

APPENDIX E: PROFESSIONAL PRACTICE RUBRICS

Domain 1 – Vision and Goals

Principals/assistant principals shall demonstrate the ability to guide the development and implementation of a shared vision, mission and, goals for the school.

Effective principals/assistant principals believe that all students can achieve and learn at high levels, and they collaboratively develop and implement a shared vision and mission for the school that supports that central idea. They make sure that the diverse views of all teachers, students, and stakeholders are included in the development and/or revision process. Effective principals develop and utilize the appropriate management tools to support teachers and students to reach the goals and objectives related to the vision and mission. They actively monitor progress toward reaching these goals and make adjustments to the plan as needed.

Glossary of Terms for Domain 1

Term	Definition
Collaborative	A group of people routinely working together toward a common goal and making decisions after due consideration of the issues with input by most or all.
School Improvement Plan	A document that meets the requirement of the state and/or federal government and includes needs assessment results, measurable annual goals and objectives, strategies for goal attainment, activities, persons responsible, and timelines. Many effective school improvement plans also cite the research supporting selected strategies.
School Leadership Team	Team that makes decisions and leads improvement efforts at the school. Typically includes administrators and teachers and may include instructional coaches, parents, district liaisons, and/or staff representatives.
Shared vision	All school personnel working together to implement the mission and reach common goals.
Stakeholders	Any person, group, or organization that affects or can be affected by the school's actions. Typically includes internal groups such as teachers, administrators, staff, and students and external groups such as parents, community members, and the business community.

Component 1.1: Shared Vision for School and Student Success. *An effective principal/assistant principal develops and implements goals, objectives, and strategies to achieve the school's shared vision for school and student success.*

An effective principal/assistant principal “promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders” (ISLLC, 2008). An effective principal will collaboratively create a shared vision of the school to ensure

student success. Decisions are consistent with this vision and with the strategic goals; the vision is reflective of high expectations for students and promotes a continuous cycle of improvement.

Component 1.1 Shared Vision for School and Student Success. <i>An effective principal/assistant principal develops and implements goals, objectives, and strategies to achieve the school's shared vision for school and student success.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<ul style="list-style-type: none"> <input type="checkbox"/> The principal establishes specific and measurable goals and objectives related to student achievement. <input type="checkbox"/> The principal leads and implements a process for developing a shared vision and strategic goals and objectives for student achievement that reflect high expectations for students and staff. <input type="checkbox"/> The principal maintains a focus on the vision and strategic goals throughout the school year. 	<ul style="list-style-type: none"> <input type="checkbox"/> The school's goals, objectives, and strategies reflect a clear relationship between the actions of teachers and leaders aligned to the school improvement plan and the impact on student achievement. <input type="checkbox"/> The decisions of the principal are consistent with the vision of the school as reflected in improvement planning documents. <input type="checkbox"/> With stakeholders, the principal creates a vision for the school that inspires action. <input type="checkbox"/> The strategies contained in the plan are based on a general understanding of research on school and instructional effectiveness. <input type="checkbox"/> The vision reflects high expectations for learning and teaching and promotes continuous improvement for administrators, teachers, staff and students in the school. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> The principal involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses using appropriate data and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. <input type="checkbox"/> The vision of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions. <input type="checkbox"/> The strategies contained in the plan cite specific research that shows high effect sizes and influence on student achievement. <input type="checkbox"/> The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments. <input type="checkbox"/> The principal ensures that the school's identity (vision, mission,

			goals, objectives, and strategies) actually drive decisions and inform the culture of the school.
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Component 1.2: Reviewing and Monitoring for School Improvement. *An effective principal/assistant principal reviews and monitors the school's vision, mission, goals, and school improvement plans to ensure high expectations for student learning and continuous school improvement.*

An effective principal/assistant principal designs and implements a collaborative process to collect data about the school's progress for the periodic review and revision of the school's vision. The principal utilizes the data to modify organizational practices and procedures to accomplish the school's mission, vision and goals. A highly effective principal communicates school-wide goals and actions frequently with all appropriate stakeholders.

Component 1.2 Reviewing and Monitoring for School Improvement. <i>An effective principal/assistant principal reviews and monitors the school's vision, mission, goals, and school improvement plans to ensure high expectations for student learning and continuous school improvement.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<ul style="list-style-type: none"> <input type="checkbox"/> The principal collects and analyzes data for determining the organization's effectiveness in accomplishing the vision of learning and each of the goals in the school improvement plan. <input type="checkbox"/> The principal systematically considers new and better ways of leading for improved student achievement and engages stakeholders in the change process. 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal implements collaborative processes for the collection and analysis of data about the school's progress for the periodic review and revision of the school's improvement plan. <input type="checkbox"/> The principal collects and analyzes data at least quarterly with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> The principal, using data, initiates changes to strategies to improve performance, school culture, and other conditions related to school success. <input type="checkbox"/> The principal collects and analyzes data monthly with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning and school goals <input type="checkbox"/> The principal collects data to examine fidelity to strategies in

		<input type="checkbox"/> The principal utilizes data to modify organizational practices and procedures for any goal in which sufficient progress has not been made.	the school improvement plan. <input type="checkbox"/> The principal communicates school-wide goals and actions frequently with all appropriate stakeholders.
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Domain 2 – Instructional Leadership

Principals/assistant principals shall demonstrate the ability to communicate with staff and review research and data to promote a school culture and instructional program that foster student learning and professional growth for staff.

Instructional leadership requires deeper involvement in the core business of schooling, which is teaching and learning. Principals as instructional leaders are required to ensure students receive the most effective instruction from their teachers to learn and apply the knowledge and skills articulated in the approved curriculum – one informed by state content standards and district learning priorities. An effective instructional leader possesses knowledge and uses skills to make a positive impact on curriculum design, instructional practice, and assessment development.

Glossary of Terms for Domain 2

Term	Definition
CIA	Curriculum, instruction, and assessment.
Common Assessments	Student assessments measuring common content within a subject matter and grade level.
Curriculum	Set of courses or instructional units offered by the school or district.
Curriculum Standards	Statements defining what all students need to know, understand, and be able to do. Standards form the framework of the curriculum by stating the most important big ideas, concepts, and skills.
Data-driven Decision Making	Making decisions based on a careful analysis of valid and reliable data, typically including demographic, performance, cultural, and perception data.
Essential Data	Data identified as non-negotiable for determining instructional improvement. Some examples may include but are not limited to teacher evaluation; student formative and summative assessments; and, state standardized test scores.
Experienced Curriculum	The content of courses or instructional units as students understand it.
Formative Assessments	Measures that provide an analysis of learning and that are used by teachers and others to adjust instruction to improve student mastery of knowledge and skills.
Instructional Model	An approach to instruction that typically incorporates frameworks, components, or domains defining the overarching process to be used to deliver educational content.

