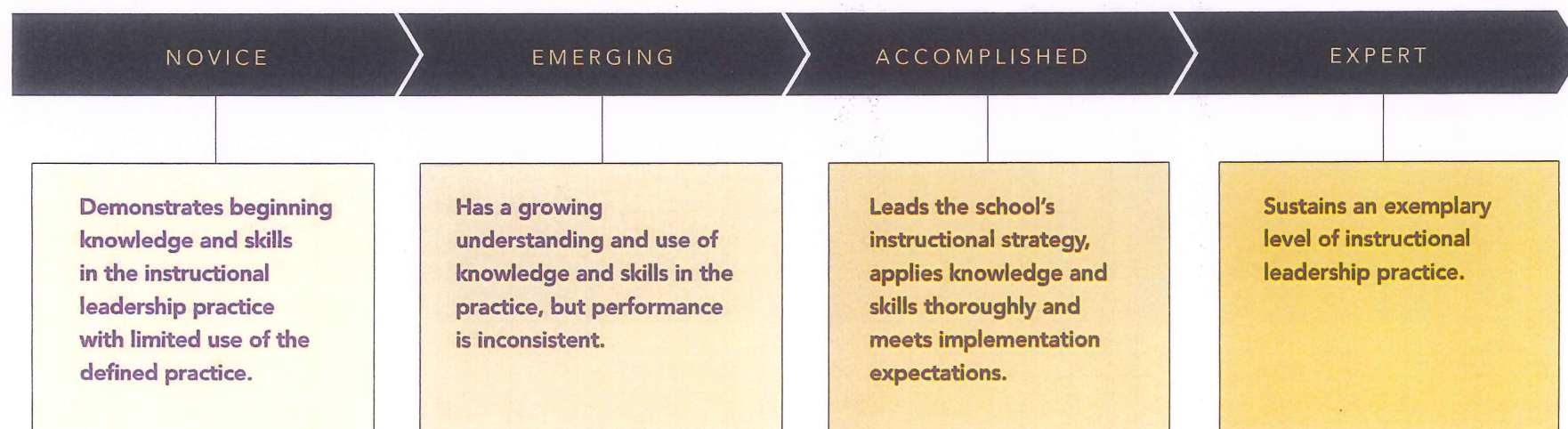




## 4D™ Instructional Leadership Growth Continuum

VERSION 1.0

The *4 Dimensions of Instructional Leadership*™ describes those aspects of instructional leadership deemed most essential to the improvement of instructional practice. The purpose of this leadership continuum is to describe what growth in principals' practice as instructional leaders might look like over time. While not intended to be prescriptive or exhaustive, this document is designed to be instructive and to serve as a tool for self-assessment, personal reflection, goal setting, coaching and as a guide for professional growth. Because the tool does describe growth from early leadership practice to expert leadership practice, the behaviors of one level of expertise are not always inclusive of the behaviors of the prior levels of expertise. The terms used to identify each level of practice are as follows:





## CENTER *for* EDUCATIONAL LEADERSHIP

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# Vision, Mission and Learning-focused Culture

## Vision and Mission

NOVICE	EMERGING	ACCOMPLISHED	EXPERT
<ul style="list-style-type: none"> <li>Develops a school vision and mission with minimal input from the staff, students and the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Invites input and involvement from the staff, students and school community in the development of a vision and mission.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively engages staff, students and the school community in developing a vision and mission that together provide a clear direction for quality teaching and learning and the academic success for every student.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively engages staff, students and the school community in the development and/or revision of a vision and mission that together provide a clear direction for the academic success of every student. Encourages staff and student ownership in the mission of the school.</li> </ul>
<ul style="list-style-type: none"> <li>Acts and speaks in ways that are sometimes interpreted as unaligned to the school's vision, mission and values.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects the school's vision, mission and values when communicating with others.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects the school's vision, mission and values in both words and actions.</li> </ul>	<ul style="list-style-type: none"> <li>Works with staff and students to help ensure that everyone's words and actions are aligned to the vision, mission and values of the school.</li> </ul>
<ul style="list-style-type: none"> <li>Articulates the importance of all decisions being aligned to the vision and mission of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Works to ensure that all administrative decisions made on behalf of the school are aligned with the vision and mission.</li> </ul>	<ul style="list-style-type: none"> <li>Works to ensure that all decisions made on behalf of the school are aligned with the vision and mission. Challenges staff decisions and the decisions of others that are not aligned to the vision and mission.</li> </ul>	<ul style="list-style-type: none"> <li>Ensures that all decisions made on behalf of the school are aligned with the vision and mission and challenges decisions and actions that are not. Keeps the vision and mission at the forefront of all decision-making forums.</li> </ul>
<ul style="list-style-type: none"> <li>Articulates the attributes of a growth mindset and its importance in working toward the school's vision and mission.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in discussion with staff about the value of a growth mindset and how it should relate to the school's instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>Models a growth mindset to drive the school's instructional goals.</li> </ul>	<ul style="list-style-type: none"> <li>Models a growth mindset to drive the school's instructional goals and encourages staff, students and parents to adopt this mindset.</li> </ul>



