

## **McREL Evaluation System Steps of the Process**

### **1. Orientation**

*Materials: Set of Rubrics (Managing Change, Focus of Leadership, and Purposeful Community).*

*Forms: Principal Summary Goal Setting Form (Blank Goal Setting Forms); Mid Year Evaluation Form; Principal Summary Evaluation Rating Form*

#### ***Sample Principal Orientation Agenda***

- *Meeting dates and due dates for artifacts and evidence*
- *Review of Evaluation Rubrics and scoring*
- *Review of the 21 responsibilities and how they connect*
- *Review of sample goal forms and action plans*
- *Review of expectations for artifacts, methods of documentation and timelines/due dates*

### **2. Principal Self-Assessment and Evaluator Assessment-**

Principals will complete a self-assessment using the Principal Evaluation Rubrics. This self-assessment will be used as the basis for preliminary goals. Principals turn their self-assessment into the evaluator who in turn will compare it with his/her assessment.

*If the ratings of the evaluator and the principal are not in agreement, the evaluator may wish to ask for examples of the principal's leadership practices in the areas of difference. The self-assessment process is the basis of goal setting.*

### **3. Goal Setting Meeting**

Principals will meet individually with their evaluator to discuss the results of self-assessment, the evaluator's ratings of the principal, preliminary performance goals, and any artifacts or other evidence the principal and evaluator believe are critical to understanding the principal's performance. The principal and evaluator will agree on the data, evidence, and documentation necessary to complete the evaluation process and confirm the principal's level of performance.



## 4. Mid-Year Evaluation Discussion

### Mid-Year Evaluation Tasks/Agenda

- *Review the Goal Setting Form*
- *Review and discuss the identified leadership responsibilities that have been emphasized to date*
- *Review evidence of performance directly related to the attainment of goals*
- *Identify potential additional support that may be needed to accomplish the goal*
- *Determine progress toward attainment of the goal*
- *Make any adjustments to the goal setting form*
- *Complete the Mid-Year Evaluation Form*

**Note:** *All on track? Proficient Principal making good progress? You may conduct this meeting by phone or email as long as you document the date, time, format, and discussion.*

## 5. Consolidated Performance Assessment

### **Principals:**

- *Review your goals and documentation*
- *Write a brief summary of your completed goals.*
- *Include dated and labeled artifacts/evidence.*
- *Include a list of incomplete goals/activities with reasons.*
- *Be timely and clear. Provide a copy to your evaluator and meet the evaluator's due date.*

## 6. End-Of-Year Performance Discussion/Principal Evaluation Summary

The principal/assistant and evaluator will meet at the school to discuss your progress toward completing the evaluation process. At this meeting, discuss the *original* self-assessment, consolidated assessment, and the evaluator's *Principal Summary Evaluation* of the principal that has been prepared in advance of the meeting. Should additional data or artifacts be needed for the discussion, the principal will have them available at that time or prior to the meeting.

The End-of-Year Performance meeting and discussion is focused on taking into stock of the leader's performance over the course of the evaluation cycle. Determinations of the final rating take into account the overall performance of the leader benchmarked against his or her professional goals and all 21 leadership responsibilities from the Balanced Leadership Framework.





## APPENDIX C: PRINCIPAL EVALUATION PROCESS DOCUMENTATION FORM

Name: \_\_\_\_\_ ID#: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

The principal's evaluation is based, in part, on a formal discussion of performance and conferences conducted on the following dates:

SITE VISIT DATES	CONFERENCE DATES	PRINCIPAL'S SIGNATURE	EVALUATOR'S SIGNATURE

Mid-Year Evaluation Conference Date: \_\_\_\_\_

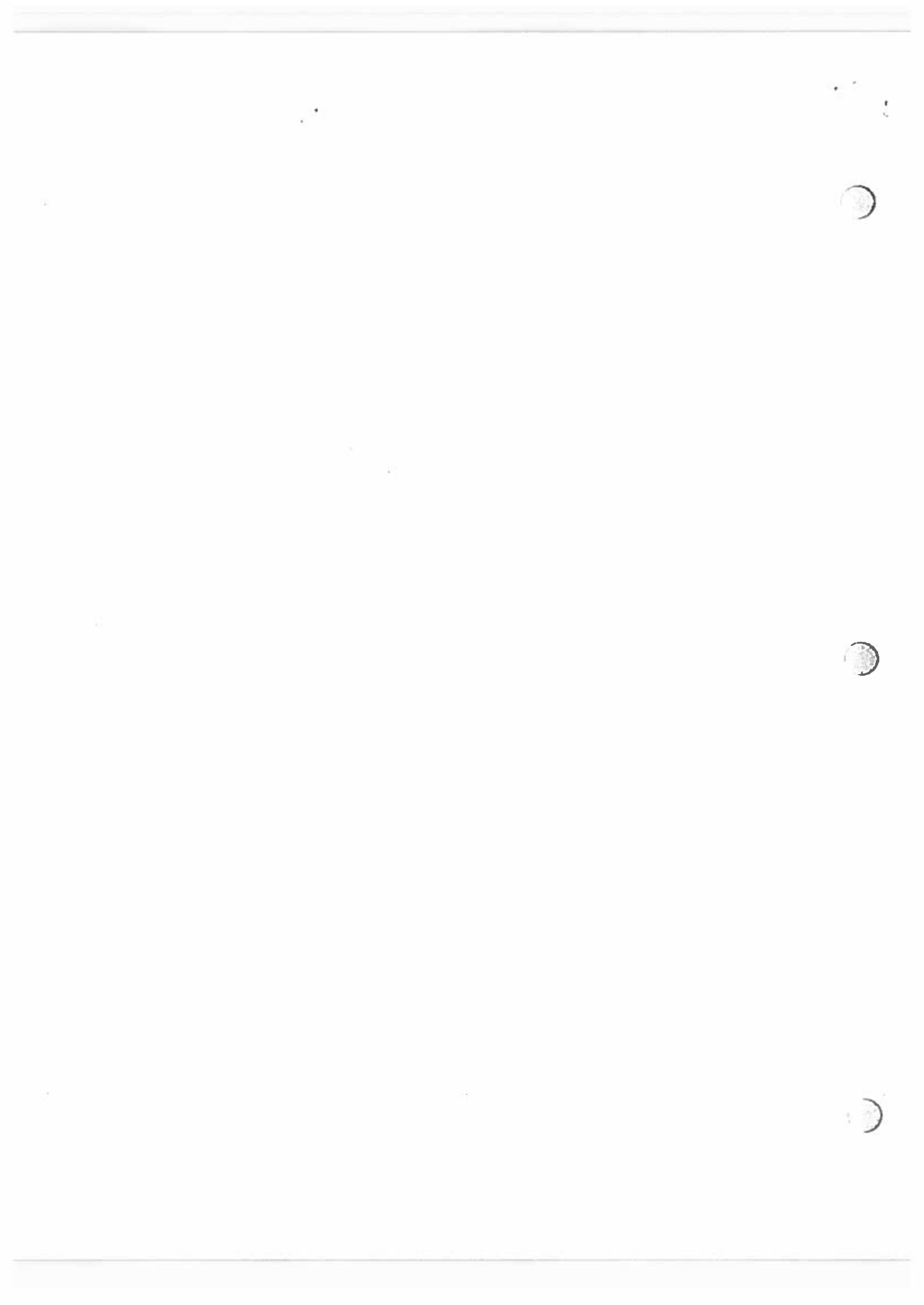
End-of-Year Performance Discussion Date: \_\_\_\_\_

