

Domain 1: Teacher Effectiveness and Instructional Leadership for Student Learning

1.1.1 Human Capital Manager - Hiring and Retention

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also :
(1.1.1.HE.1)

Principal recruits, hires, and supports teachers by: (1.1.1.E.1)

Principal recruits, hires, and supports teachers by: (1.1.1.IN.1)

Principal does not recruit, hire, or support effective teachers who share the school's vision/mission by: (1.1.1.I.1)

Monitoring the effectiveness of the systems and approaches in place used to recruit and hire teachers (1.1.1.HE.2)

Reviewing and considering multiple high quality candidates for open positions (1.1.1.E.2)

Occasionally using teachers' displayed levels of effectiveness as the primary factor in recruiting, hiring, and assigning decisions OR using displayed levels of effectiveness as a secondary factor (1.1.1.IN.2)

Rarely or never using teacher effectiveness as a factor in recruiting, hiring, or assigning decisions; (1.1.1.I.2)

Articulating, recruiting, and leveraging the personal characteristics associated with the school's stated vision (i.e. diligent individuals to fit a rigorous school culture, creative risk takers to fit an innovative school culture).
(1.1.1.HE.3)

Aligning personnel decisions with the vision and mission of the school and district (1.1.1.E.3)

Occasionally applying the school's vision/mission to HR decisions (1.1.1.IN.3)

Rarely or never applying the school's vision/mission to HR decisions (1.1.1.I.3)

Regularly seeking input from teachers on their needs and supporting/equipping them in ways which help them develop and feel satisfied and successful in their work
(1.1.1.HE.4)

Supporting and equipping teachers in ways needed to do their work (1.1.1.E.4)

Supporting and equipping some, but not all teachers in ways needed to do their work (1.1.1.IN.4)

Rarely or never equipping teachers in ways needed to do their work (1.1.1.I.4)

Using consistent principles of personal excellence and effective teaching skills as the primary factor in recruiting, hiring, and assigning decisions (1.1.1.E.5)

1.1.2 Human Capital Manager - Evaluation of teachers

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also:
(1.1.2.HE.1)

Principal prioritizes and applies teacher evaluations by: (1.1.2.E.1)

Principal prioritizes and applies teacher evaluations by: (1.1.2.IN.1)

Principal does not prioritize and apply teacher evaluations by: (1.1.2.I.1)

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? Consistently improves the evaluation process through inter-rater reliability exercises, evaluation data analysis, collegial discussion of indicators of excellence, and devoting time to learning and improving professional practices in observation and coaching of teachers (1.1.2.HE.2)	Creating the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building (1.1.2.E.2)	Creating insufficient time and/or resources necessary to ensure the accurate evaluation of every teacher in the building (1.1.2.IN.2)	Failing to create the time and/or resources necessary to ensure the accurate evaluation of every teacher in the building (1.1.2.I.2)
	Using teacher evaluations to credibly differentiate the performance of teachers as evidenced by an alignment between teacher evaluation results and building-level performance (1.1.2.E.3)	Using teacher evaluation processes without sufficient attention to detail needed to differentiate the performance of teachers (1.1.2.IN.3)	Rarely or never using teacher evaluation in ways that differentiate the performance of teachers (1.1.2.I.3)
	Following processes and procedures outlined in the corporation evaluation plan for all staff members. (1.1.2.E.4)	Following only some processes and procedures outlined in the corporation evaluation plan (1.1.2.IN.4)	Failing to follow all processes and procedures outlined in the corporation evaluation plan for staff members (1.1.2.I.4)
	Offering actionable feedback on all evaluations for instructional improvement (1.1.2.E.5)	Offering actionable feedback on only some evaluations to help drive improvement of instruction or feedback that is not specific or helpful (1.1.2.IN.5)	Failing to offer actionable feedback on evaluations where it is clearly needed (1.1.2.I.5)