# Vision, Mission and Learning-focused Culture

## Learning-focused Culture

4D™ INSTRUCTIONAL LEADERSHIP GROWTH CONTINUUM

NOVICE	EMERGING	ACCOMPLISHED	EXPERT
<ul style="list-style-type: none"> <li>Establishes goals in isolation or with limited input for compliance with state or local policies and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>With limited input from staff, establishes measurable goals that are aligned to the vision and mission of academic success for every student.</li> </ul>	<ul style="list-style-type: none"> <li>Implements data systems that provide actionable information and collects and uses data with staff to establish measurable goals aligned to the school's vision and mission. Works with staff to develop, monitor, assess and revise the plan to achieve the goals.</li> </ul>	<ul style="list-style-type: none"> <li>Implements and monitors data systems that provide actionable information and collaborates with staff to establish data-driven, measurable goals aligned to the vision and mission of academic success for every student. Monitors, assesses and revises the plan while promoting continuous, sustainable improvement.</li> </ul>
<ul style="list-style-type: none"> <li>Articulates the importance of culturally responsive learning, but when working with staff, does not make the connection of culturally responsive learning to classroom environment and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Articulates the importance of culturally responsive learning within the district's written curriculum and makes connections to some instructional strategies and individual students' learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>Fosters culturally responsive teaching and learning within the curriculum that is actually taught and provides teachers with professional development in order to ensure teachers have the knowledge and skills they need to ensure individual students' learning needs are met.</li> </ul>	<ul style="list-style-type: none"> <li>Fosters culturally responsive teaching and learning within the curriculum that is taught and provides teachers with coaching and professional development to ensure individual students' learning needs are met and that the classroom experience promotes students' sense of self. Demonstrates and uses culturally responsive practices in all interactions with the school community.</li> </ul>
<ul style="list-style-type: none"> <li>Has an expectation that students will improve based on annual test data. Creates grade-level/content area goals.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and articulates expectations for a results-focused learning environment. Creates grade-level/content area goals based on annual test data.</li> </ul>	<ul style="list-style-type: none"> <li>Creates and maintains a results-focused learning environment based on clearly established data-driven goals that underscore high expectations for every student and every staff.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively creates and maintains a results-focused learning environment based on clearly established data-driven goals that underscore high expectations for every student and every staff. Reviews and revises these goals using multiple sources of disaggregated data to measure progress and ensure that achievement gaps between student groups are eliminated.</li> </ul>
<ul style="list-style-type: none"> <li>Works to understand culture and to build a culture of shared accountability.</li> </ul>	<ul style="list-style-type: none"> <li>Builds a culture of shared accountability for school climate and test scores.</li> </ul>	<ul style="list-style-type: none"> <li>Builds and sustains a culture of shared accountability among staff for the academic success of students.</li> </ul>	<ul style="list-style-type: none"> <li>Builds and sustains a culture of shared accountability for staff, students and the school as a whole for the academic success of each student in the school community.</li> </ul>