Summary Evaluation Conference Date: \_\_\_\_\_

The Mid-Year, End-of-Year, and Summary Evaluation Conferences are required for every principal. In addition, observations and other relevant sources of performance data may be considered in determining the final rating for the principal. The following rating scale will be used:

- ▣ **Developing:** Principal demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- ▣ **Proficient:** Principal demonstrated basic competence on standard(s) of performance.
- ▣ **Accomplished:** Principal exceeded basic competence on standard(s) for performance most of the time.
- ▣ **Distinguished:** Principal consistently and significantly exceeded basic competence on standard(s) of performance.
- ▣ **Not Demonstrated:** Principal did not demonstrate competence on or adequate progress toward achieving standard(s) of performance.

*Note: If the Not Demonstrated rating is used, the superintendent must comment about why it was used.*



PRINCIPAL SUMMARY GOAL-SETTING FORM

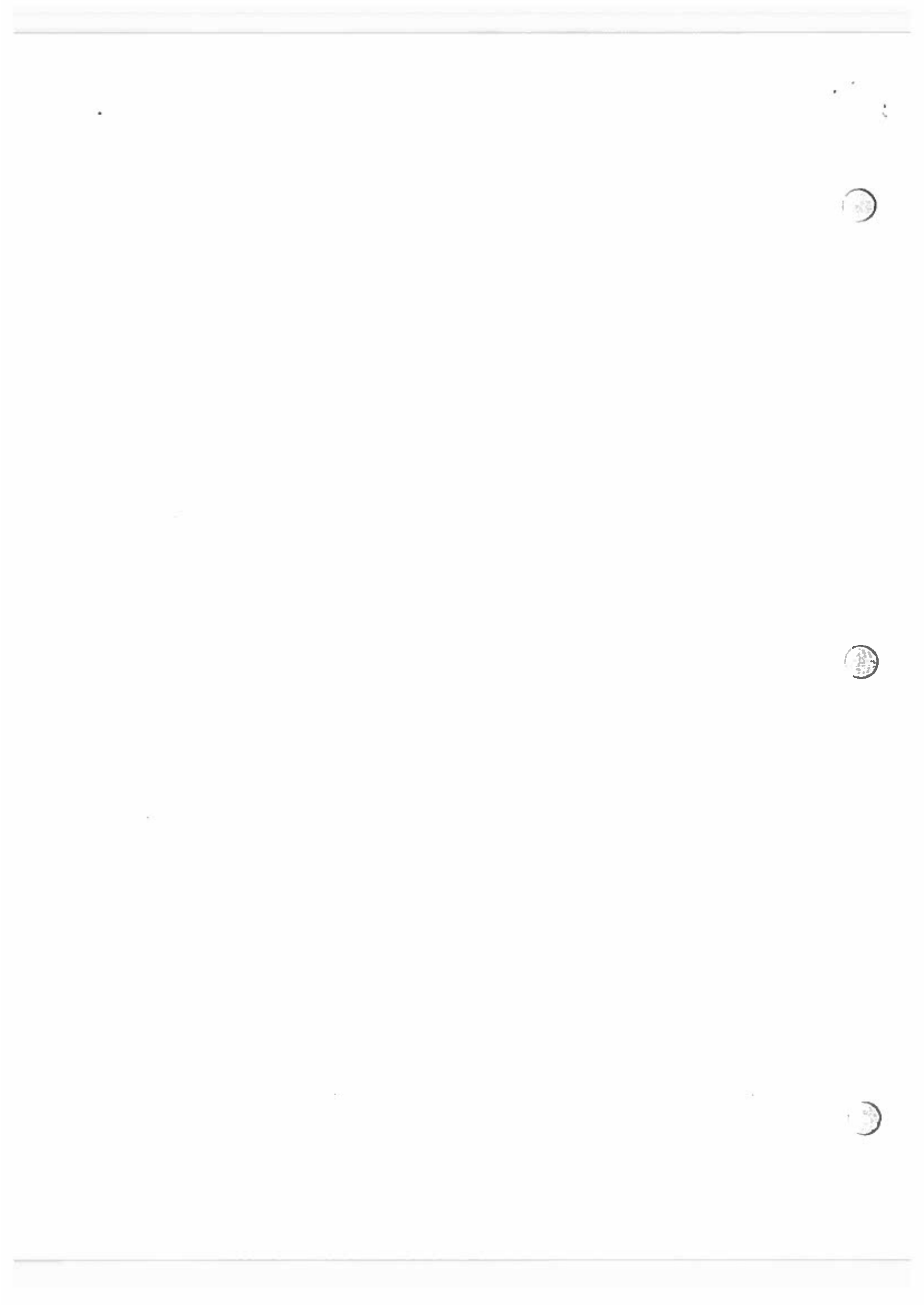
Name of Principal: \_\_\_\_\_ School: \_\_\_\_\_ School Year: \_\_\_\_\_

INSTRUCTIONS: This goal-setting form may be completed by the principal following the self-assessment process. The goals, as well as activities, outcomes and timeline, will be reviewed by the principal's supervisor. Each principal must establish one (1) goal related to the core responsibilities for principals and two (2) additional goals, for a total of at least three (3) goals. It is recommended that no more than five (5) goals be established for a single school year. It is not necessary for the principal to have a goal for each framework component.

