

Principals Continuum	Instructional Leadership Growth Continuum			
DRAFT 3, last update: 3/5/18				
	NOVICE	EMERGING	ACCOMPLISHED	EXPERT
	Demonstrates beginning knowledge and skills in the instructional leadership practice with limited use of the defined practice.	Has a growing understanding and use of knowledge and skills in the practice, but performance is inconsistent.	Leads the District's instructional strategies, applies knowledge and skills thoroughly and meets implementation expectations.	Sustains an exemplary level of instructional leadership practice.
Principals Continuum	Vision, Mission and Learning-focused Culture			
DRAFT 3, last update: 3/5/18	Vision and Mission			
COMPONENT	NOVICE	EMERGING	ACCOMPLISHED	EXPERT
COMPONENT #1 <ul style="list-style-type: none"> Develops a mission and vision. 	<ul style="list-style-type: none"> Develops a school vision and mission with minimal input from the staff, students and the school community. 	<ul style="list-style-type: none"> Invites input and involvement from the students, staff, and community in the development of a vision and mission. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
COMPONENT #2 <ul style="list-style-type: none"> Lives the mission and vision. 	<ul style="list-style-type: none"> Acts and speaks in ways that are sometimes interpreted as unaligned to the school's vision, mission and values. 	<ul style="list-style-type: none"> Reflects the school's vision, mission and values when communicating with others. 	<ul style="list-style-type: none"> Reflects the school's vision, mission and values in both words and actions. 	<ul style="list-style-type: none"> 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.

Principals Continuum	Vision, Mission and Learning-focused Culture				
DRAFT 3, last update: 3/5/18	Learning-focused Culture				
COMPONENT	NOVICE	EMERGING	ACCOMPLISHED	EXPERT	
COMPONENT #1 <ul style="list-style-type: none"> Goal setting through data-based improvement planning. Improvement planning process. Verbs. Establish, implement, monitor, assess, revise. Establishing measurable goals aligned to vision and mission. Establish goals. Establish goals that align to school's vision and mission. Goals setting. Goal Setting. 	<ul style="list-style-type: none"> Establishes goals in isolation or with limited input for compliance with state or local policies and expectations. 	<ul style="list-style-type: none"> With limited input from staff, establishes measurable goals that are aligned to the vision and mission of academic success for every student. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
COMPONENT #2 <ul style="list-style-type: none"> Cultural responsiveness. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Fosters culturally responsive teaching and learning within the curriculum that is actually taught and provides teachers with professional development in order to ensure staff have the knowledge and skills they need to ensure individual students' learning needs are met. 	<ul style="list-style-type: none"> 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. 	

COMPONENT #3 <ul style="list-style-type: none">Results-focused learning environment.	<ul style="list-style-type: none">Has an expectation that students will improve based on annual test data. Creates grade-level/content area goals.	<ul style="list-style-type: none">Establishes and articulates expectations for a results-focused learning environment. Creates grade level/content goals based on annual test data.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.
COMPONENT #4 <ul style="list-style-type: none">Shared accountability.	<ul style="list-style-type: none">Works to understand culture and to build a culture of shared accountability.	<ul style="list-style-type: none">Builds a culture of shared accountability for school climate and test scores.	<ul style="list-style-type: none">Builds and sustains a culture of shared accountability among staff for the academic success of students.	<ul style="list-style-type: none">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 community.

Principals Continuum	Improvement of Instructional Practice					
DRAFT 3, last update: 3/5/18	Shared Vision of Effective Instruction					
COMPONENT	NOVICE	EMERGING	ACCOMPLISHED	EXPERT		
COMPONENT #1 <ul style="list-style-type: none">Use of instructional framework.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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 teacher saw and heard as well as differences in the language they use to describe what was observed.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.		
COMPONENT #2 <ul style="list-style-type: none">Standards based instruction.	<ul style="list-style-type: none">Has limited knowledge of state standards or how to use them to drive instruction.	<ul style="list-style-type: none">Uses knowledge of state standards to ensure student learning is aligned with grade-level standards in some content areas and/or for some students.	<ul style="list-style-type: none">Understands state standards and ensures student learning is aligned with grade-level standards that drive instruction for all students.	<ul style="list-style-type: none">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.		