# Improvement of Instructional Practice

## Shared Vision of Effective Instruction

NOVICE	EMERGING	ACCOMPLISHED	EXPERT
<ul style="list-style-type: none"> <li>Has a vision for classroom instruction that is based primarily upon personal experience and the principal's understanding of the district's teacher evaluation system. Principal and teacher interactions reveal that teachers are unaware of the principal's vision for instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Uses an instructional framework to collect and analyze observation data during some classroom visits. Principal and teacher conversations reveal differences in the descriptions of what the principal and teachers saw and heard as well as differences in the language they use to describe what was observed.</li> </ul>	<ul style="list-style-type: none"> <li>Uses an instructional framework to establish and communicate a common language and shared vision for effective instructional practice. Principal and teacher conversations reveal similarities in the way they describe what teachers and students should be saying and doing.</li> </ul>	<ul style="list-style-type: none"> <li>Engages teachers collaboratively in the use of an instructional framework to collect and analyze observation data. Conducts conversations with teachers that reveal shared understanding and common language of quality instructional practice that provides equitable learning experiences for all students.</li> </ul>
<ul style="list-style-type: none"> <li>Has limited knowledge of state standards or how to use them to drive instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Uses knowledge of state standards to ensure student learning is aligned with grade-level standards in some content areas and/or for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Understands state standards and ensures student learning is aligned with grade-level standards that drive instruction for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Engages teachers in the discussion of the instructional practices driven by standards to build and sustain a shared vision and common language about quality instruction.</li> </ul>



# Improvement of Instructional Practice

## Observation and Analysis

NOVICE	EMERGING	ACCOMPLISHED	EXPERT
<ul style="list-style-type: none"> <li>Conducts classroom observations and discussions that are based upon past teaching experiences, personal expectations and the principal's interpretation of the teacher evaluation for instructional practice. Uses classroom observation data to confirm perceived strengths and weaknesses in instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Uses an instructional framework to collect and analyze observation data to assess individual teacher practice.</li> </ul>	<ul style="list-style-type: none"> <li>Uses an instructional framework to collect and analyze all observation data to assess individual practice and to identify trends in teaching practice across content areas and grade levels. Identifies areas of teacher and student strength.</li> </ul>	<ul style="list-style-type: none"> <li>Engages with teachers and instructional staff in the use of an instructional framework to collect and analyze observation data to assess individual teaching practice and to identify trends in teaching practice across content areas and across grade levels.</li> </ul>
<ul style="list-style-type: none"> <li>Takes some notes during classroom observations, gathering some general, evaluative data.</li> </ul>	<ul style="list-style-type: none"> <li>Gathers descriptive and specific classroom observation data to assess and improve individual teacher practice.</li> </ul>	<ul style="list-style-type: none"> <li>Uses descriptive and specific classroom observation data and student work to engage staff in assessing and improving teacher and leader practice.</li> </ul>	<ul style="list-style-type: none"> <li>Develops the capacity of teachers to use descriptive and specific classroom observation data and student work to assess and improve teacher practice.</li> </ul>
<ul style="list-style-type: none"> <li>Collects instructional practice data from one or two points in time.</li> </ul>	<ul style="list-style-type: none"> <li>Collects and analyzes instructional practice data from multiple points in time for use within a process for improving teacher practice. In compliance with local and state expectations, identifies a next step for leadership practice.</li> </ul>	<ul style="list-style-type: none"> <li>Collects and analyzes instructional practice and student learning data from multiple points in time for use within an inquiry cycle for next steps in improving teacher practice, student learning and leadership practice.</li> </ul>	<ul style="list-style-type: none"> <li>Engages with teachers and instructional staff to analyze classroom observation data within cycles of inquiry to determine and implement next steps for improving instructional leadership practice. Data is used to assess and analyze impact on student learning.</li> </ul>