FRAMEWORK COMPONENT	RESPONSIBILITIES	GOAL(S)	KEY ACTIVITIES/STRATEGIES (WHAT YOU NEED TO DO TO ACCOMPLISH THE GOAL)	OUTCOMES	TIMELINE FOR ACHIEVING GOAL	RESOURCES NEEDED
MANAGING CHANGE						
FOCUS OF LEADERSHIP						
PURPOSEFUL COMMUNITY						

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_





Goal Setting Activity: ID Strengths and Weaknesses/Make Recommendations or Clarifications

Principal \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_

FRAMEWORK COMPONENT: FOCUS \_\_\_\_\_

Responsibility	Goals	Key Activity Strategies (What to do to accomplish)	Outcomes	Timeline for Achieving Goals	Resources

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

Superintendent Signature \_\_\_\_\_ Date \_\_\_\_\_



**Goal Setting Activity: ID Strengths and Weaknesses/Make Recommendations or Clarifications**

Principal \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_

**FRAMEWORK COMPONENT: Purposeful Community**

Responsibility	Goals	Key Activity Strategies (What to do to accomplish)	Outcomes	Timeline for Achieving Goals	Resources

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

Superintendent Signature \_\_\_\_\_ Date \_\_\_\_\_



Goal Setting Activity: ID Strengths and Weaknesses/Make Recommendations or Clarifications

Principal \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_

FRAMEWORK COMPONENT: Magnitude of Change \_\_\_\_\_

Responsibility	Goals	Key Activity Strategies (What to do to accomplish)	Outcomes	Timeline for Achieving Goals	Resources

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

Superintendent Signature \_\_\_\_\_ Date \_\_\_\_\_





### MID-YEAR EVALUATION: PROGRESS TOWARD ACHIEVING GOALS

Name: \_\_\_\_\_ District: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

The evaluator determines whether the principal is making acceptable progress toward goal attainment within each leadership component. Mark this category as (P)—progressing or (NP)—not progressing.

GOAL	I	P	NP	NA*
Purposeful Community				
Managing Change				
Focus of Leadership				

\*na = No goal was established for this framework component.



Goal:

Revised Plan/Comment:

Goal:

Revised Plan/Comment:



Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# APPENDIX C: PRINCIPAL EVALUATION PROCESS DOCUMENTATION FORM

Name: \_\_\_\_\_ ID#: \_\_\_\_\_

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Mid-Year Evaluation Conference Date: \_\_\_\_\_

End-of-Year Performance Discussion Date: \_\_\_\_\_

Summary Evaluation Conference Date: \_\_\_\_\_

The Mid-Year, End-of-Year, and Summary Evaluation Conferences are required for every principal. In addition, observations and other relevant sources of performance data may be considered in determining the final rating for the principal. The following rating scale will be used:

- Developing:** Principal demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- Proficient:** Principal demonstrated basic competence on standard(s) of performance.
- Accomplished:** Principal exceeded basic competence on standard(s) for performance most of the time.
- Distinguished:** Principal consistently and significantly exceeded basic competence on standard(s) of performance.
- Not Demonstrated:** Principal did not demonstrate competence on or adequate progress toward achieving standard(s) of performance.

*Note: If the Not Demonstrated rating is used, the superintendent must comment about why it was used.*



## APPENDIX D: PRINCIPAL SUMMARY EVALUATION RATING FORM

This form is to be jointly completed by the principal and superintendent or designee during the Summary Evaluation Conference conducted at the end of the year.

Name: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Evaluator's Title: \_\_\_\_\_

Date Completed: \_\_\_\_\_

### MANAGING CHANGE

RESPONSIBILITIES	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED
A. CHANGE AGENT: IS WILLING TO AND ACTIVELY CHALLENGES THE STATUS QUO.					
B. FLEXIBILITY: ADAPTS HIS OR HER LEADERSHIP BEHAVIOR TO THE NEEDS OF THE CURRENT SITUATION AND IS COMFORTABLE WITH DISSENT.					
C. IDEALS AND BELIEFS: COMMUNICATES AND OPERATES FROM STRONG IDEALS AND BELIEFS ABOUT SCHOOL AND SCHOOLING.					
D. INTELLECTUAL STIMULATION: ENSURES THAT THE FACULTY AND STAFF ARE AWARE OF THE MOST CURRENT THEORIES AND PRACTICES AND MAKES THE DISCUSSION OF THESE A REGULAR ASPECT OF THE SCHOOL CULTURE.					
E. KNOWLEDGE OF CURRICULUM, INSTRUCTION, AND ASSESSMENT: IS KNOWLEDGEABLE ABOUT THE CURRENT CURRICULUM, INSTRUCTION, AND ASSESSMENT PRACTICES.					
F. MONITOR AND EVALUATE: MONITORS THE EFFECTIVENESS OF SCHOOL PRACTICES AND THEIR IMPACT ON STUDENT LEARNING.					
G. OPTIMIZE: INSPIRES AND LEADS NEW AND CHALLENGING INNOVATIONS.					
OVERALL RATING FOR MANAGING CHANGE					

COMMENTS:

RECOMMENDED ACTIONS FOR IMPROVEMENT:

RESOURCES NEEDED TO COMPLETE THE RECOMMENDED ACTIONS:



✓	EVIDENCE OR DOCUMENTATION TO SUPPORT RATING	INTERPRETATION OF DATA/RATIONALE FOR RATING	ATTACHED?
	ELL MONITORING NOTEBOOK		
	PROFESSIONAL DEVELOPMENT PLAN		
	REGULAR FEEDBACK TO TEACHERS AND STAFF REGARDING PERFORMANCE		
	PLANNING AND LEADING PROFESSIONAL DEVELOPMENT		
	CLASSROOM WALKTHROUGH DATA		
	MONITORING PLAN		
	OPERATING PRINCIPLES AND WORKING AGREEMENTS		