1.1.3 Human Capital Manager - Professional development of staff

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also: (1.1.3.HE.1)	Principal orchestrates professional learning opportunities by: (1.1.3.E.1)	Principal orchestrates professional learning opportunities by: (1.1.3.IN.1)	Principal does not orchestrate aligned professional learning opportunities tuned to staff needs by: (1.1.3.I.1)
Creating multiple opportunities for highly effective teachers to support their peers (1.1.3.HE.2)			
Assessing the impact of implemented professional development opportunities for teachers on student achievement (1.1.3.HE.3)			
Efficiently and creatively maximizing time and resources dedicated to learning opportunities (1.1.3.HE.4)	Providing learning opportunities to teachers and staff aligned to professional needs based on student academic performance data and teacher evaluation results (1.1.3.E.4)	Providing generalized learning opportunities aligned to the professional needs of some teachers Providing learning opportunities with little variety of format (1.1.3.IN.4)	Providing generic or low-quality learning opportunities unrelated to or uninformed by student academic performance data (1.1.3.I.4)
Demonstrating the ability to increase teachers' effectiveness as evidenced by gains in student achievement and teacher evaluation results (1.1.3.HE.5)			

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Providing learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.; (1.1.3.E.6)

Providing differentiated learning opportunities to teachers based on evaluation results (1.1.3.E.7)

Providing no variety in format of learning opportunities (1.1.3.I.6)

Failing to provide professional learning opportunities based on evaluation results (1.1.3.I.7)

1.1.4 Human Capital Manager - Delegation

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also: (1.1.4.HE.1)

Principal delegates tasks and responsibilities appropriately by: (1.1.4.E.1)

Principal delegates tasks and responsibilities appropriately by: (1.1.4.IN.1)

Principal does not delegate tasks and responsibilities appropriately by: (1.1.4.I.1)

Seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness (1.1.4.HE.2)

Regularly selecting staff members for increased responsibilities (1.1.4.E.2)

Occasionally selecting staff members for increased responsibility but not often enough to be efficient and effective (1.1.4.IN.2)

Rarely or never seeking out and selecting staff members for increased responsibility based on their qualifications, performance, and/or effectiveness (1.1.4.I.2)

Monitoring and coaching staff in a way that develops their ability to learn and apply new skills or take on leadership or new responsibilities (1.1.4.HE.3)

Monitoring the progress towards success of those to whom delegations have been made and providing support to those staff members as needed (1.1.4.E.3)

Monitoring delegated tasks and/or responsibilities, but not necessarily frequently or well enough to ensure success (1.1.4.IN.3)

Rarely or never monitoring completion of or progress toward delegated task and/or responsibility (1.1.4.I.3)

Providing support, but not always as needed (1.1.4.IN.4)

Rarely or never providing support (1.1.4.I.4)

1.1.5 Human Capital Manager - Addressing teachers who are in need of improvement or ineffective

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also: (1.1.5.HE.1)

Principal addresses teachers in need of improvement or ineffective by: (1.1.5.E.1)

Principal addresses teachers in need of improvement or ineffective by: (1.1.5.IN.1)

Principal does not address teachers in need of improvement or ineffective by: (1.1.5.I.1)

Staying in frequent communication with teachers on remediation plans to ensure necessary support, connecting teachers needing improvement with stronger colleagues for help, or offering/creating additional resources to support growth or improvement of struggling staff members (1.1.5.HE.2)

Developing remediation plans with teachers rated as ineffective or in need of improvement that are clearly based on observation and evaluation evidence, offer specific steps for improvement and a timeline for progress monitoring (1.1.5.E.2)

Developing remediation plans that are not clearly based on observation and evaluation evidence, do not offer specific steps for improvement or timeline for progress monitoring (1.1.5.IN.2)

Occasionally, rarely or never developing remediation plans with teachers rated as ineffective or in need of improvement (1.1.5.I.2)

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Tracking the success of remediation plans in order to inform future decisions about effectiveness of certain supports (1.1.5.HE.3)	Monitoring the success of remediation plans (1.1.5.E.3)	Inconsistently monitoring the success of remediation plans (1.1.5.IN.3)	Rarely or never monitoring the success of remediation plans (1.1.5.I.3)
	Following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers (1.1.5.E.4)	Inconsistently following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers (1.1.5.IN.4)	Rarely or never following statutory and contractual language in counseling out or recommending for dismissal ineffective teachers (1.1.5.I.4)

1.2.1 Instructional Leadership - Mission and vision Highly effective leaders regularly revisit the mission and revise action plans accordingly.