# Improvement of Instructional Practice

## Support for Teacher Growth

NOVICE	EMERGING	ACCOMPLISHED	EXPERT
<ul style="list-style-type: none"> <li>Provides a single support for all teachers based on personal preference, what is currently in place or district initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Provides feedback and a single support that is connected to instructional practice data or provides a variety of supports that have not been intentionally aligned to instructional practice data.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a variety of supports, such as ongoing feedback, professional development, coaching and professional learning communities that are connected to instructional practice data aligned to specific instructional practice goals.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a variety of supports that are connected to instructional practice data aligned to specific instructional practice goals that address the needs of the diverse school staff and that are based upon knowledge of adult learning and development.</li> </ul>
<ul style="list-style-type: none"> <li>Gives feedback that points out what the principal liked about the lesson and the principal's opinions of the teacher's areas for growth. Feedback is deficit-based.</li> </ul>	<ul style="list-style-type: none"> <li>Uses descriptive instructional practice data to identify strengths in teaching practice. Feedback is general, primarily deficit-based and typically non-actionable.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a strengths-based stance to give feedback to teachers around a specific instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>Develops the capacity of teachers to take a strengths-based stance to give feedback to students and colleagues.</li> </ul>
<ul style="list-style-type: none"> <li>Plans professional development for the whole staff based on summative test scores, national trends in professional development, district initiatives, personal preference and/or teacher suggestions and requests.</li> </ul>	<ul style="list-style-type: none"> <li>Understands how to use instructional practice data and evidence of student gaps in learning to identify, plan and implement professional development for the whole staff.</li> </ul>	<ul style="list-style-type: none"> <li>Uses inquiry to collect instructional practice data and evidence of student gaps in learning to identify, plan and implement all types of professional development for individuals and the whole staff.</li> </ul>	<ul style="list-style-type: none"> <li>Develops the capacity of teachers to use inquiry in the classroom and at the school level to examine and identify solutions for student problems of learning and associated instructional problems of practice.</li> </ul>
<ul style="list-style-type: none"> <li>Assumes that providing professional development will result in immediate and consistent implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Uses data to monitor professional development implementation. Assumes lack of implementation is the result of teacher will.</li> </ul>	<ul style="list-style-type: none"> <li>Uses instructional practice data to analyze the impact of the variety of supports, such as feedback, coaching and professional development, on teacher practice. Adjusts supports according to data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes the impact of the variety of supports, such as feedback, coaching and professional development, on student learning. Adjusts supports according to data analysis.</li> </ul>



## Allocation of Resources

### Marshaling Resources

NOVICE	EMERGING	ACCOMPLISHED	EXPERT
<ul style="list-style-type: none"> <li>Determines resource needs by considering staff requests and student performance on standardized assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Uses student performance data and instructional practice data to determine instructional resource needs.</li> </ul>	<ul style="list-style-type: none"> <li>Working with instructional leadership team, uses disaggregated student learning and teacher practice data aligned with vision and mission and considers patterns of student achievement and learning diversity to determine resource needs.</li> </ul>	<ul style="list-style-type: none"> <li>Involves key stakeholders in determining resource needs based upon disaggregated student learning and teacher practice data aligned with vision and mission to address academic, cultural, linguistic, socioeconomic and learning diversity needs.</li> </ul>
<ul style="list-style-type: none"> <li>Identifies existing resources to give teachers equal access in order to benefit student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and leverages existing resources, such as money, space and materials, to benefit students.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and leverages existing resources, such as money, technology, space, materials and expertise, to benefit all students equitably.</li> </ul>	<ul style="list-style-type: none"> <li>Engages key stakeholders to identify and leverage existing resources, including time, money, technology, space, materials, expertise and partnerships, to benefit all students equitably.</li> </ul>
<ul style="list-style-type: none"> <li>Builds schedule, budget and staff assignments to maintain current practices.</li> </ul>	<ul style="list-style-type: none"> <li>Makes adjustments to schedules, budget and staff assignments to reflect staff requests and to benefit students.</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts schedules, budget and staffing patterns, including collaborative planning time, to provide the maximum benefit to all students.</li> </ul>	<ul style="list-style-type: none"> <li>Engages stakeholders to make adjustments to schedules, budget, staffing patterns and collaborative planning time to provide the maximum benefit to all students.</li> </ul>
<ul style="list-style-type: none"> <li>Gathers new resources to respond to teacher and parent requests and new demands due to changes in student population and district requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks new resources to support student learning, teacher instructional practice and new demands due to changes in student population and/or to meet the requirements of the school improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>Proactively seeks additional resources to support strategic priorities to improve teacher practice and student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Proactively seeks additional resources and networks with external partners and applies innovative thinking to support strategic priorities to improve teacher practice and student learning.</li> </ul>