**FOCUS OF LEADERSHIP**

RESPONSIBILITIES	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED
A. CONTINGENT REWARDS: RECOGNIZES AND REWARDS INDIVIDUAL ACCOMPLISHMENTS.					
B. DISCIPLINE: PROTECTS TEACHERS FROM ISSUES AND INFLUENCES THAT WOULD DETRACT FROM THEIR TIME OR FOCUS.					
C. FOCUS: ESTABLISHES CLEAR GOALS AND KEEPS THOSE GOALS IN THE FOREFRONT OF THE SCHOOL'S ATTENTION.					
D. INVOLVEMENT IN CURRICULUM, INSTRUCTION, AND ASSESSMENT: IS DIRECTLY INVOLVED IN HELPING TEACHERS DESIGN CURRICULAR ACTIVITIES AND ADDRESS ASSESSMENT AND INSTRUCTIONAL ISSUES.					
E. ORDER: ESTABLISHES A SET OF STANDARD OPERATING PROCEDURES AND ROUTINES.					
F. OUTREACH: IS AN ADVOCATE AND SPOKESPERSON OF THE SCHOOL TO ALL STAKEHOLDERS.					
G. RESOURCES: PROVIDES TEACHERS WITH MATERIAL AND PROFESSIONAL DEVELOPMENT FOR THE NECESSARY EXECUTION OF THEIR JOBS.					
OVERALL RATING FOR FOCUS OF LEADERSHIP					

COMMENTS:

RECOMMENDED ACTIONS FOR IMPROVEMENT:

RESOURCES NEEDED TO COMPLETE THE RECOMMENDED ACTIONS:



✓	EVIDENCE OR DOCUMENTATION TO SUPPORT RATING	INTERPRETATION OF DATA/RATIONALE FOR RATING	ATTACHED?
	PRINCIPAL TRAINING		
	UNIVERSITY/SCHOOL ASSOCIATIONS		
	FORMAL EVALUATIONS		
	NEW PROGRAM ADOPTIONS		
	GRADE-LEVEL MEETING AGENDAS		
	PROGRESS TOWARD ACHIEVING GOALS		
	STUDENT HANDBOOK		
	SAFETY PLAN		
	BUDGET NOTEBOOK		1
	STUDENT SUPPORT PLAN		
	RECOGNITION EVENTS		
	STAFF HANDBOOK		

### PURPOSEFUL COMMUNITY

RESPONSIBILITIES	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED
A. AFFIRMATION: RECOGNIZES AND CELEBRATES SCHOOL ACCOMPLISHMENT AND ACKNOWLEDGES FAILURES.					
B. COMMUNICATION: ESTABLISHES STRONG LINES OF COMMUNICATION WITH TEACHERS AND AMONG STUDENTS.					
C. CULTURE: FOSTERS SHARED BELIEFS AND A SENSE OF COMMUNITY AND COOPERATION.					
D. INPUT: INVOLVES TEACHERS IN THE DESIGN AND IMPLEMENTATION OF IMPORTANT DECISIONS.					
E. RELATIONSHIPS: DEMONSTRATES AWARENESS OF THE PERSONAL ASPECTS OF TEACHERS AND STAFF.					
F. SITUATIONAL AWARENESS: IS AWARE OF THE DETAILS AND THE UNDERCURRENTS IN THE RUNNING OF THE SCHOOL AND USES THIS INFORMATION TO ADDRESS CURRENT AND POTENTIAL PROBLEMS.					
G. VISIBILITY: HAS QUALITY CONTACTS AND INTERACTIONS WITH TEACHERS AND STUDENTS.					
OVERALL RATING FOR PURPOSEFUL COMMUNITY					
COMMENTS:					
RECOMMENDED ACTIONS FOR IMPROVEMENT:					
RESOURCES NEEDED TO COMPLETE THE RECOMMENDED ACTIONS:					



✓	EVIDENCE OR DOCUMENTATION TO SUPPORT RATING	INTERPRETATION OF DATA/RATIONALE FOR RATING	ATTACHED?
	SCHOOL VISION AND MISSION STATEMENTS		
	PROGRESS TOWARD ACHIEVEMENT OF SMART GOALS		
	STAFF CONFERENCE AGENDAS AND MINUTES		
	STAFF BULLETINS AND NEWSLETTERS		
	TEAM MEETING AGENDAS		
	TEACHER SURVEY DATA		
	COMMUNITY SURVEY DATA		
	IDENTIFICATION AND USE OF HUMAN AND FISCAL RESOURCES		
	PTA/PRINCIPAL'S NEWSLETTER		
	MASTER SCHEDULE		
	PTA CALENDAR		
	SCHOOL CALENDAR		
	ELL SUPPORT SCHEDULE		
	FACULTY MEETING AGENDAS, SIGN IN SHEETS, MINUTES		
	CLEAR VISION AND MISSION ABOUT IMPROVING STUDENT ACHIEVEMENT		
	STUDENT ACHIEVEMENT DATA		
	STUDENT ATTENDANCE DATA		
	TEACHER ATTENDANCE DATA		
	GRADUATION AND PROMOTION RATES		

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent or Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments Attached: \_\_\_\_\_ Yes: \_\_\_\_\_ No

Superintendent or Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## THE PRINCIPAL EVALUATION RUBRIC