Implemented Curriculum	The objectives and content actually delivered to students in schools. Both objectives and content are typically local interpretations of what is required in formal curriculum documents.
Instructional Strategies	The teaching methods used to deliver the curriculum.
Intended Curriculum	The objectives and content of what is expected to be taught; the curriculum planned and expressed through curriculum frameworks and other formal documents.
Master Schedule	A document that shows times when classes or blocks of instruction are offered during the course of each day and through the week. Principals typically create master schedules to ensure efficient use of resources such as teachers, support staff, and instructional spaces. Efficiently handled resources assist in ensuring appropriate class sizes, common teacher planning time, advisories, and differentiated instructional opportunities.
Professional Growth Plan	A reflective, collaborative plan developed between administrators and teachers to provide opportunities for the professional growth of the teacher with the ultimate goal of improved student achievement.
Research-Based Instructional Strategies	Instructional approaches having produced high yield outcomes for improving student performance. Typically the strategies are detailed in a specific or modified instructional model.
Student Misconceptions	Sources of errors in student thinking generally identified through an analysis of responses to specific items on an assessment or test.
Summative Assessments	Measures that identify what students have and have not learned at the culmination of a specific unit of instruction.

Component 2.1: Effective use of data to support instruction. *An effective principal/assistant principal promotes, facilitates, and effectively utilizes data from multiple measures to inform instruction and evaluate student performance to support effective instruction.*

Effective principals establish a strong culture of data use to ensure that decisions are made based on valid and reliable information. Data from multiple reliable sources provide more accurate information for decision-making. Typical sources of data for instructional decision making include classroom/formative assessments such as unit tests, exit tickets, progress monitoring measures, and checks for understanding; benchmark or interim measures of academic mastery/performance, and summative measures such as state tests. Data from measures of student motivation, school culture, and other perceptions may also be helpful. Several factors (e.g., leadership, planning, implementation, efficacy and attitude) play a role in the development of a strong purposeful educational community committed to improving instruction through the use of multiple data sources. The principal provides guidance on using data to support the school's vision with the ultimate goal of developing the capacity to use data to inform professional growth and improvement within the instructional staff and the school as a whole. The principal should provide the necessary resources and support to optimize data analysis, interpretation, and use.

Component 2.1 – Effective use of data to support instruction. *An effective principal/assistant principal promotes, facilitates, and effectively utilizes data from multiple measures to inform instruction and evaluate student performance to support effective instruction.*

Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<p><i>Principal does not meet the performance domain. Evaluator narrative is required.</i></p>	<p><i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i></p>	<p><i>Principal meets performance domain.</i></p>	<p><i>Principal exceeds performance domain.</i></p>
<p>Narrative:</p>	<ul style="list-style-type: none"> □ The principal identifies the essential data that will form the foundation for the school's data-driven school improvement plan. □ The principal develops processes and protocols to collect, interpret, and use data to inform instructional decisions. □ The principal ensures time is provided for teachers to analyze and interpret data to inform instructional decisions. □ The principal articulates a clear vision for the use of school-wide data to improve instructional quality. 	<ul style="list-style-type: none"> □ The principal actively engages a school leadership team in the refinement and implementation of a data-driven school improvement plan. □ The principal connects instructional improvement data to professional growth plans of teachers and the professional development plan for the school. □ The principal provides a systematic approach and the necessary supports that foster a data-driven culture within the school. □ The principal provides targeted and specific professional development based on individual teacher and school-wide data. 	<p>and...</p> <ul style="list-style-type: none"> □ The principal actively engages a school leadership team in determining the outcome of the established school improvement goals and formulates strategies designed to meet or extend the goals in the future. □ The principal identifies (for future use) emerging innovative instructional practices and student interventions based on the analysis of instructional improvement data. □ The principal encourages teachers to conduct in-depth analyses of data to identify student misconceptions, reteach concepts associated with misconceptions, and revise instructional approaches as needed.

Component 2.2: Involvement in Curriculum, Instruction, and Assessment. *An effective principal/assistant principal leads and supports staff in acquiring, planning, and implementing research-based instructional strategies and technologies that advance the school's vision and goals and meet the diverse needs of all students.*

Effective principals/assistant principals are actively involved in the design, development, and implementation of the curriculum, effective instructional strategies, and the development and use of student assessments. Principals/assistant principals demonstrate knowledge of current research on effective instructional practices (both content and pedagogy) and are able to affect the schools ability to deliver high-quality instruction. To accomplish high levels of student achievement, they engage staff in developing knowledge and skills about student learning, curriculum design, instructional delivery, assessment development and administration, and analysis. Principals promote and ensure appropriate levels of rigor in instruction.

Effective principals/assistant principals encourage teachers and provide systematic support that fosters the use of research-based methods to develop and deliver multiple instructional approaches to meet individual learning needs of students. Systems of data collection are implemented that provide teachers with quality constructive feedback on their instruction and action is taken to make adjustments when necessary and appropriate.

Component 2.2 – Involvement in Curriculum, Instruction, and Assessment. <i>An effective principal/assistant principal leads and supports staff in acquiring, planning, and implementing research-based instructional strategies and technologies that advance the school's vision and goals and meet the diverse needs of all students.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<ul style="list-style-type: none"> <input type="checkbox"/> The principal, teachers, and/or students establish rigorous measureable goals for improving the learning of every student. <input type="checkbox"/> The principal is actively involved in helping teachers implement research-based instruction. <input type="checkbox"/> The principal provides planning time and professional development on the implementation of effective curriculum 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal systematically monitors the progress of student learning using data to include formative and common assessments. <input type="checkbox"/> The principal monitors and evaluates the fidelity of implementing research-based instructional strategies through clearly defined protocols for collecting, analyzing and reporting data. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> The principal leverages the schools leadership team to analyze multiple data sources to refine ongoing CIA improvement priorities. <input type="checkbox"/> The principal adds value to the district by exemplifying continued professional growth and collaborating with colleagues by sharing work that yields high measures of teacher and student productivity.

	<p>design, instruction, and assessment development (CIA).</p> <p><input type="checkbox"/> The principal develops a master schedule that includes appropriate time for teacher planning and professional development.</p>	<p><input type="checkbox"/> The principal develops and executes a specific and targeted plan for CIA professional development for instructional staff informed by teacher evaluation, student achievement, and other applicable data sources.</p>	<p><input type="checkbox"/> The principal establishes tools such as data walls, data notebooks, or easily generated data reports to track student progress.</p>
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Component 2.3: Distributive Leadership. *An effective principal/assistant principal utilizes the skills of staff and encourages staff to assume leadership roles within the school to improve teaching and learning.*

Effective principals utilize the skills of others and encourage teachers and staff to assume leadership roles within the school. Research has shown that distributive leadership can positively impact student achievement through the increased access to this collective knowledge (Mendels, 2012). The effective leader will seek out and select qualified potential leaders and will support them as they take on these new responsibilities.