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also: (1.2.1.HE.1)	Principal supports a school-wide instructional vision and/or mission by: (1.2.1.E.1)	Principal supports a school-wide instructional vision and/or mission by: (1.2.1.IN.1)	Principal does not support a school-wide instructional vision and/or mission by: (1.2.1.I.1)
Cultivating complete commitment to and ownership of the school's vision and/or mission fully within the school and in a way that spreads to other stakeholder groups (1.2.1.HE.2)	Cultivating commitment to and ownership of the school's vision and/or mission within the majority of the teachers and students, as evidenced by the vision/mission being communicated consistently and in a variety of ways, such as in classrooms and expressed in conversations with teachers and students (1.2.1.E.2)	Cultivating a level of commitment to and ownership of the school's vision and/or mission that encapsulates some, but not all, teachers and students (1.2.1.IN.2)	Implementing a school-wide instructional vision without cultivating commitment to or ownership of the vision and/or mission, as evidenced by a lack of student and teacher awareness (1.2.1.I.2)

1.2.2 Instructional Leadership - Classroom observations and feedback

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also: (1.2.2.HE.1)	Principal uses classroom observations to support student academic achievement by: (1.2.2.E.1)	Principal uses classroom observations to support student academic achievement by: (1.2.2.IN.1)	Principal uses classroom observations to support student academic achievement by: (1.2.2.I.1)
Creating systems and schedules ensuring all teachers are frequently observed, and communicating about classroom observations such that these observations are understood by the principal, teachers, parents, and students to be a high priority (1.2.2.HE.2)	Visiting all teachers (announced and unannounced) to observe instruction (1.2.2.E.2)	Completing most, but not all teacher observations required by the district evaluation process or completing most but not all required observations on the district schedule (1.2.2.IN.2)	Fails to complete most teacher observations as required or fails to complete most teacher observations on district schedule (1.2.2.I.2)

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Monitoring the impact of feedback provided to teachers (1.2.2.HE.3)	Providing teachers with timely, quality scripting of classroom observations linked to appropriate teacher rubric indicators and comments with actionable feedback based on best practices (1.2.2.E.3)	Providing inconsistent or ineffective observation scripting and feedback to teachers and/or that is not aimed at improving student outcomes (1.2.2.IN.3)	Rarely or never providing scripting of observations and feedback to teachers or consistently providing feedback to teachers that is completely unrelated to student outcomes (1.2.2.I.3)
	Frequently analyzing student performance data with teachers to drive instruction and evaluate instructional quality (1.2.2.E.4)	Occasionally analyzing student performance data to drive instruction evaluate instructional quality (1.2.2.IN.4)	Rarely or never analyzing student performance data OR lacking ability to derive meaning from analysis of data (1.2.2.I.4)

1.2.3 Instructional Leadership - Teacher collaboration

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also: (1.2.3.HE.1)	Principal supports teacher collaboration by: (1.2.3.E.1)	Principal supports teacher collaboration by: (1.2.3.IN.1)	Principal does not support teacher collaboration by: (1.2.3.I.1)
Monitoring collaborative efforts of PLC groups to ensure a constant focus on student learning (1.2.3.HE.2)	Establishing a culture of collaboration with student learning and achievement at the center as evidenced by systems such as common planning periods; PLCs principal attends, department chair or other cross-grade/cross-content conversations (1.2.3.E.2)	Establishing a culture of collaboration without a clear or explicit focus on instructional practices or student achievement (1.2.3.IN.2)	Failing to establish or support a culture of collaboration through not establishing systems such as common planning periods (1.2.3.I.2)
Tracking and sharing best collaborative practices to solve specific challenges (1.2.3.HE.3)	Encouraging teamwork, reflection, conversation, sharing, openness, and collective problem solving (1.2.3.E.3)	Supporting and encouraging teamwork and collaboration in a limited number of ways (1.2.3.IN.3)	Discouraging teamwork, openness, and collective problem solving by failing to provide staff with information pertaining to problems and/or ignoring feedback (1.2.3.I.3)
Holding collaborating teams accountable for their results (1.2.3.HE.4)			Rarely or never aligning teacher collaborative efforts to instructional practices (1.2.3.I.5)