PRINCIPAL LEADERSHIP RESPONSIBILITIES ASSOCIATED WITH MANAGING CHANGE				
<b>Managing Change</b> involves understanding the implications of change efforts for stakeholders and adjusting leadership behaviors accordingly.				
<b>a. Change Agent:</b> Is willing to and actively challenges the status quo.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED (COMMENT REQUIRED)	NOT DEMONSTRATED (COMMENT REQUIRED)
<input type="checkbox"/> Uses a variety of data to identify necessary change initiatives	... and <input type="checkbox"/> Builds on data analysis to define processes and protocols in order to create or adopt new and better ways to improve school and classroom practices.	... and <input type="checkbox"/> Consistently attempts to operate at the edge instead of the center of the schools' competence by leading the implementation of research-based initiatives even though outcomes may be uncertain.	... and <input type="checkbox"/> Leverages the influence of opinion leaders to strategically target and frame change initiatives in order to increase the rate of adoption.  <input type="checkbox"/> Is recognized in the education community as an advocate for new and innovative ways of schooling.	
<b>b. Flexibility:</b> Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.				
<input type="checkbox"/> Understands the importance of how different change initiatives may be perceived differently by various stakeholders and how they may impact others.	... and <input type="checkbox"/> Adapts leadership style to the needs of specific situations. <input type="checkbox"/> Implements procedures that encourage teachers and staff to express opinions and perceptions even if they are contrary to those held by individuals in positions of authority.	... and Creates and uses transitions teams during times of change to <input type="checkbox"/> Assist individuals in transitioning into the new ways of doing things. <input type="checkbox"/> Adapt quickly to changing environments and contexts.	... and Improves collective efficacy by <input type="checkbox"/> Effectively managing change. <input type="checkbox"/> Building on the collective ability of the school community to adapt to contextual conditions.	
<b>c. Ideals and Beliefs:</b> Communicates and operates from strong ideals and beliefs about school and schooling.				
<input type="checkbox"/> Possesses well-defined ideals and beliefs about schools and schooling that align with district non-negotiable goals.	... and <input type="checkbox"/> Creates demand for change through sharing beliefs about school, teaching, and learning with teachers and staff. <input type="checkbox"/> Demonstrates behaviors that exemplify stated beliefs about school and schooling.	... and <input type="checkbox"/> Creates demand for change by communicating ideals and beliefs throughout the community. <input type="checkbox"/> Creates opportunities to implement change that exemplifies ideals and beliefs.	... and <input type="checkbox"/> Shares leadership in a manner that extends and promotes the ideals and beliefs about schools and schooling throughout the community. <input type="checkbox"/> Perseveres in the face of challenges to effectively sustain positive change.	



d. Intellectual Stimulation: Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED (COMMENT REQUIRED)	NOT DEMONSTRATED (COMMENT REQUIRED)
<input type="checkbox"/> Understands and articulates the current rigorous and relevant research and theory on effective schooling.	... and <input type="checkbox"/> Uses rigorous and relevant research and theory on effective schooling to create demand for change by providing professional development opportunities.	... and <input type="checkbox"/> Uses the outcomes of professional development on rigorous and relevant research and theory on effective schooling to guide professional learning community discussions and activities.	... and <input type="checkbox"/> Provides vicarious and mastery experiences for teachers that capitalize on staff development outcomes and discussions of effective schools practice.	
e. Knowledge of Curriculum, Instruction, and Assessment: Is knowledgeable about the current curriculum, instruction, and assessment practices				
<input type="checkbox"/> Articulates knowledge of curriculum, instruction, and assessment in a way that enables staff to understand and apply the knowledge.	... and <input type="checkbox"/> Provides guidance regarding curriculum, instruction, and assessment in order to ensure effective practices in every classroom.	... and <input type="checkbox"/> Provides mastery and vicarious experiences of research-based practices in curriculum design, instructional strategies, and assessment practices through professional development and action research.	... and <input type="checkbox"/> Leverages mastery and vicarious experiences to increase the collective efficacy of teachers and staff.	
f. Monitor and Evaluate: Monitors the effectiveness of school practices and their impact on student learning.				
<input type="checkbox"/> Understands the impact of school practices on student learning and achievement. <input type="checkbox"/> Understands the impact that change may have on individuals in the school	... and Uses a variety of data and processes to <input type="checkbox"/> Drive decisions about initiating new and innovative research-based programs and interventions. <input type="checkbox"/> Monitor the needs and performance of individuals, groups, and the school as a whole	... and <input type="checkbox"/> Routinely works collaboratively with teachers and staff to assess the impact of research-based programs and interventions on student learning and achievement.	... and <input type="checkbox"/> Monitors the fidelity and consistency of the implementation of research-based practices and their impact on student learning and achievement.	
g. Optimize: Inspires and leads new and challenging innovations.				
<input type="checkbox"/> Portrays a positive attitude about the ability of teachers and staff to accomplish school goals.	... and <input type="checkbox"/> Inspires teachers and staff to individually and collectively accomplish school goals.	... and <input type="checkbox"/> Inspires and motivates teachers and staff to accomplish things they consider to be beyond their grasp.	... and <input type="checkbox"/> Promotes perseverance and hope during challenging times.	



**COMMENTS:**

**RECOMMENDED ACTIONS:**

**RESOURCES NEEDED TO COMPLETE THESE ACTIONS:**

**EVIDENCE OR DOCUMENTATION THAT MAY BE USED TO SUPPORT RATINGS:**

- ELL Monitoring Notebook
- Professional Development Plan
- Regular Feedback to Teachers and Staff Regarding Performance
- Planning and Leading Professional Development
- Classroom Walkthrough Data
- Monitoring Plan
- Operating Principles and Working Agreements
- \_\_\_\_\_
- \_\_\_\_\_



**PRINCIPAL RESPONSIBILITIES ASSOCIATED WITH FOCUS OF LEADERSHIP**

**Focus of leadership** involves accurately and pro-actively targeting appropriate areas for school improvement efforts.

**a. Contingent Rewards** Recognizes and rewards individual accomplishments

DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED (COMMENT REQUIRED)	NOT DEMONSTRATED (COMMENT REQUIRED)
<input type="checkbox"/> Develops criteria and procedures for recognizing hard work and results from individuals and groups.	... and Capitalizes on formal and informal opportunities to <input type="checkbox"/> Recognize the accomplishments and hard work of all stakeholders. <input type="checkbox"/> Maximize the intangible assets of a school	... and <input type="checkbox"/> Involves all stakeholder groups in the recognition and reward process.	... and <input type="checkbox"/> Promotes the accomplishments of the school. <input type="checkbox"/> Inspires all stakeholders to make significant contributions. <input type="checkbox"/> Improves perceptions of stakeholders that they have the ability to contribute to increases in student achievement.	

**b. Discipline:** Protects teachers from issues and influences that would detract from their time or focus.

<input type="checkbox"/> Communicates to the entire school community the importance of an effective learning environment, and that instructional time and focus are the school's top priority	... and Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction, including <input type="checkbox"/> A school schedule that maximizes instructional time. <input type="checkbox"/> Policies and procedures that maximize the use of instructional time	... and <input type="checkbox"/> Enforces policies and procedures related to instruction time to assure that all staff members and all students benefit from periods of focused instruction.	... and <input type="checkbox"/> Serves as a champion for protecting and maximizing instructional time and focus to assure an effective learning environment.	
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**c. Focus:** Establishes clear goals and keeps those goals in the forefront of the school's attention.