Component 2.3 – Distributed Leadership. <i>An effective principal/assistant utilizes the skills of staff and encourages staff to assume leadership roles within the school to improve teaching and learning.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<p><input type="checkbox"/> The principal provides formal and informal opportunities to mentor some emerging leaders.</p> <p><input type="checkbox"/> The principal provides moderate support and encouragement of leadership and growth as evidenced by assignment of staff to existing leadership positions.</p> <p><input type="checkbox"/> The principal occasionally seeks out</p>	<p><input type="checkbox"/> The principal provides formal and informal opportunities to mentor all emerging leaders.</p> <p><input type="checkbox"/> The principal promotes support and encouragement of leadership and growth as evidenced by the creation of, and assignment to, leadership positions or learning opportunities.</p> <p><input type="checkbox"/> The principal consistently seeks out</p>	<p>and...</p> <p><input type="checkbox"/> The principal systematically provides opportunities for emerging leaders to distinguish themselves and gives them the authority to complete the task.</p> <p><input type="checkbox"/> The principal recognizes and celebrates emerging leaders.</p> <p><input type="checkbox"/> The principal encourages and</p>

	<p>and selects staff members for increased responsibility based on their qualifications, performance and/or effectiveness.</p> <p><input type="checkbox"/> The principal monitors completion of delegated task and/or responsibilities, but not necessarily progress towards completion.</p>	<p>and selects staff members for increased responsibility based on their qualifications, performance, and/or effectiveness.</p> <p><input type="checkbox"/> The principal monitors the progress towards success of those to whom delegations have been made.</p>	<p>supports staff members to seek out responsibilities.</p> <p><input type="checkbox"/> The principal monitors and supports staff in a fashion that develops their ability to manage tasks and responsibilities.</p>
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Component 2.4: Monitoring and Evaluating Standards and Content. *An effective principal/assistant principal ensures that the instructional content and curriculum is aligned with state/district content standards and the curriculum priorities of the school and district.*

One significant factor that influences student achievement is the implementation of a “guaranteed and viable curriculum”, (Dean, Stone, & Hubbell, 2012). A guaranteed and viable curriculum is primarily a combination of two main factors, “opportunity to learn” (guaranteed) and “time” (viable) (Marzano 2000). Alignment to standards is also critically important for success. Students do not learn what they have not been taught.

This component of instructional leadership requires that principals examine the alignment of the intended curriculum (state content standards) with the implemented curriculum. The central goal of alignment is to ensure that all students have access to the knowledge and skills required to graduate from high school, to be college and/or career ready, and, to be measured on state assessments.

<p>Domain 2.4 – Monitoring and Evaluating Standards and Content. <i>An effective principal/assistant principal ensures that the instructional content and curriculum is aligned with state/district content standards and the curriculum priorities of the school and district.</i></p>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<p>Principal does not meet the performance domain. Evaluator narrative is required.</p>	<p>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</p>	<p>Principal meets performance domain.</p>	<p>Principal exceeds performance domain.</p>
<p>Narrative:</p>	<p><input type="checkbox"/> The principal ensures alignment of the implemented curriculum (school) to</p>	<p><input type="checkbox"/> The principal systematically monitors the implemented curriculum (school) to</p>	<p>and... <input type="checkbox"/> The principal collaborates with the school's leadership team to analyze data</p>

	<p>the intended curriculum (state/district content standards).</p> <ul style="list-style-type: none"> □ The principal ensures that teachers have the necessary time to cover the content of the intended curriculum at the appropriate depth. □ The principal implements systems that minimize or eliminate interruptions or distractions from instructional time. 	<p>ensure alignment with the intended curriculum (state/district content standards) and teachers are on schedule to teach intended curriculum at the appropriate depth.</p> <ul style="list-style-type: none"> □ The principal ensures that teachers are aware of the approximate pacing they need to address all standards. 	<p>from the experienced curriculum (student learning) to make necessary adjustments so that the implemented curriculum aligns with the intended curriculum.</p> <ul style="list-style-type: none"> □ The principal collaborates with teacher teams to review alignment to ensure teaching is at the appropriate depth.
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Component 2.5: Continuous Improvement. *An effective principal/assistant principal develops a professional growth plan for staff for the purpose of continuous improvement.*

Effective principals collaboratively develop a professional growth plan using an analysis of student academic performance, student behavior, school climate and aligned continuous improvement strategies. The leader uses multiple data sources to assess growth. Effective principals participate in professional development opportunities that are designed to enhance their own instructional and leadership capacities and provide appropriate professional development to teachers and staff. Effective principals encourage and support staff members as they participate in professional development opportunities linked to their individual growth plan.

Component 2.5 – Continuous Improvement. <i>An effective principal/assistant principal develops a professional growth plan for staff for the purpose of continuous improvement</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<ul style="list-style-type: none"> □ The principal analyzes data and uses results in the development of the professional growth plan. □ The principal draws on the research of continuous 	<ul style="list-style-type: none"> □ The principal uses multiple sets of data in the collaborative development of the professional growth plan. □ The principal applies effective continuous 	<p>and...</p> <ul style="list-style-type: none"> □ The professional growth plan includes both short-term and long-term goals and objectives. □ The principal provides models of effective practice as

	<p>improvement strategies in the development of the professional growth plan.</p> <p>□ The principal ensures that staff has professional development opportunities to access research-based practices focusing on enhancement of their instructional and leadership capacities.</p>	<p>improvement strategies in the implementation of the professional growth plan.</p> <p>□ The principal encourages and supports staff participation in professional development opportunities to access research-based practices that focus on enhancement of their instructional and leadership capacities.</p>	<p>part of the professional growth plan.</p>
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Domain 3 – School Operations and Resources

Principals/assistant principals shall demonstrate the ability to efficiently and productively manage school operations and resources.

Effective principals/assistant principals manage school operations efficiently by understanding the budgeting process, by identifying and procuring outside funding, and by obtaining the most effective teachers and staff in order to maximize student learning. Effective principals/assistant principals provide staff members with leadership opportunities, support change initiatives that are geared toward eliminating learning gaps, and create an environment that is nurturing to both students and adults.

Glossary of Terms for Domain 3

Term	Definition
Achievement Gap	The disparity between the performance of subpopulations of students, usually defined by gender, race/ethnicity, and socioeconomic status.
Formative Feedback	Ongoing feedback intended to adjust performance in order to improve student achievement and understanding.
Summative Feedback	Formal feedback provided during a teacher's evaluation designed to provide an overall rating of teaching performance using pre-specified criteria.
Teacher Evaluations	Evaluation typically occurring once a year and resulting in a performance classification and the development of a professional growth plan aligned with school goals.

Component 3.1: Operational Procedures. *An effective principal/assistant principal manages and budgets all resources and school operational procedures to provide an efficient, effective, and well-maintained learning environment that maximizes learning opportunities for all students.*

In order to provide the best learning opportunities for all students, effective principals/assistant principals have extensive knowledge of the budgeting process along with knowledge of outside funding opportunities. An effective principal/assistant principal allocates human, financial, and other resources in a way that provides the most at-risk students with the best possible resources. Additionally, the effective principal/assistant principal collaboratively works with staff to make teaching and support assignments that most effectively meet student needs.