1.3.1 Leading Indicators of Student Learning - Planning and Developing Student Learning Objectives

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also: (1.3.1.HE.1)	Principal supports the planning and development of Student Learning Objectives (SLOs) by: (1.3.1.E.1)	Principal supports the planning and development of Student Learning Objectives (SLOs) by: (1.3.1.IN.1)	Principal does not support the creation of Student Learning Objectives by: (1.3.1.I.1)
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Utilizing SLOs or student achievement and assessment data as the basis of school-wide goals, and/or the vision and mission (1.3.1.HE.2)	Collaborating with teachers to develop/select assessments to evaluate overall student progress; Reviewing summative and formative assessments to ensure that they accurately and reliably measure student learning (1.3.1.E.2)	Focusing on teachers with existing common assessments, but failing to help those who need the most help in developing assessments or failing to review assessments with teachers to ensure they are high quality (1.3.1.IN.2)	
Establishing a culture of reviewing data and progress towards SLOs (1.3.1.HE.3)	Helping teachers to assess baseline student performance to drive the development of SLOs that appropriately take students' starting points into account (1.3.1.E.3)		Failing to meet with teachers to look at baseline data, select assessments, and set SLOs (1.3.1.I.3)
	Organizing and leading opportunities for collaboration within departments and across grades in developing SLO and summative/formative assessments (1.3.1.E.4)	Organizing, but only occasionally leading or participating in opportunities for collaboration, or developing the systems and processes necessary for collaboration to occur (1.3.1.IN.4)	Failing to organize/provide opportunities for teacher collaboration (1.3.1.I.4)
	Collaborating with teachers to identify standards or skills to be assessed (1.3.1.E.5)	Occasionally collaborating with teachers to identify standards or skills to be assessed (1.3.1.IN.5)	
	Systematically working with teachers to monitor and revisit SLOs throughout year as necessary (1.3.1.E.6)	Working with teachers only occasionally throughout the year to measure progress towards goals (1.3.1.IN.6)	Not meeting with teachers throughout the year to look at progress towards goals (1.3.1.I.6)
	Utilizing a tracking tool to monitor school-wide progress on SLOs (1.3.1.E.7)	Occasionally ensuring most teachers utilize a tracking tool to show student progress OR tracking tools utilized do not measure progress towards SLOs (1.3.1.IN.7)	
	Ensuring teachers utilize a tracking tool to show student progress towards SLOs (1.3.1.E.8)		

1.3.2 Leading Indicators of Student Learning - Instructional time

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also: (1.3.2.HE.1)	Principal supports instructional time by: (1.3.2.E.1)	Principal supports instructional time by: (1.3.2.IN.1)	Principal does not support instructional time by: (1.3.2.I.1)
Systematically monitoring the use of instructional time (1.3.2.HE.2)	Removing distractions from instructional time (1.3.2.E.2)	Inconsistently attending to the need to remove distractions from instructional time (1.3.2.IN.2)	Failing to establish a culture in which instructional time is the priority by (1.3.2.I.2)

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Creating innovative opportunities for increased and/or enhanced instructional time that includes, if in accordance with goals, altering the daily schedule and/or calendar (as allowed by law and administrative or Board permission, as required) (1.3.2.HE.3)	Promoting the sanctity of instructional time (1.3.2.E.3)	Attempting to promote sanctity of instructional time but allowing discipline issues, lack of high expectations, or other interruptions to hinder that stated focus (1.3.2.IN.3)	Rarely or never promoting the sanctity of instructional time (1.3.2.I.3)
			Frequently allowing and/or encouraging unnecessary non-instructional events and activities to interrupt instructional time (1.3.2.I.4)