<input type="checkbox"/> Understands the importance of setting high expectations for student learning and achievement	... and <input type="checkbox"/> Leads the school community in the establishment of rigorous and concrete goals to ensure student learning and achievement.	... and Creates processes and procedures to <input type="checkbox"/> Clearly communicate the goals and progress toward achieving them to all members of the school community. <input type="checkbox"/> Maintain a consistent focus on the school's goals	... and <input type="checkbox"/> Leverages high, concrete goals in order to continually create demand for innovation and improvement	
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**d. Involvement in Curriculum, Instruction, and Assessment:** Is directly involved in helping teachers design curricular activities and address assessment and instructional issues.

DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED (COMMENT REQUIRED)	NOT DEMONSTRATED (COMMENT REQUIRED)
<input type="checkbox"/> Demonstrates knowledge and understanding of curriculum, instruction, and assessment issues.	<p>... and</p> <input type="checkbox"/> Actively initiates activities to address curriculum, instruction, and assessment issues. <p>Provides and actively participates with teachers in meaningful professional development and opportunities to</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflect upon their practice.</li> <li><input type="checkbox"/> Engage in peer-to-peer learning</li> <li><input type="checkbox"/> Design instructional and curricular activities</li> <li><input type="checkbox"/> Address assessment issues</li> </ul>	<p>... and</p> <p>Models effective pedagogy that includes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicating learning goals</li> <li><input type="checkbox"/> Acquiring and integrating knowledge</li> <li><input type="checkbox"/> Extending and refining knowledge</li> <li><input type="checkbox"/> Applying knowledge</li> </ul>	<p>... and</p> <input type="checkbox"/> Helps teachers adopt, adapt, or design rigorous research-based curriculum, instruction, and assessment practices, programs, and interventions.	

**e. Order:** Establishes a set of standard operating procedures and routines.

<input type="checkbox"/> Is developing clear structures, rules, procedures, and routines for student and staff behavior.	<p>... and</p> <input type="checkbox"/> Has established and consistently enforces policies, procedures, and routines that maximize opportunities for all students to learn.	<p>... and</p> <input type="checkbox"/> Maximizes the established policies, procedures, and routines to build a culture that is safe, orderly, and enhances student and teacher abilities to engage in meaningful and productive work.	<p>... and</p> <input type="checkbox"/> Uses an orderly environment to sustain confidence in the school's ability to educate all children.	
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**f. Outreach:** Is an advocate and spokesperson of the school to all stakeholders.

<input type="checkbox"/> Communicates with stakeholder groups about school initiatives and activities.	<p>... and</p> <p>Advocates for the school with</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Community</li> <li><input type="checkbox"/> Parents.</li> <li><input type="checkbox"/> Central Office.</li> <li><input type="checkbox"/> Teachers.</li> <li><input type="checkbox"/> Staff.</li> <li><input type="checkbox"/> Students.</li> </ul>	<p>... and</p> <input type="checkbox"/> Collects perception data from the school community to inform advocacy activities	<p>Uses community relationships as both tangible and intangible assets to engage all stakeholders in</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Family and community involvement initiatives.</li> <li><input type="checkbox"/> School governance and improvement.</li> <li><input type="checkbox"/> Contributing to improving student learning and achievement.</li> </ul>	
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PRINCIPAL RESPONSIBILITIES ASSOCIATED WITH PURPOSEFUL COMMUNITY				
<p>A Purposeful Community is one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed upon processes.</p>				
<p>a. Affirmation: Recognizes and celebrates school accomplishment and acknowledges failures.</p>				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED (COMMENT REQUIRED)	NOT DEMONSTRATED (COMMENT REQUIRED)
<p>Privately or individually acknowledges successes and failures of</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students.</li> <li><input type="checkbox"/> Teachers.</li> <li><input type="checkbox"/> Staff.</li> <li><input type="checkbox"/> The school as a whole</li> <li><input type="checkbox"/> Communicates the nature of failures and the need to take action to address them.</li> </ul>	<p>... and</p> <p>Publicly and fairly recognizes the successes and failures of</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students.</li> <li><input type="checkbox"/> Teachers.</li> <li><input type="checkbox"/> Staff.</li> <li><input type="checkbox"/> The school as a whole</li> <li><input type="checkbox"/> Communicates to teachers and staff actions taken and how they contributed to success or failure of school initiatives.</li> </ul>	<p>... and</p> <p>Has a plan for systematically and fairly recognizing successes and failures of</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students.</li> <li><input type="checkbox"/> Teachers.</li> <li><input type="checkbox"/> Staff.</li> <li><input type="checkbox"/> The school as a whole</li> <li><input type="checkbox"/> Utilizes the recognition of failure as an opportunity to create demand for improvement.</li> </ul>	<p>... and</p> <p>Publicly interprets and communicates</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Failure as temporary and specific.</li> <li><input type="checkbox"/> Success as permanent and pervasive</li> <li><input type="checkbox"/> Uses successes and failures to increase the belief of teachers and staff in their ability to impact student achievement.</li> </ul>	
<p>b. Communication: Establishes strong lines of communication with teachers and among students.</p>				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Implements a variety of strategies to communicate with the teachers, staff, and the larger school community</li> <li><input type="checkbox"/> Is accessible to some stakeholder groups.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implements a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community.</li> <li><input type="checkbox"/> Is easily accessible to all stakeholder groups</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically monitors and takes steps to improve communication structures within the school.</li> <li><input type="checkbox"/> Develops and monitors effective systems and protocols to enable stakeholder groups to communicate with each other and with the principal.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leverages communications among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the district or school.</li> </ul>	
<p>c. Culture: Fosters shared beliefs and a sense of community and cooperation</p>				
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement.</li> <li><input type="checkbox"/> Demonstrates an understanding of how unity of purpose, teamwork, and commitment to the work are interrelated and support the work of the school.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is the driving force behind a community-wide belief that teachers and staff can impact student learning and achievement.</li> <li><input type="checkbox"/> Leads the development of an understanding of a unified purpose and a shared vision for the school</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Routinely and systematically monitors the level of collective efficacy in the school</li> <li><input type="checkbox"/> Assures that unity of purpose, teamwork, and commitment to the work are at the core of all decisions, activities, and initiatives</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leverages vicarious and mastery experiences to build collective efficacy around teacher and staff ability to impact student learning and achievement.</li> <li><input type="checkbox"/> Monitors, evaluates, and annually updates the school's purpose, shared vision, and the systems and procedures that support the school's purpose and vision.</li> </ul>	

