND ASSESSMENTS ALIGNED TO DELAWARE STATE STANDARDS

- Instructional strategies engage students in cognitively challenging work that is aligned to Delaware state standards
- Teachers use a broad range of pedagogical approaches
- Curricular materials aligned to Delaware state standards

IMPLEMENTS HIGH-QUALITY INSTRUCTIONAL PRACTICES

- Facilitation of the formal observation process (pre-conference, observation, post-conference including feedback) for every teacher and specialist
- Active, regular involvement in Professional Learning Community meetings, community meetings, faculty meetings, etc. to support teacher professional learning
- Record of feedback and accountability systems for implementing feedback
- Teacher lesson plans that show evidence of professional learning activities
- Accountability procedures for teaching and learning are clearly communicated to staff

INCREASES TEACHER EFFECTIVENESS THROUGH SUPPORT AND EVALUATION

- Effective completion of all DPAS evaluations of teachers and specialists
- Facilitation and/or co-facilitation of professional learning activities focused on monitoring/evaluating the effectiveness of curriculum, instruction, and assessment
- Conferences with evaluator to identify way to improve professional practice
- Clear procedures are in place for maintaining confidentiality of information

MONITORS STUDENT DATA TO DRIVE INSTRUCTIONAL PRACTICES

- Facilitation and/or co-facilitation of professional learning activities focused on monitoring/evaluating the effectiveness of curriculum, instruction, and assessment
- Administrative or school climate survey results and action plan to: 1) continue and fine-tune effective practices; and/or, 2) improve areas of concern
- Alignment of technological resources to support student achievement-oriented school improvement goals
- Student work samples and classroom observation data are used to make decisions about teacher effectiveness

COMPONENT 3: PEOPLE, SYSTEMS, AND OPERATIONS

1 INEFFECTIVE	2 NEEDS IMPROVEMENT	3 EFFECTIVE	4 HIGHLY EFFECTIVE
A. MANAGES RESOURCES IN ALIGNMENT WITH THE SCHOOL PLAN			
<p>Allocates fiscal and physical resources to initiatives that do not align to school goals</p> <p>Does not manage partnership agreements effectively</p> <p>Only accesses existing resources and does not seek out information about additional resources</p>	<p>Distributes fiscal and physical resources based on student achievement-oriented school improvement goals</p> <p>Inconsistently manages partnership agreements</p> <p>Minimally seeks information about additional resources</p>	<p>Allocates fiscal and physical resources responsibly, efficiently, and effectively in alignment with student achievement-oriented school improvement goals</p> <p>Provides opportunities for educators to manage their own partnership agreements and manages school partnership agreements effectively</p> <p>Seeks information about additional resources and accesses those resources to address school needs</p>	<p>Creatively leverages and maximizes fiscal and physical resources responsibly, efficiently, and effectively</p> <p>Develops educators' ability to effectively manage their own partnership agreements and manages all school partnership agreements effectively</p> <p>Actively accesses additional resources that align with student achievement-oriented school improvement goals</p>
B. ORGANIZES SCHOOL TIME TO SUPPORT ALL STUDENT LEARNING AND STAFF DEVELOPMENT PRIORITIES			
<p>Rarely develops schedules and routines to maximize instructional time and allows non-instruction related distractions to interfere with instructional time</p> <p>Rarely plans and prioritizes own time and neglects to protect time for instructional leadership activities; is frequently distracted by activities that could be delegated to others or are low priorities</p>	<p>Develops some routines to maximize instructional time</p> <p>Plans own schedule to address instructional leadership activities but is inconsistent on how time is spent</p>	<p>Implements schedules and routines to maximize instructional time</p> <p>Plans and prioritizes own schedule to prioritize instructional leadership activities focused on teaching and learning</p>	<p>Creates and implements schedules and routines to maximize instructional time, monitors their effectiveness, and makes adjustments as necessary with input from key stakeholders</p> <p>Plans and monitors own schedule for the year, month, week, and day to prioritize instructional leadership activities focused on teaching and learning</p>
C. ENSURES SCHOOL OPERATIONS ALIGN WITH MANDATED POLICIES			
<p>Oversees school operations that do not comply with federal, state, and board policies, or with negotiated agreements</p> <p>Rarely fulfills reporting requirements</p> <p>Does not maintain confidentiality or releases private school and/or district records unnecessarily</p> <p>Rarely reviews school safety procedures and fails to make changes to procedures to ensure a safe learning environment</p>	<p>Ensures some school operations comply with federal, state, and board policies</p> <p>Inconsistently fulfills reporting requirements and/or within a reasonable timeframe</p> <p>Inconsistently Maintains confidentiality and privacy of school and/or district records, including student and staff information</p> <p>Manages a safe learning environment; may make a few changes to procedures to ensure a safe learning environment</p>	<p>Ensures school operations comply with federal, state, and board policies, and negotiated agreements</p> <p>Consistently fulfills reporting requirements within an established timeframe</p> <p>Maintains and sets expectations for all school professionals to maintain the highest level of confidentiality and privacy of school and/or district records, including student and staff information</p> <p>Reviews and refines school safety procedures systematically to ensure a safe and secure learning environment</p>	<p>Collaborates with district office to create and implement systems to ensure all school operations comply with federal, state, and board policies as well as negotiated agreements</p> <p>Proactively fulfills all reporting requirements on or before due dates</p> <p>Develops school professionals' ability to maintain and self-monitor to the highest level of confidentiality and privacy of school and/or district records, including student and staff information</p> <p>Works collaboratively with staff to continually assess and refine school procedures to ensure a safe and secure learning environment</p>