Domain 2: Leadership Actions

2.1.1 Professional Behavior and Interpersonal Interactions - Professionalism

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also: (2.1.1.HE.1)	Principal displays professionalism by: (2.1.1.E.1)	Principal shows a need to improve professionalism by: (2.1.1.IN.1)	Principal does not support professionalism by: (2.1.1.I.1)
Articulating and communicating appropriate behavior to all stakeholders, including parents and the community (2.1.1.HE.2)	Modeling professional, ethical, and respectful behavior at all times (2.1.1.E.2)	Failing to model professionalism at all times (2.1.1.IN.2)	Failing to model professionalism at all times, and occasionally modeling behaviors counter to professional expectations (2.1.1.I.2)
Creating mechanisms, systems, and/or incentives to motivate students and colleagues to display professional, ethical, and respectful behavior at all times (2.1.1.HE.3)	Requiring students and colleagues to display professional, ethical, and respectful behavior at all times (2.1.1.E.3)	Inconsistently holding students and colleagues to professional, ethical, and respectful behavior expectations (2.1.1.IN.3)	Rarely or never holding students and colleagues to professional, ethical, and respectful behavior expectations (2.1.1.I.3)
Engaging helpfully and productively with leadership team colleagues no matter what the challenge (2.1.1.HE.4)	Engaging helpfully and productively with leadership team colleagues in most situations (2.1.1.E.4)	Occasionally speaking in ways and with select stakeholders on topics and/or with opinion that harms leadership team colleague(s) or goals (2.1.1.IN.4)	Passing team decisions off as "they" initiated when disagrees with superior(s) decisions, directives, or directions (2.1.1.I.4)

2.1.2 Professional Behavior and Interpersonal Interactions - Time management

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also: (2.1.2.HE.1)	Principal manages time effectively by: (2.1.2.E.1)	Principal manages time effectively by: (2.1.2.IN.1)	Principal does not manage time effectively as shown by: (2.1.2.I.1)
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Monitoring progress toward established yearly, monthly, weekly, and daily priorities and objectives (2.1.2.HE.2)	Establishing yearly, monthly, weekly, and daily priorities and objectives (2.1.2.E.2)	Establishing short-term and long-term objectives that are not clearly aligned and connected by intermediate objectives (2.1.2.IN.2)	Rarely or never establishing timely objectives or priorities (2.1.2.I.2)
Monitoring use of time to identify areas that are not effectively utilized (2.1.2.HE.3)	Identifying and consistently prioritizing activities with the highest-leverage on student achievement (2.1.2.E.3)	Occasionally prioritizing activities unrelated to student achievement in ways that cause more important objectives not to be met (2.1.2.IN.3)	Regularly prioritizing activities unrelated to student achievement (2.1.2.I.3)

2.1.3 Professional Behavior and Interpersonal Interactions - Using feedback to improve student performance

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also: (2.1.3.HE.1)	Principal uses feedback to improve student performance by: (2.1.3.E.1)	Principal uses feedback to improve student performance by: (2.1.3.IN.1)	Principal does not use feedback to improve student performance by: (2.1.3.I.1)
Developing and implementing systems and mechanisms that generate feedback and advice from students, teachers, parents, community members, and other stakeholders to improve student performance (2.1.3.HE.2)	Actively soliciting feedback and help from all key stakeholders (2.1.3.E.2)	Accepts feedback from any stakeholder when it is offered but does not actively seek out such input (2.1.3.IN.2)	Regularly avoiding or devaluing feedback (2.1.3.I.2)
Identifying the most efficient means through which feedback can be generated (2.1.3.HE.3)			
Establishing "feedback loops" in which those who provide feedback are kept informed of actions taken based on that feedback (2.1.3.HE.4)	Acting upon feedback to shape strategic priorities to be aligned to student achievement (2.1.3.E.4)	Occasionally acting upon feedback to shape strategic priorities aligned to student achievement (2.1.3.IN.4)	Rarely or never applying feedback to shape priorities (2.1.3.I.4)