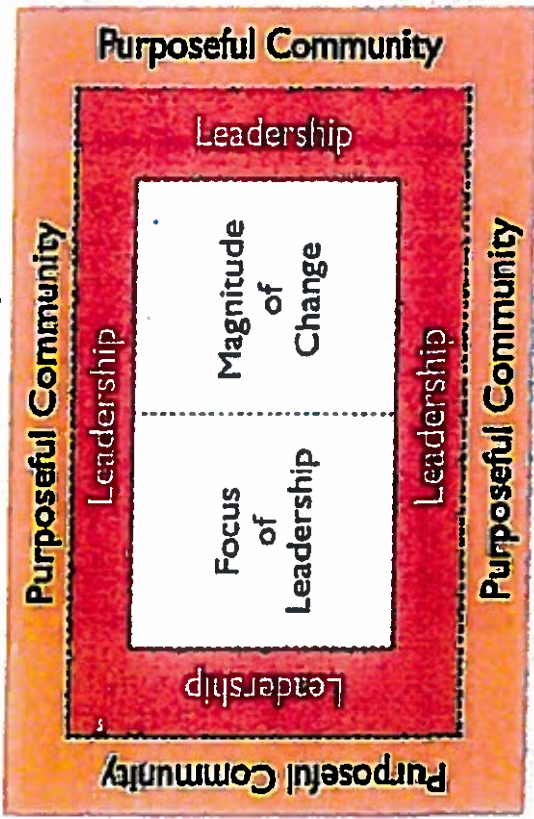


<b>d. Input: Involves teachers in the design and implementation of important decisions</b>				
Developing	Proficient	Accomplished	Distinguished (Comment Required)	No Demonstrated (Comment Required)
<input type="checkbox"/> Demonstrates an understanding of the importance of providing opportunities for stakeholder input on important issues and decisions.	... and <input type="checkbox"/> Seeks input from and provides opportunities for stakeholder groups to be involved in the school's decision making processes.	... and <input type="checkbox"/> Creates opportunities and sets expectations for stakeholder groups to assume meaningful leadership and decision-making roles.	... and <input type="checkbox"/> Leverages stakeholder group input in order to create systems and processes that support rigorous education and relevant outcomes that matter to all.	
<b>e. Relationships: Demonstrates awareness of the personal aspects of teachers and staff</b>				
<input type="checkbox"/> Knows teachers and staff on an appropriate personal level in order to keep informed about issues within their lives that may enhance or distract from their performance.	... and <input type="checkbox"/> Creates opportunities for teachers and staff to share personal and professional aspirations, prior experiences and successes, interests, and outside activities. <input type="checkbox"/> Acknowledges significant events in the lives of teachers and staff.	... and <input type="checkbox"/> Identifies and uses the collection of skills, knowledge, and interests teachers and staff members bring to their jobs to provide opportunities for professional growth.	... and <input type="checkbox"/> Strategically uses the strengths and interests of staff to significantly improve student performance.	
<b>f. Situational Awareness: Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems.</b>				
<input type="checkbox"/> Understands the nature and impact on the school culture of informal groups and relationships among teachers and staff.	... and <input type="checkbox"/> Recognizes and addresses potential conflicts and undercurrents among stakeholder groups, and/or issues in the school that could create discord.	... and <input type="checkbox"/> Implements strategies to ensure that relationships among formal and informal groups impact the school in a positive way.	... and <input type="checkbox"/> Leverages opportunities to build and strengthen trusting and productive relationships in order to strengthen the school's capacity to meet future challenges.	
<b>g. Visibility: Has quality contacts and interactions with teachers and students.</b>				
Develops a strategic and strategic plan for visibility that includes <input type="checkbox"/> Frequent visits to classrooms. <input type="checkbox"/> Frequent interactions with all stakeholder groups.	... and Implements the strategic plan for visibility that includes <input type="checkbox"/> Frequent visits to classrooms. <input type="checkbox"/> Frequent interactions with all stakeholder groups.	... and <input type="checkbox"/> Uses classroom visitations and interactions with stakeholder groups to reinforce the outcomes that matter to all and the overall purpose of the school.	... and <input type="checkbox"/> Has established a purposeful community and developed meaningful networks and strategic alliances to accomplish the school's goals.	





# The Balanced Leadership Framework®



# Leadership Responsibilities

Focus of Leadership	Magnitude of Change	Purposeful Community
Contingent rewards	Change agent	Affirmation
Discipline	Flexibility	Communication
Focus	Ideals/beliefs*	Culture
Involvement in curriculum, and assessment	Intellectual stimulation	Ideals/beliefs*
Order	Knowledge of curriculum, instruction, and assessment	Input
Outreach	Monitor/evaluate	Relationships
Resources	Optimize	Situational awareness
		Visibility