Principals Continuum	Improvement of Instructional Practice				
DRAFT 3, last update: 3/5/18	Observation and Analysis				
COMPONENT	NOVICE	EMERGING	ACCOMPLISHED	EXPERT	
COMPONENT #1 <ul style="list-style-type: none">Observation data used to assess practice.	<ul style="list-style-type: none">Conducts classroom observations and discussions that are based upon past teaching experience, 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.	<ul style="list-style-type: none">Uses an instructional framework to collect and analyze observation data to assess individual teacher practice.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.	
COMPONENT #2 <ul style="list-style-type: none">Observation data used to improve practice.	<ul style="list-style-type: none">Takes some notes during classroom observations, gathering some general, evaluative data.	<ul style="list-style-type: none">Gathers descriptive and specific classroom observation data to assess and improve individual teacher practice.	<ul style="list-style-type: none">Uses descriptive and specific classroom observation data and student work to engage staff in assessing and improving teacher and leader practice.	<ul style="list-style-type: none">Develops the capacity of teachers to use descriptive and specific classroom observation data and student work to assess and improve teacher practice.	
COMPONENT #3 <ul style="list-style-type: none">Collection and analysis of instructional practice data.Multiple sources of data to improve practice.Frequency of data collection.Use of observation data.Verbs: Collect, analyze, engage, use, assess. Quantity of classroom data over time.Data analysis over time.Analyzing instructional practice data.	<ul style="list-style-type: none">Collects instructional practice data from one or two points in time.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.	

Principals Continuum	Improvement of Instructional Practice			
DRAFT 3, last update: 3/5/18	Support of Teacher Growth			
COMPONENT	NOVICE	EMERGING	ACCOMPLISHED	EXPERT
COMPONENT #1 <ul style="list-style-type: none"> Levels of support for teacher growth. 	<ul style="list-style-type: none"> Provides a single support for all teachers based on personal preference, what is currently in place or district initiatives. 	<ul style="list-style-type: none"> Provides feedback and a single support that is connected to instructional practice data or provides a variety of support that have not been intentionally aligned to instructional practice data. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
COMPONENT #2 <ul style="list-style-type: none"> Feedback. 	<ul style="list-style-type: none"> Gives feedback that points out what the principal liked about the visit and the principal's opinions of the teacher's areas for growth. Feedback is deficit-based. 	<ul style="list-style-type: none"> Uses descriptive instructional practice data to identify strengths in teaching practice. Feedback is general, primarily deficit-based and typically non-actionable. 	<ul style="list-style-type: none"> Uses a strengths-based stance to give feedback to teachers around a specific instructional practice. 	<ul style="list-style-type: none"> Develops the capacity of teachers to take a strengths-based stance to give feedback to students and colleagues.
COMPONENT #3 <ul style="list-style-type: none"> Professional development. 	<ul style="list-style-type: none"> Plans professional development for the whole staff based on summative test scores, national trends in professional development, district initiatives, personal preference and/or suggestions and requests. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
COMPONENT #4 <ul style="list-style-type: none"> Impact of PD on student learning. Implementation and impact of PD. PD impact. Implementation of PD. Monitor professional development. 	<ul style="list-style-type: none"> Assumes that providing professional development will result in immediate and consistent implementation. 	<ul style="list-style-type: none"> Uses data to monitor professional development implementation. Assumes lack of implementation is the result of teacher will. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Analyzes the impact of the variety of supports, such as feedback, coaching and professional development, on student learning. Adjusts supports according to data analysis.