2.1.4 Professional Behavior and Interpersonal Interactions - Initiative and persistence

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also: (2.1.4.HE.1)	Principal displays initiative and persistence by: (2.1.4.E.1)	Principal displays initiative and persistence by: (2.1.4.IN.1)	Principal does not display initiative and persistence by: (2.1.4.I.1)
Exceeding typical expectations to accomplish ambitious goals (2.1.4.HE.2)	Consistently achieving expected goals (2.1.4.E.2)	Achieving most, but not all expected goals (2.1.4.IN.2)	Rarely or never achieving expected goals (2.1.4.I.2)
Regularly identifying, communicating, and addressing the school's most significant obstacles to student achievement (2.1.4.HE.3)	Taking risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student achievement (2.1.4.E.3)	Occasionally taking risks to support students in achieving results by attempting to remove the school's most significant obstacles to student achievement (2.1.4.IN.3)	Rarely or never taking risks to support students in achieving results (2.1.4.I.3)

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Engaging with key stakeholders at the district and state level and within the local community to create solutions to the school's most significant obstacles to student achievement (2.1.4.HE.4)	Seeking out potential partnerships with groups and organizations with the intent of increasing student achievement (2.1.4.E.4)	Infrequently seeking out potential partnerships with groups and organizations with the intent of increasing student achievement (2.1.4.IN.4)	Never seeking out potential partnerships (2.1.4.I.4)
Relentlessly examines already-successful systems for ways to continuously grow, innovate, or improve (2.1.4.HE.5)	Taking on voluntary responsibilities that contribute to school or district success (2.1.4.E.6)	Occasionally taking on additional, voluntary responsibilities that contribute to school success (2.1.4.IN.6)	Rarely or never taking on additional, voluntary responsibilities that contribute to school success (2.1.4.I.6)

2.1.5 Professional Behavior and Interpersonal Interactions - Building relationships

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also: (2.1.5.HE.1)	Principal builds relationships by: (2.1.5.E.1)	Principal builds relationships by: (2.1.5.IN.1)	Principal diminishes relationships by: (2.1.5.I.1)
Creating and building relationships of impact for the core mission with all stakeholder groups and displays expertise in relationship repair and conflict resolution (2.1.5.HE.2)	Creates/inviting opportunities to build relationships (2.1.5.E.2)	Occasionally acting intentionally to forge broader, deeper connections and alliances that assist with school goals (2.1.5.IN.2)	Fumbling or ignoring opportunities to build alliances and relationships (2.1.5.I.2)
Holding courageous conversations with diplomacy (2.1.5.HE.3)	Addressing and resolving interpersonal concerns frankly, tactfully, and effectively (2.1.5.E.3)		Ignoring or failing to courageously and swiftly respond to challenges or conflicts (2.1.5.I.3)
	Working smoothly and courteously with all constituencies (2.1.5.E.4)		
	Fostering relationships among others by creating/inviting opportunities for professional connections (2.1.5.E.5)		

2.1.6 Professional Behavior and Interpersonal Interactions - Communication

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also: (2.1.6.HE.1)	Principal skillfully and clearly communicates by: (2.1.6.E.1)	Principal skillfully and clearly communicates by: (2.1.6.IN.1)	Principal does not skillfully and clearly communicate by: (2.1.6.I.1)
To the extent possible, messaging key concepts in real time (2.1.6.HE.2)	Messaging key concepts, such as the school's goals, needs, plans, success, and failures (2.1.6.E.2)	Messaging most, but not all, key concepts (2.1.6.IN.2)	Rarely or never messaging key concepts (2.1.6.I.2)