D. HIRES AND RETAINS HIGH-PERFORMING STAFF

Does not make an effort to retain or recognize effective teachers	Attempts to recognize and retain effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest	Recognizes and retains effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest	Consistently recognizes and retains highly-effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest
Does not institute a clear or consistent school-level selection and hiring process. Rarely identifies and fills vacancies in a timely fashion; selected staff often lack the needed expertise/skill.	Implements a basic school-level selection and hiring process. May include some members of the leadership team in the process. May not identify and fill vacancies in a timely fashion or with the needed expertise/skill.	Implements consistent school-level selection and hiring processes, aligned to specific selection criteria. Engages some members of the leadership team in the process. . Identifies and fills vacancies in time to ensure the school has diverse expertise and skill set	Consistently engages educators in implementing clear, specific selection criteria and hiring processes at the school level; Advocates for involvement of school staff in system-level hiring processes Proactively identifies vacancies to inform selection and fills vacancies in time to ensure the school has a diverse expertise and skill set
Rarely uses available data to identify or recognize effective teachers	Minimally uses relevant data to identify or recognize effective teachers	Reviews student work, teacher observation and evaluation data to identify and recognize effective teachers	Systematically reviews all student work, teacher observation and evaluation data, to identify and recognize effective and high potential teachers
Demonstrates a lack of awareness of how negotiated contracts or certification policies can create opportunities to specify staff needs and hire high performing educators	Demonstrates inconsistent awareness of how negotiated contracts and certification policies can create opportunities to specify staff needs and hire high performing educators	Demonstrates consistent awareness of how negotiated contracts and certification policies can create opportunities to specify staff needs and hire high performing educators	Leverages an understanding of negotiated contracts and certification policies to design specific staff roles aligned to school needs and hire highly effective educators

E. DEVELOPS A HIGH-PERFORMING LEADERSHIP TEAM

Allows ineffective or misaligned educators to serve on the leadership team	Defines the role of the leadership team and selects some members based on skill or has few requirements for selection	Establishes a leadership team with a clear set of expectations, made up of high-performing teachers with a range of skill sets	Establishes an effective leadership team that focuses on learning for all students, made up of high-performing teacher leaders with a range of skill sets
Rarely provides support to leadership team members to develop their capacity to lead projects or teams	Develops a plan and attempts to support the leadership team members to oversee complex projects and lead teacher teams	Actively works with leadership team members to identify and improve targeted areas, oversee complex projects, and lead teacher teams	Provides sustained and individualized support to leadership team members to increase their ability to identify and improve targeted areas, oversee complex projects, lead teacher teams, and conduct teacher observations