# Allocation of Resources

## Deploying Resources

NOVICE	EMERGING	ACCOMPLISHED	EXPERT
<ul style="list-style-type: none"> <li>Independently or with input from other school leaders makes decisions about the allocation of instructional resources in order to maintain current instructional practices.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and implements processes for the allocation of instructional resources.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and implements a variety of decision-making processes for the equitable allocation of resources to address problems of student learning and teacher practice. Clearly communicates which process is being used and why.</li> </ul>	<ul style="list-style-type: none"> <li>Works with the leadership team to establish and implement a variety of decision-making processes for the equitable allocation of all resources to address problems of student learning and teacher practice. Clearly articulates which process is being used and why. Identifies gaps in the resources and finds ways to address the resource gaps.</li> </ul>
<ul style="list-style-type: none"> <li>Allocates resources equally to address teaching and learning. Some resources, particularly human resources, are used for administrative support such as bus duty or monitoring recess rather than instructional support. Some resources, such as materials and money, are not fully expended during the year.</li> </ul>	<ul style="list-style-type: none"> <li>Allocates available resources equally to address problems of student learning. Resources such as human resources, materials and money are fully aligned to their intended purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Develops and articulates an implementation plan for instructional initiatives that ensures that all resources are fully used to support teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Works with the leadership team to develop and articulate an implementation plan for instructional initiatives that ensures that all resources are fully used to address teaching and learning.</li> </ul>
<ul style="list-style-type: none"> <li>Makes decisions about changes in the use of instructional resources based on district guidelines and/or staff perceptions and input.</li> </ul>	<ul style="list-style-type: none"> <li>Makes decisions about refinement or continuation of instructional programs based upon teacher practice and student performance data.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes the effectiveness of programs and makes decisions about program refinement, continuation and resource allocation based upon disaggregated student learning and teacher practice data. Communicates rationale for decisions with staff and parents.</li> </ul>	<ul style="list-style-type: none"> <li>Works with the leadership team to examine and assess the effectiveness of instructional programs. Uses disaggregated data from program assessment and student outcomes to make decisions on adjustment, refinement or continuation of instructional programs and resources. Communicates rationale for decisions with appropriate stakeholders.</li> </ul>
<ul style="list-style-type: none"> <li>Manages the school budget according to district policy.</li> </ul>	<ul style="list-style-type: none"> <li>Manages public funds according to the legal requirements outlined in official policy.</li> </ul>	<ul style="list-style-type: none"> <li>Acts as a steward of public funds.</li> </ul>	<ul style="list-style-type: none"> <li>Acts as a steward of public funds and maximizes the use of these funds to advance the mission and vision of the school and to improve the teaching and learning experience so that all students can achieve at optimum levels.</li> </ul>

# Management of Systems and Processes

## Talent Management

NOVICE	EMERGING	ACCOMPLISHED	EXPERT
<ul style="list-style-type: none"> <li>Hires new teachers based on available openings. Collects observation data for teacher support.</li> </ul>	<ul style="list-style-type: none"> <li>Uses data for recruiting and selecting staff. Uses observation data for supporting and evaluating teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple sources of data, including teaching effectiveness standards, to establish priorities for recruiting and selecting a high-quality staff, supporting and evaluating teachers and making personnel decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Triangulates multiple sources of data, including teacher effectiveness standards, to establish short-term and long-term strategic priorities for recruiting and selecting a high-quality staff, supporting and evaluating teachers and making personnel decisions. Leverages successes and minimizes challenges in teacher effectiveness and student performance.</li> </ul>
<ul style="list-style-type: none"> <li>Supports new teacher induction.</li> </ul>	<ul style="list-style-type: none"> <li>New teachers participate in the district induction program.</li> </ul>	<ul style="list-style-type: none"> <li>Implements an induction plan for staff new to the school that is aligned to the school mission, vision and instructional framework.</li> </ul>	<ul style="list-style-type: none"> <li>Implements a multi-tiered induction plan that provides support aligned to school mission and vision and an instructional framework.</li> </ul>
<ul style="list-style-type: none"> <li>Assigns teachers for standard duties (grade-level meetings, committees, bus duty, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Provides opportunities for teachers to develop their coaching and collaboration skills (grade-level planning, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Engages in ongoing succession planning by providing continuous opportunities for instructional staff to grow and develop their leadership skills and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>Continually refines succession planning based on continuous monitoring of staff's individual and collective strengths, interests and needs of the school.</li> </ul>