Component 3.1 – Operational Procedures. <i>An effective principal/assistant principal manages and budgets all resources and school operational procedures to provide an efficient, effective, and well-maintained learning environment that maximizes learning opportunities for all students.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<ul style="list-style-type: none"> <input type="checkbox"/> The principal allocates human, financial, and other resources (such as time and material) using the past as a guide rather than basing decisions on current need. <input type="checkbox"/> The principal occasionally uses budgets to focus resources on school improvement priorities. <input type="checkbox"/> The principal demonstrates knowledge of the alignment of school budget, human resources, and technological resources. 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars and other resources to achieve strategic priorities. <input type="checkbox"/> The principal effectively manages the school budget, determines staff assignments, and distributes technological resources to address student learning needs. <input type="checkbox"/> The principal obtains and allocates funds based on student needs within the framework of federal, state, and district policies and works with staff to determine how school financial resources can be equitably and effectively allocated 	and... <ul style="list-style-type: none"> <input type="checkbox"/> The principal has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness. <input type="checkbox"/> The principal works with all appropriate stakeholders to ensure strategic and equitable allocation and effective use of financial, human, and technological resources to meet instructional goals and support teacher needs to maximize student learning.

		to support student learning needs.	
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Component 3.2: Shared Leadership. *An effective principal/assistant principal develops the capacity of staff to serve as leaders within the school, maximizing both ownership and accountability.*

Effective principals/assistant principals provide shared leadership opportunities by delegating authority and empowering school staff. The effective principal/assistant principal provides professional development and individualized coaching to support acquisition of leadership skills by aspiring and emerging leaders. Effective principals/assistant principals promote aspiring and emerging leaders' ownership of tasks and hold them accountable for implementing positive processes and achieving desired outcomes. In addition, effective principals/assistant principals ensure that there is a climate of respect and support for staff taking leadership roles.

Component 3.2 - Shared Leadership. <i>An effective principal/assistant principal develops the capacity of staff to serve as leaders within the school, maximizing both ownership and accountability.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<ul style="list-style-type: none"> <input type="checkbox"/> The principal occasionally delegates tasks that could and should be done by others. <input type="checkbox"/> The principal provides feedback for current and emerging staff leaders to help them acquire leadership skills. <input type="checkbox"/> The principal recognizes the need for distributed leadership in management of the organization. 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal shows a clear pattern of delegated decisions conferring authority to match responsibility at every level in the organization. <input type="checkbox"/> The principal provides leadership development opportunities for staff to help them acquire leadership skills. <input type="checkbox"/> The principal outlines leadership expectations for staff leaders and holds them accountable for outcomes. <input type="checkbox"/> The principal creates a climate of respect for 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> The principal provides opportunities for faculty members to participate in the facilitation of meetings and exercise leadership in committees and task forces; and opportunities for other employees, including noncertified staff, to exercise appropriate authority and assume leadership roles where appropriate. <input type="checkbox"/> The principal proactively identifies potential leaders and provides support for them to volunteer to lead specific staff activities.

		staff who are serving as leaders.	<input type="checkbox"/> The principal provides leadership development opportunities for staff designed to enhance management of the organization and to foster career development of staff.
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Component 3.3: High Quality Teachers. *An effective principal/assistant principal selects, supervises, coaches and evaluates staff to ensure high quality instruction and student success.*

Effective principals/assistant principals understand the correlation between effective teachers and increased student achievement and work hard to recruit, select, and place teachers to maximize student achievement. Effective principals/assistant principals use rigorous selection criteria to hire staff and make placement decisions based on the match between teacher strengths, student needs, and fit with school culture/staff collegiality. To retain highly effective teachers, effective principals create a work environment that is conducive to nurturing teacher skills, efficacy, and positive attitudes. They supervise and evaluate staff using multiple methods that result in fair and accurate performance assessment. Effective principals provide timely and constructive feedback to staff to help them improve their practices. In addition, effective principals are able to coach their staff and provide professional learning opportunities that are research-based and have been shown to have strong positive impacts on populations of students similar to the students in the principal's school.

Component 3.3 – High Quality Teachers. <i>An effective principal/assistant principal selects, supervises, coaches and evaluates staff to ensure high quality instruction and student success.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<input type="checkbox"/> The principal (to inform staff placement) has general selection criteria to perform a detailed assessment of potential staff knowledge, skills, and dispositions. <input type="checkbox"/> The principal analyzes teacher evaluations to determine which teachers will be given	<input type="checkbox"/> The principal hires teachers who have a philosophy of teaching and learning similar to other teachers in the school. <input type="checkbox"/> The principal has clear and articulated selection criteria in place and assesses staff skills and staff fit with school	and... <input type="checkbox"/> The principal implements clear selection criteria and strategically assesses and places teachers in grade level and content areas to create a balanced collegial team with a variety of strengths. <input type="checkbox"/> The principal routinely provides teachers and staff with individualized

	<p>retention offers and occasionally retains teachers based on factors other than performance.</p> <p>☐ The principal fairly and consistently evaluates school personnel.</p>	<p>culture/staff collegiality to place teachers in specific grade level and content areas.</p> <p>☐ The principal implements a formal retention strategy that recognizes effective staff through performance evaluation and gives retention offers based on effectiveness.</p> <p>☐ The principal fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.</p>	<p>timely, constructive formative and summative feedback resulting in improved school personnel performance and higher student growth.</p> <p>☐ The principal provides effective coaching for all teachers, providing individual support as needed to improve growth and effectiveness.</p> <p>☐ The principal provides professional learning opportunities that are research-based and have been shown to have strong positive impacts on populations of students similar to the students in the principal's school.</p>
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Component 3.4: Challenges and Opportunities. *An effective principal/assistant principal resolves potential challenges and maximizes opportunities within existing school operations and resources to ensure high levels of student and adult learning.*

Effective principals are proactive in identifying potential challenges that may inhibit school effectiveness and efficiency. Effective principals monitor school operations such as expenditures, transportation, food service, facilities maintenance, and other operations; flag any area where issues appear to be emerging; and, put an action plan in place to address the issue before it becomes problematic and affects student learning. Effective principals routinely study key operations performance indicators and make improvements as needed to increase efficiency and effectiveness. Effective principals analyze resource allocation to ensure that resources are being optimally applied. In addition, effective principals engage staff in providing feedback and making decisions to maximize student and adult learning.

Component 3.4 – Challenges and Opportunities. <i>An effective principal/assistant principal resolves potential challenges and maximizes opportunities within existing school operations and resources to ensure high levels of student and adult learning.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:			and...