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Tracking the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate (2.1.6.HE.3)	Interacting with a variety of stakeholders, including students, families, community groups, central office, teacher associations, etc. (2.1.6.E.3)	Interacting with a variety of stakeholders but not yet reaching all invested groups and organizations (2.1.6.IN.3)	Interacting with a limited number of stakeholders and failing to reach several key groups and organizations (2.1.6.I.3)
Monitoring the success of different approaches to communicating to identify the most appropriate channel of communicating in specific situations (2.1.6.HE.4)	Utilizing a variety of means and approaches of communicating, such as face-to-face conversations, newsletters, websites, etc. (2.1.6.E.4)	Utilizing a limited number of means and approaches to communication (2.1.6.IN.4)	Not utilizing a variety of means or approaches to communication OR ineffectively utilizing several means of communication (2.1.6.I.4)

2.1.7 Professional Behavior and Interpersonal Interactions - Forging consensus for change and improvement

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also: (2.1.7.HE.1)	Principal creates a consensus for change and improvement by: (2.1.7.E.1)	Principal creates a consensus for change and improvement by: (2.1.7.IN.1)	Principal does not create a consensus for change and improvement by: (2.1.7.I.1)
Guiding others through change and addressing resistance to that change to build consensus (2.1.7.HE.2)	Using effective strategies to work toward a consensus for change and improvement (2.1.7.E.2)	Identifying areas where agreement is necessary but not yet implementing strategies to achieve that agreement (2.1.7.IN.2)	Failing to identify areas in which agreement and/or consensus is necessary (2.1.7.I.2)
Monitoring the success of strategies and revising based on strengths and weaknesses (2.1.7.HE.3)	Systematically managing and monitoring change processes (2.1.7.E.3)	Managing change and improvement processes without building systems and allies necessary to support the process (2.1.7.IN.3)	Rarely or never managing or developing a process for change and/or improvement (2.1.7.I.3)
	Securing cooperation from key stakeholders in planning and implementing change and driving improvement (2.1.7.E.4)	Asking for feedback but not securing cooperation from all stakeholders (2.1.7.IN.4)	Rarely or never seeking out feedback or securing cooperation – making unilateral, arbitrary decisions (2.1.7.I.4)

2.2.1 Culture of Student Growth through Continuous Progress - High expectations

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also: (2.2.1.HE.1)	Principal creates and supports student growth and continuous progress by: (2.2.1.E.1)	Principal creates and supports student growth and continuous progress by: (2.2.1.IN.1)	Principal does not create or support student growth through continuous progress by: (2.2.1.I.1)
Creatively eliminating barriers to continuous progress and/or creating unique opportunities for student growth by flexing program, calendar, schedule, or other organizational activities (2.2.1.HE.2)	Establishing and reinforcing among teachers and students the importance of striving for continuous progress through the use of student goal-setting and reporting that relates to traditional or non-traditional school metrics like grades and test scores (2.2.1.E.2)	Inconsistently planning, speaking, and acting in ways that seek to eradicate barriers to student growth and continuous progress (2.2.1.IN.2)	Allowing programmatic, structural, calendar, scheduling or other ceilings on student growth and progress (2.2.1.I.2)

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Speaking and modeling evidence that student growth is not expected from some or all students (2.2.1.I.3)

2.2.2 Culture of Student Growth through Continuous Progress - Academic rigor and data usage to monitor and communicate

At Level 4, a principal fulfills the criteria for Level 3 and goes beyond them by also:
(2.2.2.HE.1)

Principal establishes academic rigor by:
(2.2.2.E.1)

Principal establishes academic rigor by:
(2.2.2.IN.1)

Principal has not established academic rigor by: (2.2.2.I.1)

Creating systems to monitor the progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and that new goals reflect achievements
(2.2.2.HE.2)

Creating ambitious, measurable academic goals and priorities based upon data that are accepted as strong priorities for the year's work (2.2.2.E.2)

Creating academic goals that are nearing the rigor required to meet the school's academic goals (2.2.2.IN.2)

Failing to create academic goals or priorities OR has created academic goals and priorities that are not ambitious (2.2.2.I.2)

Transparently and frequently communicating success toward goals using data
(2.2.2.HE.3)

Creating academic goals but occasionally deviates from these goals in the face of adversity (2.2.2.IN.3)

Consistently sets and abandons ambitious academic goals (2.2.2.I.3)