Principals Continuum	Allocation of Resources				
DRAFT 3, last update: 3/5/18	Marshaling Resources				
COMPONENT	NOVICE	EMERGING	ACCOMPLISHED	EXPERT	
COMPONENT #1 <ul style="list-style-type: none"> Determining resource needs. Determining resource needs. Determining resources. Determine resource needs. Needs based resources. Analyzing needs. Identify resource needs. 	<ul style="list-style-type: none"> Determine resource needs by considering staff requests and student performance on standardized assessments. 	<ul style="list-style-type: none"> Uses student performance data and instructional practice data to determine instructional resource needs. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	
COMPONENT #2 <ul style="list-style-type: none"> Identifies existing resources. Identifying existing resources. Identify and leverage resources. Use of existing instructional resources. Equitable utilization of resources. Efficient use of existing resources. Identify existing resources. 	<ul style="list-style-type: none"> Identifies existing resources to give teachers equal access in order to benefit student learning. 	<ul style="list-style-type: none"> Identifies and leverages existing resources, such as money, space and materials, to benefit students. 	<ul style="list-style-type: none"> Identifies and leverages existing resources, such as money, technology, space, materials and expertise, to benefit all students equitably. 	<ul style="list-style-type: none"> Engages key stakeholders to identify and leverage existing resources, including time, money, technology, space, materials, expertise and partnerships, to benefit all students equitably. 	
COMPONENT #3 <ul style="list-style-type: none"> Deploying schedules, budget and staffing. Schedules, budgets and staffing. Adjust school systems to benefit students. Leverage of operational resources. Equitable utilization of budgetary practice. Responsive use of human resources and time and money. Budgeting, scheduling and staffing. 	<ul style="list-style-type: none"> Builds schedule, budget and staff assignments to maintain current practices. 	<ul style="list-style-type: none"> Makes adjustments to schedules, budget and staff assignments to reflect staff requests and to benefit students. 	<ul style="list-style-type: none"> Adjusts schedules, budget and staffing patterns, including collaborative planning time, to provide the maximum benefit to all students. 	<ul style="list-style-type: none"> Engages stakeholders to make adjustments to schedules, budget, staffing patterns and collaborative planning time to provide the maximum benefit to all students. 	

Principals Continuum	Allocation of Resources				
DRAFT 3, last update: 3/5/18	Deploying Resources				
COMPONENT	NOVICE	EMERGING	ACCOMPLISHED	EXPERT	
COMPONENT #1 <ul style="list-style-type: none"> Allocation of instructional resources. Utilizes data to deploy resources. Collaboration of resource allocation. Process for resource allocation. Process for allocation of resources. Allocation process. Equitable allocation of resources (what and why). 	<ul style="list-style-type: none"> Independently or with input from other school leaders makes decisions about the allocation of instructional resources in order to maintain current instructional practices. 	<ul style="list-style-type: none"> Establishes and implements processes for the allocation of instructional resources. 	<ul style="list-style-type: none"> Establishes and implements a variety of decision-making processes for the equitable allocation of resources to address problems of student learning and practice. Clearly communicates which process is being used and why. 	<ul style="list-style-type: none"> 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. 	
COMPONENT #2 <ul style="list-style-type: none"> Plan for instructional initiatives. Analyzing and develop a plan to allocate resources. Resource allocation. Implement resources. Use of resources for teaching and learning. Alignment of resources to instructional initiatives. 	<ul style="list-style-type: none"> Allocates resources equally to address teaching and learning. Some resources, particularly human resources, are used for administrative support such as bus duty or monitoring g recess rather than instructional support. Some resources, such as materials and money, are not fully expended during the year. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Develops and articulates an implementation plan for instructional initiatives that ensures that all resources are fully used to support schools, teaching and learning. 	<ul style="list-style-type: none"> 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 schools, and learning. 	

COMPONENT #3 <ul style="list-style-type: none">Assess the effectiveness of instructional programs.Makes decisions on instructional resources.Deploy resources based on need.Monitor resources.Reallocation of resources as necessary.Evaluation of instructional programs.Analyzing and adjusting use of resources.	<ul style="list-style-type: none">Makes decisions about changes in the use of instructional resources based on district guidelines and/or staff perceptions and input.	<ul style="list-style-type: none">Makes decisions about refinement or continuation of instructional programs based upon teacher practice and student performance data.	<ul style="list-style-type: none">Analyzes the effectiveness of programs and makes decisions about program refinement, continuation and resource allocation based upon disaggregated student learning, administrators, and teacher practice data. Communicates rationale for decisions with staff and parents.	<ul style="list-style-type: none">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.
COMPONENT #4 <ul style="list-style-type: none">Management of public funds.Manage resources for student learning.School budget.Use of school budget.Stewardship of public funds.Budget management.Stewardship of public funds.	<ul style="list-style-type: none">Manages the school budget according to district policy.	<ul style="list-style-type: none">Manages public funds according to the legal requirements outlined in official policy.	<ul style="list-style-type: none">Acts as a steward of public funds.	<ul style="list-style-type: none">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.