	<ul style="list-style-type: none"> □ The principal demonstrates emerging awareness of specific challenges that may inhibit school effectiveness and efficiency. □ The principal annually reviews performance indicators to ensure that school operations are within budget and are supporting effective teaching and learning. 	<ul style="list-style-type: none"> □ The principal monitors school operations such as expenditures, transportation, food service, facilities maintenance, and other operations to identify any area that is not operating optimally and puts an action plan in place to address any areas of concern, with a priority on those that affect teaching and learning. □ The principal analyzes resource allocation to ensure that resources are being used efficiently and effectively. 	<ul style="list-style-type: none"> □ The principal is proactive at identifying potential challenges that may inhibit school effectiveness and efficiency by monitoring school operations and looking for early warning signs for any operational area where issues appear to be emerging. □ The principal routinely studies key operational performance indicators and makes improvements as needed to increase efficiency and effectiveness. □ The principal engages staff in providing feedback and making decisions to maximize student and adult learning.
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Domain 4 – School, Student and Staff Safety

Principals/assistant principals shall demonstrate the ability to foster a physically, emotionally, and cognitively safe learning environment for students, staff, and community.

Effective principals/assistant principals create and maintain a safe, nurturing school culture and environment that supports the physical, emotional, and cognitive needs of students, teachers, and other staff in the building. Effective principals/assistant principals openly and immediately address any potential or actual safety issue. Effective principals/assistant principals ensure that expectations for behavior are clear and consistently enforced. Positive behavioral expectations are based on the school vision and mission and support high expectations for student learning. Effective principals/assistant principals ensure that any conflicts that arise are resolved swiftly, fairly, and constructively. The principal puts practices in place to ensure all parties feel respected and understood. In addition, the principal/assistant principal ensures that there is respect for diverse cultures and opinions.

Glossary of Terms for Domain 4

Term	Definition
School culture	The values, norms, traditions, rituals, and interpersonal relationships that define expectations for behavior and attitudes in a school.

Component 4.1: Safe Environment. *An effective principal/assistant principal creates a safe school environment that addresses the physical, emotional, and cognitive needs of the parents, students, staff, and the community by openly addressing and resolving potential safety issues.*

Effective principals/assistant principals take responsibility for establishing a safe and nurturing environment and establishing a positive school culture where students and adults feel that their school-related physical, emotional, and cognitive needs are being met and where they feel safe and secure. Effective principals create routines and policies that promote safety, such as having single points of entry, screening/identification of all visitors, and practicing emergency preparedness. Effective principals foster emotionally safe environments by ensuring that there is respect between and among teachers, students, and others in the building and by strongly promoting respect for diverse cultures and diverse opinions. Effective principals ensure cognitive safety by providing a collegial climate, support for intellectual risk-taking, and constructive and supportive feedback offered among and between adults and students. All potential and actual safety issues are addressed openly, immediately, and constructively. In addition, anti-bullying, gang prevention, and other strategies and programs to prevent violence are put into place.

Component 4.1 – Safe Environment. <i>An effective principal/assistant principal creates a safe school environment that addresses the physical, emotional, and cognitive needs of the parents, students, staff, and the community by openly addressing and resolving potential safety issues.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<ul style="list-style-type: none"> <input type="checkbox"/> The principal establishes routines and policies that promote safety and intermittently supervises implementation. <input type="checkbox"/> The principal fosters emotionally safe environments by ensuring mutual respect 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal establishes routines and policies that promote safety and routinely supervises implementation. <input type="checkbox"/> The principal fosters emotionally safe environments by ensuring there is respect for cultural 	and... <ul style="list-style-type: none"> <input type="checkbox"/> The principal involves teachers, staff, and other stakeholders in the continuous monitoring and periodic review of the effectiveness of safety policies and procedures.

	<p>among and between staff and students.</p> <ul style="list-style-type: none"> □ The principal fosters emotionally safe environments by ensuring there is respect for cultural diversity. □ The principal addresses actual safety issues openly, immediately, and constructively. 	<p>diversity and divergent opinions.</p> <ul style="list-style-type: none"> □ The principal supports the development, implementation, and monitoring of plans, systems, curricula, and programs that provide resources to support social, emotional, and intellectual safety. □ The principal addresses actual and potential safety issues openly, immediately, and constructively. 	<ul style="list-style-type: none"> □ The principal helps students acquire positive protective strategies that reduce risk for all students and staff. □ The principal makes emotional and intellectual safety a top priority for staff and students and ensures a school culture in which students and staff are respected, take responsibility for their own behavior, and help others. □ The effective principal ensures that school community members are trained and empowered to improve and sustain a culture of physical, emotional, and cognitive safety and seeks input to engage in continuous improvement.
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Component 4.2: Clear and Consistent Expectations. *An effective principal/assistant principal establishes and communicates clear and consistent expectations regarding staff and student conduct.*

Effective principals/assistant principals create clear expectations for student and adult conduct that specify behaviors and rules that contribute to reaching the school's mission and vision. Effective principals clearly communicate these expectations to school staff, students, and parents/guardians in written, verbal, and electronic form. All stakeholders are made aware that they are individually accountable for their behavior. Effective principals consistently enforce rules of conduct and treat individuals fairly. Effective principals hold teachers and other staff accountable for consistent enforcement of student codes of conduct. Effective principals address violations of the code of conduct or behavioral expectations swiftly and fairly.

Component 4.2 – Staff and Student Expectations. <i>An effective principal/assistant principal establishes and communicates clear and consistent expectations regarding staff and student conduct.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished

Principal does not meet the performance domain. Evaluator narrative is required.	Principal does not meet the performance domain but is demonstrating progress toward meeting domain.	Principal meets performance domain.	Principal exceeds performance domain.
Narrative:	<ul style="list-style-type: none"> □ The principal distributes written communications about behavioral expectations and code of conduct to all school staff, students, and parents/guardians. □ The principal enforces the codes of conduct. □ The principal addresses violations of the code swiftly and fairly. 	<ul style="list-style-type: none"> □ The principal clearly communicates behavioral expectations and student and adult codes of conduct in written, verbal, and electronic forms to all school staff, students, and parents/guardians and informs them that they are individually accountable for their behavior. □ The principal ensures that the adult and student codes of conduct and behavioral expectations are consistently enforced and holds adults accountable for consistent enforcement of student expectations. 	<p>and...</p> <ul style="list-style-type: none"> □ The principal links clear and consistent messaging about behavioral expectations to the mission and vision for the school. □ The principal examines trends in violations of code of conduct and refines and communicates expectations and/or develops initiatives that lead to a reduction in the numbers of violations. □ The principal involves staff and students in developing additional expectations as new issues emerge (such as cell phone and other electronic device use during class and cyber-bullying).

Component 4.3: Student Behavior Management. *An effective principal/assistant principal utilizes fair, effective, and supportive practices in establishing student behavior management.*

Effective principals work with staff to create a “single school culture” or model for behavior, where all staff enforce common protocols for classroom behaviors, transitions in the hallways, cafeteria behavior, playground behavior, and other student behaviors related to having an orderly environment. Effective principals monitor to ensure that the common expectations are consistently enforced and effective. At the elementary level, the principal provides positive reinforcement to students for meeting behavioral expectations.