SAMPLE OBSERVABLE AND DOCUMENTED INDICATORS OF QUALITY PROFESSIONAL PRACTICE FOR PEOPLE, SYSTEMS, AND OPERATIONS

= OBSERVABLE

= DOCUMENTED

MANAGES RESOURCES IN ALIGNMENT WITH THE SCHOOL PLAN

- Ongoing budget meetings seek input from stakeholders and share updates
- Partnerships with community businesses to supplement resources
- Alignment of resources (human & fiscal) to support student achievement-oriented school improvement goals
- Facilitation and/or co-facilitation of professional learning activities focused on contractual agreements
- Budgets reflect resource allocations in alignment with student achievement-oriented school improvement goals
- School expenditure reports reflect use of resources in alignment with the vision and school plan

ORGANIZES SCHOOL TIME TO SUPPORT ALL STUDENT LEARNING AND STAFF DEVELOPMENT PRIORITIES

- Organization of school time to support student achievement-oriented school improvement goals
- Personal schedule prioritizes teaching and learning
- Yearly calendar of opportunities for staff to develop capacity

ENSURES SCHOOL OPERATIONS ALIGN WITH MANDATED POLICIES

- Facilitation and/or co-facilitation of professional learning activities focused on board policies
- Clear procedures are in place for maintaining confidentiality of information
- School safety plan strategies and activities are understood by all teachers and students

HIRES AND RETAINS EFFECTIVE STAFF

- Recognizes the accomplishments of students and staff in Professional Learning Community meetings, community meetings, faculty meetings, etc.
- Each staff position has clear performance expectations aligned with school mission and school-wide expectations for instruction and culture
- Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning
- High percentage of teachers rated effective stay in the school

DEVELOPS A HIGHLY-EFFECTIVE LEADERSHIP TEAM

- Leadership team focuses on frequent discussions of student learning to target key instructional needs
- Leadership team consistently models and enforces school-wide philosophy, core values, responsibility and efficacy
- Multiple staff members serve as instructional leaders in the school
- Leadership team is comprised of fully aligned and highly skilled staff

COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

1 INEFFECTIVE	2 NEEDS IMPROVEMENT	3 EFFECTIVE	4 HIGHLY EFFECTIVE
A. BUILDS PROFESSIONAL RELATIONSHIPS AND CONSTRUCTIVELY MANAGES CHANGE			
<p>Struggles to build positive relationships with adults and/or students</p> <p>Rarely provides time or support for educators to process, respond, or adapt to the change process</p>	<p>Attempts to build professional relationships with adults and students</p> <p>Provides minimal time or support for educators to process or adapt to change process</p>	<p>Builds positive professional relationships with adults and students</p> <p>Supports staff through change process by encouraging questions and dialogue on a regular basis. Can identify potential challenges.</p>	<p>Builds and maintains positive, trusting professional relationships with adults and students</p> <p>Proactively leads and supports educators through the change process and challenges by creating opportunities for them to express both supportive and contrary opinions/perceptions</p>
B. ENGAGES IN SELF-REFLECTION AND ON-GOING PROFESSIONAL DEVELOPMENT			
<p>Does not seek and is unwilling to accept feedback</p> <p>Does not adapt leadership practice based on feedback</p> <p>Resists engaging in professional learning opportunities aligned with the needs of the school or their own developmental needs</p>	<p>Demonstrates a defensive attitude when receiving feedback on own professional practice</p> <p>Makes minor adjustments to practice based on feedback</p> <p>Engages in some professional learning opportunities aligned with the needs of the school or their own developmental needs</p>	<p>Seeks and accepts feedback on own professional practice</p> <p>Self-reflects and adjusts own practice based on feedback</p> <p>Engages often in professional learning opportunities aligned with the needs of the school and their own developmental needs</p>	<p>Actively seeks feedback on their own professional practice, initiates personal growth opportunities, and promotes growth opportunities for staff</p> <p>Models and develops educators' ability to self-reflect and adjust their practice based on that feedback</p> <p>Engages in multiple professional learning opportunities aligned with the needs of the school and their developmental needs and shares learning with key stakeholders in formal and/or informal settings</p>
C. DEMONSTRATES A PERSISTENT FOCUS ON PROACTIVE PROBLEM SOLVING AND ADVOCACY			
<p>Easily loses focus when problem-solving and reacts with visible frustration when faced with challenges</p> <p>Rarely resolves issues within a reasonable timeframe</p> <p>Does not advocate on for the diverse needs of all students</p>	<p>Attempts to react when faced with immediate challenges, but struggles to follow-through on problem-solving strategies</p> <p>Resolves issues as they arise</p> <p>Attempts to advocate for students but does not focus on all students' needs</p>	<p>Leads staff in problem-solving processes to address challenges</p> <p>Quickly resolves issues as they arise</p> <p>Advocates on behalf of the diverse needs of all students</p>	<p>Develops educators' ability to proactively problem-solve to address challenges</p> <p>Anticipates issues and proactively resolves them or changes practice before there is an issue</p> <p>Develops educators' ability to advocate on the behalf of the diverse needs of all students in all decision-making related to social and academic goals</p>