Principals Continuum	Management of Systems and Processes				
DRAFT 3, last update: 3/5/18	Talent Management				
COMPONENT	NOVICE	EMERGING	ACCOMPLISHED	EXPERT	
COMPONENT #1 <ul style="list-style-type: none">Recruit and retain high quality staff.Hiring and evaluation.Hiring well.Recruiting highly qualified staff.Recruitment and hiring.Hiring.Recruitment and support of teachers.	<ul style="list-style-type: none">Hires new staff based on available openings. Collects observation data for teacher support.	<ul style="list-style-type: none">Uses data for recruiting and selecting staff. Uses observation data for supporting and evaluating teachers.	<ul style="list-style-type: none">Uses multiple sources of data, including teaching effectiveness standards, to establish priorities for recruiting and selecting a high-quality staff, supporting and evaluating staff and making personnel decisions.	<ul style="list-style-type: none">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.	
COMPONENT #2 <ul style="list-style-type: none">Establish a teacher induction program.New teacher support.Induction plan.Induction plan implementation.Induction.Onboarding and inducting new staff.New teacher induction.	<ul style="list-style-type: none">Supports new teacher induction.	<ul style="list-style-type: none">New teachers participate in the district induction program.	<ul style="list-style-type: none">Implements an induction plan for staff new to the school that is aligned to the school mission, vision and instructional framework.	<ul style="list-style-type: none">Implements a multi-tiered induction plan that provides support aligned to school mission and vision and an instructional framework.	

Principals Continuum	Management of Systems and Processes				
DRAFT 3, last update: 3/5/18	Professional Growth				
COMPONENT	NOVICE	EMERGING	ACCOMPLISHED	EXPERT	
COMPONENT #1 <ul style="list-style-type: none">Maintains supportive working environment.Supports teacher growth.Establishing a collaborative working environment.Culture for collaboration.Collaborative working environment.Collaborative opportunities.Creates an environment for professional growth.	<ul style="list-style-type: none">Provides optional opportunities for teachers to collaborate.	<ul style="list-style-type: none">Provides time and space for both content and grade-level teacher collaboration.	<ul style="list-style-type: none">Creates and maintains a supportive working environment. Provides the time, space and resources for ongoing, genuine and meaningful teacher collaboration.	<ul style="list-style-type: none">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.	
COMPONENT #2 <ul style="list-style-type: none">Models and facilitates collaboration.Structures collaboration.Model decision making.Systems for collaboration.Models collaboration.Modeling collaboration.	<ul style="list-style-type: none">Models individual decision-making and primarily independent ways of working.	<ul style="list-style-type: none">Attempts to model effective collaboration.	<ul style="list-style-type: none">Models and facilitates effective collaboration.	<ul style="list-style-type: none">Models and facilitates effective collaboration that is reflected in teachers' work and the school's collaborative structures and processes.	
COMPONENT #3 <ul style="list-style-type: none">Planning professional development.Differentiated PD.Process for professional development.Needs based professional development.	<ul style="list-style-type: none">Provides opportunities for teacher professional development to comply with the district plan priorities.	<ul style="list-style-type: none">Provides opportunities for teacher professional development through whole-staff presentations.	<ul style="list-style-type: none">Develops and implements a process to identify multiple types of professional development (observing each other's practice, coaching, modeling, 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.	<ul style="list-style-type: none">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.	