Component 4.3 - Student Behavior Management. *An effective principal/assistant principal utilizes fair, effective, and supportive practices in establishing student behavior management.*

Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<ul style="list-style-type: none"> □ The principal expects teachers and staff to establish rules for student behavior in classrooms, hallways, cafeteria, playgrounds and other common areas, but allows each teacher to have his/her own rules, protocols, and standards. □ The principal occasionally monitors to ensure that the common expectations are consistently enforced and effective. □ The principal provides positive reinforcement to students for meeting behavioral expectations. 	<ul style="list-style-type: none"> □ The principal establishes and implements common expectations and routines for common areas or events such as hallways, cafeteria, playgrounds, and assemblies. □ The principal works with teachers to establish some common classroom expectations and protocols for student behavior. □ The principal routinely monitors to ensure that common expectations are consistently enforced and effective. 	<p>and...</p> <ul style="list-style-type: none"> □ The principal work with teachers to create a “single school culture” or model for behavior, where all teachers enforce common protocols for classroom behaviors, transitions in the hallways, cafeteria behavior, playground behavior, and other student behaviors related to having an orderly environment. □ The principal routinely monitors to ensure that common expectations in the classroom are consistently enforced and effective. □ The principal collects feedback from students and parents on the effectiveness of the “single school culture” and adjusts, as needed using the input of all stakeholders.

Component 4.4: Conflict Resolution. *An effective principal/assistant principal uses effective conflict resolution skills to resolve challenges in a timely manner.*

Effective principals help to resolve disputes quickly and constructively and are adept at understanding the underlying cause of the disruption. Effective principals are fair to all parties in facilitating conflict resolution, taking time to listen to all points of view and helping the disputing individuals to understand each other’s points of view and why a particular resolution is the best course of action. Effective principals serve as a model and teach adults and students in the building how to resolve conflicts in constructive ways. In addition, effective principals help students learn to manage their own behaviors so that conflicts are more easily and productively resolved without adult intervention. Effective principals also work with students and staff to identify potential sources of conflict proactively and prevent conflicts from occurring.

Component 4.4 - Conflict Resolution. <i>An effective principal/assistant principal uses effective conflict resolution skills to resolve challenges in a timely manner.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<ul style="list-style-type: none"> <input type="checkbox"/> The principal helps resolve disputes quickly and constructively. <input type="checkbox"/> The principal is fair to all parties in facilitating conflict resolution, taking time to listen to all points of view. <input type="checkbox"/> The principal serves as a model and ensures that adults and students in the building are taught how to resolve conflicts in constructive ways. 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal helps resolve disputes quickly and efficiently and seeks to understand the root cause of the conflicts. <input type="checkbox"/> The principal is fair to all parties in facilitating conflict resolution, taking time to listen to all points of view, helping disputing individuals understand each other's position, and helping them understand and accept the best option for resolution. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> The principal deals effectively with any disputes quickly and constructively and analyzes conflicts to identify and address the root cause. <input type="checkbox"/> The principal ensures that all those who facilitate conflict resolution are fair and helps disputing individuals understand each other's position and accept the best option for resolution. <input type="checkbox"/> The principal works with staff to teach students self-management so that conflicts are more easily and productively resolved without adult intervention. <input type="checkbox"/> The principal works with school staff and students to prevent anticipated conflicts from occurring.

Domain 5 – School and Community Relationships

Principals/assistant principals shall demonstrate the ability to foster relationships by collaborating with parents, staff, and community members.

Effective principals create a culture of collaboration between the school, families, and communities by creating an inviting environment that helps parents and community members feel welcome and comfortable in the school and by ensuring that parent and community member contributions are acknowledged and valued.

Effective principals establish partnerships to engage parents/guardians and community members in establishing and supporting school goals and programs. Effective principals establish and maintain two-way communications among teachers, families, and community members using a variety of methods to ensure that all internal and external stakeholders have access to information about the school. Effective principals create a collaborative approach to helping all students succeed and ensure that the school culture promotes the treatment of all individuals with dignity, fairness, and respect. In addition, effective principals are visible ambassadors and advocates for the school by maintaining active involvement in parent-teacher organizations and community organizations. Effective principals establish positive relationships with members of the surrounding business community.

Glossary of Terms for Domain 5

Term	Definition
Culture of collaboration	A set of norms, values, and behaviors that promotes frequent communication and solicitation of input and feedback among and between administrators and teachers in the school, parents/guardians of students attending the school, and members of the surrounding community.
Culturally sensitive practices	A set of behaviors that reflect knowledge of various cultures and respect for diversity of individuals' cultural/racial/linguistic backgrounds.
Meaningful involvement	Practices that help parents and family members feel that they are making a significant contribution to the mission and vision of the school and student achievement rather than simply serving as volunteers who conduct menial tasks such as filing.

Component 5.1: Culture of Family/Community Collaboration and Involvement. *An effective principal/assistant principal supports and promotes a culture of family and community involvement to engage stakeholders in school goals and programs.*

Effective principals recognize that involving family and the community in the education of the students has an impact on student achievement, retention rates, staff morale, and improved use of resources (Epstein, 2009). Effective principals ensure that all families are welcome and that barriers to involvement have been addressed. Effective principals establish partnerships to engage parents/guardians and community members in establishing and supporting school goals and programs. Effective principals help stakeholders see the value of education for postsecondary success and community vitality. They monitor and adjust the involvement as needed to continually meet student needs and ensure that parents/guardians and community member contributions are acknowledged and that parents and community members feel valued.

Component 5.1 – Culture of Family/Community Collaboration and Involvement. *An effective principal/assistant principal supports and promotes a culture of family and community involvement to engage stakeholders in school goals and programs.*

Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<ul style="list-style-type: none"> <input type="checkbox"/>The principal helps families/caregivers feel welcome at the school by creating an inviting environment and opportunities for involvement. <input type="checkbox"/>The principal works with staff, families, and caregivers to identify barriers to involvement. <input type="checkbox"/>The principal works with parent representatives to provide input to decisions about school goals and programs. <input type="checkbox"/>The principal acknowledges parent and community member contributions to the school. 	<ul style="list-style-type: none"> <input type="checkbox"/>The principal creates multiple opportunities for meaningful involvement at the school. <input type="checkbox"/>The principal works with staff and families/caregivers to implement strategies to address barriers to involvement. <input type="checkbox"/>The principal works with parents and community members to provide input to decisions about school goals and programs. <input type="checkbox"/>The principal acknowledges parent and community member contributions to the school and ensures that parents and community members feel valued. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/>The principal actively monitors parent and community involvement and adjusts as needed to create new opportunities for families and the community to support school success. <input type="checkbox"/>The principal communicates the value of education for postsecondary success and community vitality and engages parents and community members to convey the same message to others. <input type="checkbox"/>The principal routinely collects information on the effectiveness of parent, community, and school collaboration and engages parents and community members in improving the effectiveness of the partnerships.