# Management of Systems and Processes

## Professional Growth

NOVICE	EMERGING	ACCOMPLISHED	EXPERT
<ul style="list-style-type: none"> <li>Provides optional opportunities for teachers to collaborate.</li> </ul>	<ul style="list-style-type: none"> <li>Provides time and space for both content and grade-level teacher collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Creates and maintains a supportive working environment. Provides the time, space and resources for ongoing, genuine and meaningful teacher collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Creates and maintains a supportive working environment. Provides the flexible time, space and resources for ongoing, genuine and meaningful teacher collaboration around student and teacher learning needs.</li> </ul>
<ul style="list-style-type: none"> <li>Models individual decision-making and primarily independent ways of working.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to model effective collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Models and facilitates effective collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Models and facilitates effective collaboration that is reflected in teachers' work and the school's collaborative structures and processes.</li> </ul>
<ul style="list-style-type: none"> <li>Provides opportunities for teacher professional development to comply with the district plan priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Provides opportunities for teacher professional development through whole-staff presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Develops and implements a process to identify multiple types of professional development (observing each other's practice, coaching, modeling, lesson study, cycle of inquiry, peer-to-peer teaming, etc.) based on individual needs of teachers aligned to the vision and mission of academic success for every student.</li> </ul>	<ul style="list-style-type: none"> <li>Using the ongoing analysis of data, implements a collaborative process to identify differentiated types of professional development (observing each other's practice, coaching, modeling, lesson study, cycle of inquiry, peer-to-peer teaming, etc.) based on identified needs of each individual teacher aligned to the vision and mission of academic success for every student.</li> </ul>
<ul style="list-style-type: none"> <li>Provides whole-group presentations as the primary form of professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development is planned as one-day or multi-day workshops.</li> </ul>	<ul style="list-style-type: none"> <li>Implements a comprehensive approach for supporting and developing staff using appropriate modes and structures.</li> </ul>	<ul style="list-style-type: none"> <li>Provides opportunities for teachers to take ownership for ensuring their own continuous professional growth by reflecting on their instructional practice data and student performance and setting professional growth goals using differentiated modes and structures.</li> </ul>



# Management of Systems and Processes

## Structures of Support

NOVICE	EMERGING	ACCOMPLISHED	EXPERT
<ul style="list-style-type: none"> <li>• Works to apply the elements of planning and implementing when exercising leadership responsibilities, such as school improvement planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies the elements of planning, implementing, communicating and monitoring when exercising leadership responsibilities, such as school improvement planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies the elements of planning, implementing, advocating, supporting, communicating and monitoring when exercising leadership responsibilities, such as school improvement planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with teachers to apply the elements of planning, implementing, advocating, supporting, communicating and monitoring when exercising leadership responsibilities, such as school improvement planning.</li> </ul>
<ul style="list-style-type: none"> <li>• Uses different processes for curriculum development and school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Designs and implements processes for curriculum development, assessment (including formative, summative, interim, etc.) and school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes structures and decision-making processes for curriculum development, comprehensive assessment (including formative, summative, interim, etc.), school improvement and performance management.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboratively establishes, monitors and evaluates the effectiveness of structures and decision-making processes for curriculum development, comprehensive assessment (including data from formative, summative, interim, etc.), school improvement and performance management. Makes continuous adjustments based on emerging teacher practice and student learning needs.</li> </ul>
<ul style="list-style-type: none"> <li>• Updates staff regarding new structures, policies and processes without a rationale.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates annually with staff about the rationale for all structures and decision-making processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuously communicates with staff the rationale for all structures and decision-making processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuously communicates and engages staff in assessing the rationale for all structures and decision-making processes.</li> </ul>
<ul style="list-style-type: none"> <li>• Relies primarily on summative test score data to measure and monitor the effect of staff performance on student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on observation and assessment data for instructional improvement to measure and monitor the performance of all staff and the impact of instructional programs on student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and implements a performance management system that measures and monitors the performance of all staff and the impact of instructional programs on student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements a performance management system that measures and supports growth in the performance of all adults and the impact of instructional programs on student achievement. Establishes a schoolwide culture around continuous improvement and transparency in performance.</li> </ul>
<ul style="list-style-type: none"> <li>• Uses data to assess and monitor school improvement at year-end.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses observation and student assessment data to plan for and monitor improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops processes and structures using both observation and student assessment data to plan for and monitor instructional improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboratively develops processes and structures using both observation and student assessment data to plan for and monitor instructional improvement and to provide differentiated support for staff and students.</li> </ul>
<ul style="list-style-type: none"> <li>• Attempts to establish effective codes of conduct for student behavior with a focus on learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes codes of conduct with a focus on maintaining a climate for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Protects teaching and learning from disruptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages staff and students in sustaining a culture of learning and protects teaching and learning from disruptions.</li> </ul>