D. ENGAGES FAMILIES AND THE COMMUNITY IN STUDENT LEARNING

Rarely welcomes families and community members into the school	Inconsistently sets or reinforces expectations for educators on the process for welcoming families and community members into the school	Models and sets expectations for staff on the process for welcoming all families and community members into the school	Creates a school-wide culture in which all families and community members are welcomed into the school and proactively develops relationships with families and community
Rarely communicates key information about student learning expectations to families and the community or identifies ways they can support student learning	Communicates some key information about student learning to families and the community and identifies some ways they can support children's learning	Shares explicit information about student learning expectations with families and the community and identifies specific ways they can participate in their children's learning	Develops educators' ability to implement multiple structures to meaningfully engage families and the community in achieving student achievement-oriented school improvement goals and priorities
Shares inaccurate and/or incomplete information about progress towards meeting school improvement goals	Shares limited and/or incomplete information about progress towards meeting school improvement goals with stakeholders	Conducts and supports communication with stakeholders to share progress towards meeting student achievement-oriented goals	Implements effective communication strategies with stakeholders to share progress towards meeting student achievement-oriented goals

SAMPLE OBSERVABLE AND DOCUMENTED INDICATORS OF QUALITY PROFESSIONAL PRACTICE FOR PROFESSIONAL RESPONSIBILITIES

= OBSERVABLE

= DOCUMENTED

BUILDS PROFESSIONAL RELATIONSHIPS AND CONSTRUCTIVELY MANAGES CHANGE

- Supports for staff through the change process
- Interactions with staff and community members build positive rapport
- Systems that promote collegiality among staff

ENGAGES IN SELF-REFLECTION AND ON-GOING PROFESSIONAL DEVELOPMENT

- Participation in professional learning opportunities aligned with the needs of the school
- Conferences with evaluator to identify way to improve professional practice
- Participation on district and/or state committees to deepen leadership skills
- Participation in district administrative Professional Learning Communities
- Professional growth plan includes goals for growth and aligned strategies
- Administrative survey results and action plan to: 1) continue and fine-tune effective practices; and/or, 2) improve areas of concern

DEMONSTRATES A PERSISTENT FOCUS ON PROACTIVE PROBLEM SOLVING

- Interaction with staff to proactively solve problems
- Seeks input from staff to resolve issues
- All students have access to rigorous course content
- Student achievement expectations reflect the belief that all students can achieve at high levels
- Administrative and school climate survey results and action plan to: 1.) continue and fine-tune effective practices; and/or, 2.) improve areas of concern

ENGAGES FAMILIES AND THE COMMUNITY IN STUDENT LEARNING

- Active participation in collaborative community meetings to review student work and plan for instructional interventions
- Active participation at school and community events with families, students, and staff
- Family engagement in learning during school hours and at school-sponsored events (volunteers, parent trainings, etc.)
- Families actively participate in school improvement meetings
- Family survey data reflects positively on how the school engages families and the community in student learning