Component 5.2: Two-way Communication with Internal and External Audiences. *An effective principal/assistant principal uses multiple methods to frequently and clearly communicate to and seek input from parents, staff, and community members.*

Effective principals establish, maintain, and utilize multiple communication systems for students, parents, staff, and community members so that all stakeholders have access to information about the school and can communicate with the school easily and effectively.

Effective principals use a variety of communication methods tailored to the intended audience and monitors to ensure that the methods are effective. In addition, principals ensure that the communication is frequent, clear, and easily understood and provide useful information to the intended audiences. Effective principals acknowledge incoming information and utilize the information, as appropriate, for decision-making.

Component 5.2 – Two-way Communication with Internal and External Audiences. <i>An effective principal/assistant principal uses multiple methods to frequently and clearly communicate to and seek input from parents, staff, and community members.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<ul style="list-style-type: none"> <input type="checkbox"/> The principal communicates frequently with parents and staff using multiple accessible methods of communication (verbal, written, e-mail/electronic, and posted on the school website). <input type="checkbox"/> The principal provides parents and community members with information on multiple methods (in-person, telephone, electronic via e-mails or websites) to communicate with the school. <input type="checkbox"/> The principal's communications are clear and easily understood. <input type="checkbox"/> The principal utilizes some of the information provided by parents and the community in making decisions. 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal builds effective two-way communication systems between home, community and school using multiple accessible methods including verbal, written, and electronic communications. <input type="checkbox"/> The principal provides opportunities for parents to have access to electronic communications. <input type="checkbox"/> The principal skillfully and clearly communicates information tailored to specific audiences, provides language translation as needed, and ensures that communications are easily understood. <input type="checkbox"/> The principal considers all of the information provided by parents and community members in making decisions. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> The principal moves beyond typical communication practices to proactively develop relationships with parents/guardians and community through home visits, innovative technology, and visiting community groups. <input type="checkbox"/> The principal creates and promotes opportunities for students and families to explain and share their experiences with school and establishes a feedback loop that is invitational, transparent, effective, and trusted by members of the community. Examples include open forums, focus groups, surveys, etc. <input type="checkbox"/> The principal tracks the impact of interactions with stakeholders by revising the approach and expanding the scope of communications when appropriate. <input type="checkbox"/> The principal monitors the success of different approaches to communicating to

			<p>identify the most appropriate channel of communicating in specific situations.</p> <p><input type="checkbox"/> The principal conveys information about how input from staff, parents, and/or community members was used in making decisions.</p>
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Component 5.3: Culture of Dignity, Fairness, and Respect. *An effective principal/assistant principal establishes and supports a school culture, climate, and environment that treat all individuals with dignity, fairness, and respect.*

Effective principals model respectful behavior and hold teachers, other staff, and students to this high standard by taking appropriate action to reinforce respectful behavior when necessary. Effective principals take swift appropriate actions when inappropriate conduct is reported or observed. Effective principals build school and community capacity for dignity, fairness, and respect by initiating direct conversations about culture and diversity and how they impact learning.

Component 5.3 – Culture of Dignity, Fairness, and Respect. <i>An effective principal/assistant principal establishes and supports a school culture, climate, and environment that treat all individuals with dignity, fairness, and respect.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<ul style="list-style-type: none"> <input type="checkbox"/> The principal occasionally models professionalism. <input type="checkbox"/> The principal occasionally holds students and colleagues to professional, ethical, and respectful behavior expectations. <input type="checkbox"/> The principal actively seeks opportunities to engage in courteous conversations about diversity and culture. 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal models professional, ethical, and respectful behavior at all times. <input type="checkbox"/> The principal expects students and colleagues to display professional, ethical, and respectful behavior at all times. <input type="checkbox"/> The principal builds the schools' and communities' collective capacity by initiating direct conversations about culture and diversity and how they impact learning. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> The principal articulates and communicates appropriate behavior to all stakeholders, including parents and the community. <input type="checkbox"/> The principal creates mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times. <input type="checkbox"/> The principal develops structures, outreach and training to ensure that staff develop the skill set to

			<p>treat all people equitably and with respect.</p> <p>□The principal develops staff capacity to engage in courageous conversations about diversity and culture – and how they impact student learning.</p>
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Component 5.4: Active Involvement with the Community. *An effective principal/assistant principal exhibits high visibility and active involvement within the school and community.*

Effective principals manage and maintain positive relationships with all individuals within the school and the community. Effective principals are active and visible within the district and the community. Effective principals are engaged and active participants in district meetings, participate in district-wide projects when asked, support the district mission, vision, and strategic plan, and demonstrate open and timely communication with colleagues. Effective principals establish connections with the community that align and support accomplishment of the school vision and goals. In addition, effective principals are recognized by community members as effective leaders.

Component 5.4 – Active Involvement with the Community <i>An effective principal/assistant principal exhibits high visibility and active involvement within the school and community.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<p>□The principal is an engaged and active participant in district meetings, participates in district-wide projects when asked, is supportive of the district mission, vision, and strategic plan, and demonstrates open and timely communication with colleagues.</p>	<p>□ The principal is an engaged and active participant in district meetings, proactively volunteers to participate and support in district-wide projects, is supportive of the district mission, vision, and strategic plan, and demonstrates open and timely</p>	<p>and...</p> <p>□ The principal establishes strategic partnerships with community organizations, community members, and businesses that improve school effectiveness and works to increase the types and number of organizations with whom the school partners in order to deepen relationships</p>

	<p>□The principal engages some community organizations, community members, and/or businesses in annual school events.</p>	<p>communication with colleagues.</p> <p>□ The principal establishes ongoing positive relationships with organizations, community members, and businesses and consistently makes efforts to maximize community contributions to school effectiveness.</p>	<p>and increase partner contributions.</p> <p>□ The principal is a district leader in promoting and enhancing collegial working relationships through timely communication, mentoring, sharing best practices and volunteering for projects in support of colleagues.</p> <p>□ The principal is well-known and highly regarded by internal and external stakeholders as an effective leader.</p>
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Domain 6 – Ethical and Cultural Leadership

Principals/assistant principals shall demonstrate the ability to provide ethical, cultural, and skilled leadership.

Cultural proficiency is a system requiring the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, values, and attitudes used in appropriate cultural settings to increase the effectiveness and quality of services, thereby producing better outcomes (Davis & Donald, 1997). Effective leaders should try to incorporate cultural leadership into all aspects of their work and interactions with stakeholders. Effective principals are models of ethical behavior and follow the South Dakota Code of Ethics for Professional Administrators.