## Balanced Leadership: School Leadership That Works<sup>®</sup> Responsibilities and Practices

Areas of Responsibility	Avg. r	Description of the Responsibility	Practices Used to Fulfill the Areas of Responsibility
Affirmation	.19	Recognizes and celebrates school accomplishments and acknowledges failures	<ul style="list-style-type: none"> <li>• Systematically and fairly recognizes the accomplishments of teachers and staff</li> <li>• Systematically and fairly recognizes and celebrates the accomplishments of students</li> <li>• Systematically and fairly recognizes the failures of and celebrates the accomplishments of the school as a whole</li> </ul>
Change agent	.25	Is willing to and actively challenges the status quo	<ul style="list-style-type: none"> <li>• Consciously challenges the status quo</li> <li>• Is willing to lead change initiatives with uncertain outcomes</li> <li>• Systematically considers new and better ways of doing things</li> <li>• Consistently attempts to operate at the edge versus the center of the school's competence</li> </ul>
Communication	.23	Establishes strong lines of communication with teachers and among students	<ul style="list-style-type: none"> <li>• Is easily accessible to teachers and staff</li> <li>• Develops effective means for teachers and staff to communicate with one another</li> <li>• Maintains open and effective lines of communication with teachers and staff</li> </ul>
Contingent rewards	.24	Recognizes and rewards individual accomplishments	<ul style="list-style-type: none"> <li>• Uses performance versus seniority as the primary criteria for rewards and recognition</li> <li>• Uses hard work and results as the basis for rewards and recognition</li> <li>• Recognizes individuals who excel</li> </ul>
Culture	.25	Fosters shared beliefs and a sense of community and cooperation	<ul style="list-style-type: none"> <li>• Promotes a sense of well being among teachers and staff</li> <li>• Promotes cohesion among teachers and staff</li> <li>• Develops an understanding of purpose among teachers and staff</li> <li>• Develops a shared vision of what the school could be like</li> <li>• Promotes cooperation among teachers and staff</li> </ul>
Discipline	.27	Protects teachers from issues and influences that would detract from their teaching time or focus	<ul style="list-style-type: none"> <li>• Protects instructional time from interruptions</li> <li>• Protects/shelters teachers and staff from internal and external distractions</li> </ul>
Flexibility	.28	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	<ul style="list-style-type: none"> <li>• Is comfortable with making major changes in how things are done</li> <li>• Encourages people to express diverse opinions contrary to those held by individuals in positions of authority</li> <li>• Adapts leadership style to the needs of specific situations</li> <li>• Is directive or non-directive as the situation warrants</li> </ul>
Focus	.24	Establishes clear goals and keeps those goals in the forefront of the school's attention	<ul style="list-style-type: none"> <li>• Establishes high, concrete goals and expectations that all students meet them</li> <li>• Establishes high, concrete goals for curriculum, instruction and assessment practices within the school</li> <li>• Establishes high, concrete goals for the general functioning of the school</li> <li>• Continually keeps attention on established goals</li> </ul>
Ideals/beliefs	.22	Communicates and operates from strong ideals and beliefs about schooling	<ul style="list-style-type: none"> <li>• Possesses well-defined beliefs about schools, teaching, and learning</li> <li>• Shares beliefs about school, teaching, and learning with the teachers and staff</li> <li>• Demonstrates behaviors that are consistent with beliefs</li> </ul>
Input	.25	Involves teachers in the design and implementation of important decisions	<ul style="list-style-type: none"> <li>• Provides opportunities for teacher and staff input on all important decisions</li> <li>• Provides opportunities for teachers and staff to be involved in developing school policies</li> <li>• Uses leadership teams in decision-making</li> </ul>

Areas of Responsibility	Avg. r	Description of the Responsibility	Practices Used to Fulfill the Areas of Responsibility
Intellectual stimulation	.24	Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture	<ul style="list-style-type: none"> <li>Keeps informed about current research and theory on effective schooling</li> <li>Continually exposes teachers and staff to cutting-edge research and theory on effective schooling</li> <li>Fosters systematic discussion regarding current research and theory on effective schooling</li> </ul>
Involvement in curriculum, instruction, assessment	.20	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	<ul style="list-style-type: none"> <li>Is directly involved in helping teachers design curricular activities and address assessment and instructional issues.</li> </ul>
Knowledge of curriculum, instruction assessment	.25	Is knowledgeable about current curriculum, instruction, and assessment practices	<ul style="list-style-type: none"> <li>Possesses extensive knowledge about effective curricular, instructional, and assessment practices</li> <li>Provides conceptual guidance regarding effective classroom practices</li> </ul>
Monitor/evaluate	.27	Monitors the effectiveness of school practices and their impact on student learning	<ul style="list-style-type: none"> <li>Continually monitors the effectiveness of the school's curricular practices. • Continually monitors the effectiveness of the school's instructional practices.</li> <li>Continually monitors the effectiveness of the school's assessment practices</li> <li>Remains aware of the impact of the school's practices on student achievement</li> </ul>
Optimize	.20	Inspires and leads new and challenging innovations	<ul style="list-style-type: none"> <li>Inspires teachers and staff to accomplish things that might be beyond their grasp</li> <li>Is the driving force behind major initiatives</li> <li>Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things</li> </ul>
Order	.25	Establishes a set of standard operating procedures and routines	<ul style="list-style-type: none"> <li>Provides and reinforces clear structures, rules, and procedures for teachers and staff</li> <li>Provides and reinforces clear structures, rules, and procedures for students</li> <li>Establishes routines for the effective running of the school that teachers and staff understand and follow</li> </ul>
Outreach	.27	Is an advocate and spokesperson for the school to all stakeholders	<ul style="list-style-type: none"> <li>Ensures the school complies with all district and state mandates</li> <li>Is an advocate of the school with the community at large</li> <li>Is an advocate of the school with parents</li> <li>Is an advocate of the school with central office</li> </ul>
Relationships	.18	Demonstrates awareness of the personal aspects of teachers and staff	<ul style="list-style-type: none"> <li>Is informed about significant personal issues within the lives of teachers and staff</li> <li>Maintains personal relationships with teachers and staff</li> <li>Is aware of the personal needs of teachers and staff</li> <li>Acknowledges significant events in the lives of teachers and staff</li> </ul>
Resources	.25	Provides teachers with materials and professional development necessary for the successful execution of their jobs	<ul style="list-style-type: none"> <li>Ensures that teachers and staff have the necessary materials and equipment</li> <li>Ensures that teachers and staff have the necessary professional development opportunities that directly enhance their teaching</li> </ul>
Situational awareness	.33	Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems	<ul style="list-style-type: none"> <li>Is aware of informal groups and relationships among teachers and staff</li> <li>Is aware of the issues in the school that have not surfaced but could create discord</li> <li>Accurately predicts what could go wrong from day to day</li> </ul>
Visibility	.20	Has quality contacts and interactions with teachers and students	<ul style="list-style-type: none"> <li>Makes systematic and frequent visits to the classroom</li> <li>Is highly visible to students, teachers, and parents</li> <li>Has frequent contact with students</li> </ul>

Adopted: 02-03-92  
Revised: 08-10-15