Principals Continuum	Management of Systems and Processes				
DRAFT 3, last update: 3/5/18	Structures of Support				
COMPONENT	NOVICE	EMERGING	ACCOMPLISHED	EXPERT	
COMPONENT #1 • School Improvement Process. • Cycle of leadership planning. • Improvement plan. • Improvement process, progress monitoring. • School improvement and planning. • Exercising leadership responsibilities. • School improvement planning and implementation. • Exercising leadership responsibilities.	<ul style="list-style-type: none">• Works to apply the elements of planning and implementing when exercising leadership responsibilities, such as District improvement planning.	<ul style="list-style-type: none">• Applies the elements of planning, implementing, communicating and monitoring when exercising leadership responsibilities, such as school improvement planning.	<ul style="list-style-type: none">• Applies the elements of planning, implementing, advocating, supporting, communicating and monitoring when exercising leadership responsibilities, such as school improvement planning.	<ul style="list-style-type: none">• Collaborates with teachers to apply the elements of planning, implementing, advocating, supporting, communicating and monitoring when exercising leadership responsibilities, such as school improvement planning.	
COMPONENT #2 • Curriculum development. • Curriculum development and assessment. • Curriculum development. • Curriculum and assessment. • Structures and decision-making processes. • Process for curriculum improvement. • Establishes and monitors curriculum development. • Curriculum development and evaluation.	<ul style="list-style-type: none">• Uses different processes for curriculum development and school improvement.	<ul style="list-style-type: none">• Designs and implements processes for curriculum development, assessment (including formative, summative, interim, etc.) and school improvement.	<ul style="list-style-type: none">• Establishes structures and decision-making processes for curriculum development, comprehensive assessment (including formative, summative, interim, etc.), school improvement and performance management.	<ul style="list-style-type: none">• 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.	

<p>COMPONENT #3</p> <ul style="list-style-type: none"> Communication of decision making process. Staff communication. Communication of decision making. Communicates the decision-making process. Communication of structures and decision-making processes. Decision process. Communicate decision making process. Communication. 	<ul style="list-style-type: none"> Updates staff regarding new structures, policies and processes without a rationale. 	<ul style="list-style-type: none"> Communicates annually with staff about the rationale for all structures and decision-making processes. 	<ul style="list-style-type: none"> Continuously communicates with staff the rationale for all structures and decision-making processes. 	<ul style="list-style-type: none"> Continuously communicates and engages staff in assessing the rationale for all structures and decision-making processes.
<p>COMPONENT #4</p> <ul style="list-style-type: none"> Performance management system for student achievement. Performance management system of student achievement. Monitor staff performance and it's impact on student achievement. Monitor the performance of staff and the impact of resources. Performance management of staff. Use of performance management system. Monitors student achievement. 	<ul style="list-style-type: none"> Relies primarily on summative test score data to measure and monitor the effect of staff performance on student achievement. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>COMPONENT #5</p> <ul style="list-style-type: none"> Data for instructional improvement. Use of data for improvement. Use of observation and student achievement data. Data review process. 	<ul style="list-style-type: none"> Uses data to assess and monitor school improvement at year-end. 	<ul style="list-style-type: none"> Uses observation and student assessment data to plan for and monitor improvement. 	<ul style="list-style-type: none"> Develops processes and structures using both observation and assessment data to plan for and monitor instructional improvement. 	<ul style="list-style-type: none"> 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.

<ul style="list-style-type: none">• Utilize assessment data for improvement.• Multiple data sources to monitor instructional improvement.• Use of performance data.• Data driven school improvement.					
COMPONENT #6 <ul style="list-style-type: none">• Culture of/for learning.• Climate/culture of learning.• Culture of learning.• Student behavior support.• Conditions of Learning environment.• Maintains culture of learning.• Culture of learning.• Culture of learning and respect.	<ul style="list-style-type: none">• Attempts to establish effective codes of conduct for staff behavior with a focus on collaboration.	<ul style="list-style-type: none">• Establishes codes of conduct with a focus on maintaining a climate for learning.	<ul style="list-style-type: none">• Protects teaching and learning from disruptions.	<ul style="list-style-type: none">• Engages staff and students in sustaining a culture of learning and protects teaching and learning from disruptions.	