Glossary of Terms for Domain 6

Term	Definition
Cultural competence	The ability to interact positive with people from different cultural backgrounds. Cultural competence includes an awareness of one's own cultural world view, understanding and appreciation of other cultural differences and world views, and the development of skills that lead to the ability to understand, communicate with, and effectively interact with people across cultures.
Culturally responsive instruction	Pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. Includes instruction that incorporates activities within the context of various cultures; uses examples that are relevant to students' lives; and uses curricular resources that reflect students' backgrounds.
<i>South Dakota Code of Ethics for Professional Administrators</i>	The professional administrator shall comply with the following code of ethics: (1) Make the well-being of the students the basis of decision making and action; (2) Enforce and obey local, state, and national rules and laws in the performance of duties;(3) Exemplify high moral standards by not engaging in or becoming a party to such activities as fraud,

	embezzlement, deceit, moral turpitude, gross immorality, illegal drugs, or use of misleading or false statements; (4) Respect the civil rights of those with whom the administrator has contact in the performance of duties; (5) Interpret, accurately represent, and implement the policies and administrative regulations of the appropriate educational governing board; (6) Distinguish personal politics, attitudes, and opinions from stated policies of the appropriate educational governing board; (7) Fulfill professional responsibilities with honesty and integrity; (8) Maintain professional relationships which are free from vindictiveness, willful intimidation, and disparagement; (9) Safeguard confidential information; (10) Not allow professional decisions or actions to be impaired or influenced by personal gain, gifts, gratuities, favors, and services made or withheld; (11) Avoid preferential treatment and conflicts of interest; (12) Honor all contracts until fulfillment, release, or dissolution by mutual agreement of all parties; (13) Apply for, accept, offer, or assign a position of responsibility on the basis of professional preparation and legal qualifications; (14) Accurately represent personal qualifications and the evaluations and recommendations of others; (15) Cooperate with authorities regarding violations of the codes of ethics of the South Dakota Professional Administrators Practices and Standards Commission and the South Dakota Professional Teachers Practices and Standards Commission.
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Component 6.1: Sensitivity to Diversity and Cultural Differences. *An effective principal/assistant principal expresses appreciation for and sensitivity to diversity and cultural differences.*

Effective principals value diversity and cultural differences and understand the power dynamics associated with these differences. They use this understanding in a variety of ways to build a school culture that values all individuals within the school and all external stakeholders. Effective principals are constantly monitoring school structures and practices to ensure there are no limitations for any group of students or their families. Effective principals train all staff to improve their cultural competence and works with teachers to implement culturally responsive instruction.

Component 6.1: Sensitivity to Diversity and Cultural Differences. <i>An effective principal/assistant principal expresses appreciation for and sensitivity to diversity and cultural differences.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<input type="checkbox"/> The principal understands the diversity of the school community and recognizes that diversity is an asset to the school.	<input type="checkbox"/> The principal understands and demonstrates an appreciation for and sensitivity to diversity in the school community and recognizes that	and... <input type="checkbox"/> Within the school, the students accept and respect students who are different than they are and expect their

	<ul style="list-style-type: none"> □ The principal articulates the need for all school staff and students to develop cultural understanding and competence. □ The principal utilizes a variety of methods and resources to demonstrate an appreciation and understanding of the community's cultural diversity within the school. □ The principal demonstrates personal comfort talking about diversity and culture. 	<ul style="list-style-type: none"> diversity is an asset to the school. □ The principal provides professional development for school staff to develop cultural understanding and competence. □ The principal collaborates with the community to utilize a variety of methods and resources to demonstrate an appreciation and understanding of the community's cultural diversity within the school. □ The principal monitors school staff cultural competence and fosters the implementation of culturally responsive instruction. 	<ul style="list-style-type: none"> peers to value diversity. □ The principal secures external resources to expand the school's appreciation of the community's diverse cultural, social, and intellectual resources. □ The principal recognizes and integrates the learning opportunities that come from a diverse community. □ The principal consistently solicits feedback to ensure that all cultural groups feel respected and valued and immediately addresses any area of concern.
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Component 6.2: Modeling Values, Beliefs, and Attitudes. *An effective principal/assistant principal displays values, beliefs, and attitudes that inspire others to higher levels of performance.*

Effective principals serve role models who exemplify high expectations for performance, lifelong learning, and other values and beliefs that the school articulates within its mission, vision, culture, values, and expectations. Effective principals are supportive, kind, and open, and show optimism for the future. Effective principals inspire others to achieve their personal best. Effective principals are passionate advocates for learning and continuous improvement and for education as the pathway to success. They specifically and intentionally put effort into inspiring all students to work hard and learn.

Component 6.2: Modeling Values, Beliefs, and Attitudes. <i>An effective principal/assistant principal displays values, beliefs, and attitudes that inspire others to higher levels of performance.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:			and...

	<ul style="list-style-type: none"> <input type="checkbox"/> The principal serves as a role model who exemplifies high expectations for performance and other values articulated in the school mission and vision. <input type="checkbox"/> The principal is supportive, kind, and open. <input type="checkbox"/> The principal verbalizes a belief in students and tries to inspire students to work hard and learn. 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal serves as a role model who exemplifies high expectations for performance, lifelong learning, and other values and beliefs that the school articulates within its mission, vision, culture, values, and expectations. <input type="checkbox"/> The principal is supportive, kind, and open and shows optimism for the future. <input type="checkbox"/> The principal is a passionate advocate for the school. <input type="checkbox"/> The principal symbolizes a belief in students through statements and actions, and inspires students to work hard and learn. 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal is widely viewed as an effective role model and inspiration to students. <input type="checkbox"/> The principal is a passionate advocate for learning and continuous improvement and for education as the pathway to success. <input type="checkbox"/> The principal inspires teachers and students to achieve their personal best.
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Component 6.3: South Dakota Code of Ethics. *An effective principal/assistant principal complies with the code of professional ethics in chapters 24:08:03 and 24:11:03.*

Effective principals are familiar with both the South Dakota Code of Ethics for Professional Administrators and The South Dakota Code of Ethics for Teachers. Effective principals model and support the behaviors in all situations.

Component 6.3: South Dakota Code of Ethics. <i>An effective principal/assistant principal complies with the code of professional ethics in chapters 24:08:03 and 24:11:03.</i>			
Unsatisfactory/Not Evident	Basic	Proficient	Distinguished
<i>Principal does not meet the performance domain. Evaluator narrative is required.</i>	<i>Principal does not meet the performance domain but is demonstrating progress toward meeting domain.</i>	<i>Principal meets performance domain.</i>	<i>Principal exceeds performance domain.</i>
Narrative:	<ul style="list-style-type: none"> <input type="checkbox"/> The principal is aware of and consistently follows all of the provisions of the South Dakota Code of Ethics for Professional Administrators and Teachers. 	<ul style="list-style-type: none"> <input type="checkbox"/> The principal holds all teachers accountable for following the provisions of the South Dakota Code of Ethics for Teachers. 	<p>and...</p> <ul style="list-style-type: none"> <input type="checkbox"/> The principal collects feedback on the extent to which he/she is viewed as aligning practices with the provisions of the South Dakota Code of Ethics

			for Professional Administrators and The South Dakota Code of Ethics for Teachers and makes corrections as needed.
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