

## Appendix 1. Chicago Public Schools Principal Competencies

### COMPETENCY A: CHAMPIONS TEACHER AND STAFF EXCELLENCE THROUGH CONTINUOUS IMPROVEMENT TO DEVELOP AND ACHIEVE THE VISION OF HIGH EXPECTATIONS FOR ALL STUDENTS

*Principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities. Principal works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.*

Element	Unsatisfactory	Basic	Proficient	Distinguished
Standard A1. Develops, implements, and monitors the outcomes of the Continuous Improvement Work Plan and school wide student achievement data results to improve student achievement				
<ul style="list-style-type: none"> <li>Assesses the Current State of School Performance</li> <li>Develops a Continuous Improvement Work Plan</li> <li>Maintains a Focus on Results</li> </ul>	<p>Does not use data to assess student achievement or overall school performance. Does not use data to identify priority areas or goals for improvement. Cannot articulate how progress is tracked throughout the school year.</p> <p>Does not complete a Continuous Improvement Work Plan and/or creates a plan that is not aligned to school priorities for improvement.</p> <p>Does not maintain focus on improving results or meeting school goals; rarely refers to goals. Does not identify and/or implement strategies to reach results.</p>	<p>Uses limited data to assess current student achievement results and overall school performance. Uses limited data to identify priority areas for improvement and sets some measurable school-wide goals; names few milestones and benchmarks of student progress.</p> <p>Develops a Continuous Improvement Work Plan with limited stakeholder input that identifies limited strategies to reach school-wide goals. Does not structure CIWP to impact most important data points.</p> <p>Inconsistently focuses on improving student achievement results; refers to goals on an inconsistent basis and does not consistently connect the goals to the day-to-day work of the school staff.</p> <p>May miss opportunities to adjust strategies for school improvement when new data becomes available.</p>	<p>Uses multiple data points (both instructional and operational) to accurately assess student achievement results and overall school performance. Uses data to identify priority areas for improvement, setting SMART goals that include consistent milestones and benchmarks of student progress. Uses results from assessments to identify priority areas for improvement and to set measurable goals with specific grade level and content area targets; names milestones and benchmarks of student progress.</p> <p>Develops a Continuous Improvement Work Plan with stakeholder input that identifies research-based strategies to reach school-wide targets and goals. Organizes CIWP to focus attention on most critical areas for improvement.</p> <p>Consistent focus on improving student achievement results; keeps the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; tracks progress against milestones and benchmarks. Monitors, tracks, reviews progress, and adjusts strategies as needed.</p>	<p>Uses multiple data points skillfully and innovatively to accurately assess student achievement results and school practices. Can articulate how and why data is collected and how data is used to inform future practices. Empowers teachers and staff members to find new ways to use data to improve student outcomes. Articulates comprehensive analysis of the school data to determine appropriate grade and content area targets and priorities for improvement with staff.</p> <p>Develops a detailed Continuous Improvement Work Plan with input from a variety of stakeholder groups that identifies innovative strategies to reach school-wide targets and goals. Organizes staff to monitor, track, and review progress.</p> <p>Remains focused on student achievement results at all times; builds staff ownership for the goals and builds capacity of staff to monitor benchmarks and milestones within specific grade or content areas. Ensures regular review of disaggregated data for student groups and individual students who have traditionally not been successful in the school.</p>

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal does not use School Effectiveness Framework (SEF) to present an accurate picture of school strengths/areas for growth.</li> <li>2. CIWP goals are inappropriate based on previous school data.</li> <li>3. Principal rarely monitors progress towards CIWP goals. Few or no adjustments are made toward goals during school year. Updates are shared with staff in large group.</li> <li>4. Principal does not ensure alignment between classroom practice and school priorities.</li> <li>5. Principal does not use of Problem Solving Protocol (PSP).</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal uses SEF to identify goals for improvement.</li> <li>2. CIWP articulates appropriate goals based on previous school data.</li> <li>3. Principal inconsistently monitors progress towards CIWP goals with steering committee and staff.</li> <li>4. Principal inconsistently aligns classroom practice and school goals.</li> <li>5. Principal inconsistently uses the PSP.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal and stakeholders use the SEF to authentically assess the school and identify goals for improvement.</li> <li>2. CIWP articulates SMART goals that are aligned to district and network goals and are shared with all stakeholders and groups.</li> <li>3. Progress towards CIWP goals consistently monitored and adjusted as needed with both large group (all staff) and small group (GLM or Department meetings). Updates to goals shared with stakeholders.</li> <li>4. Principal ensures consistent alignment between classroom practice and school goals.</li> <li>5. Principal consistently uses the PSP in a strategic manner.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. CIWP goals extend beyond improving standardized test scores to focus on educating the whole child.</li> <li>2. Staff members uses PSP regularly without being prompted to continuously improve practice.</li> <li>3. Teachers and parents provide examples of how the principal has gone above and beyond to support progress towards school goals.</li> </ol>
<b>Standard A2. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement, and celebrate successes</b>				
<ul style="list-style-type: none"> <li>• <b>Implements Data Driven Decision Making</b></li> <li>• <b>Implements Data Driven Instruction</b></li> <li>• <b>Establish system to collect and review data on attendance, lateness, discipline, and student referrals</b></li> </ul>	<p>Does not use data to drive improvements to instruction.</p> <p>Does not lead staff through consistent review of data related to instruction and student achievement.</p> <p>No systems in place to analyze data on attendance, lateness, discipline, and student referrals. Does not use data to inform improved practice in these areas.</p>	<p>Inconsistently uses data to identify opportunities and drive improvements to instruction.</p> <p>Occasionally supports staff in using data to identify/prioritize needs. Data is used inconsistently to drive school-wide practices.</p> <p>Monitors collection and review of data on attendance, lateness, discipline, and student referrals. Inconsistent use of data to drive improvements to student outcomes in these areas.</p>	<p>Consistently uses data to identify opportunities and drive improvements to instruction. Accurately prioritizes most important areas for improvement.</p> <p>Multiple data sources are used to consistently drive instructional decisions. Data is used appropriately to identify/prioritize school-wide areas of improvement. Data is routinely used to identify and adjust school-wide priorities and to drive re-teaching plans and changes in practice for individual teachers.</p> <p>Ensures collection and regular analysis of data on attendance, lateness, discipline and student referrals. School implements effective strategies to improve student outcomes in these areas.</p>	<p>Consistently uses multiple data points to identify opportunities and drive improvements to instruction. Determines appropriate strategies across grades and content areas. Creates systems to build capacity of individual educators and/or teams of educators to practice data driven decision-making.</p> <p>Develops educators' abilities to independently analyze data to identify and prioritize opportunities to improve instruction, guide grouping, re-teaching, and to identify/prioritize needs. Builds staff capacity to use data in determining team and individual goals.</p> <p>Ensures collection and regular analysis of data on attendance, lateness, discipline and student referrals. Builds systems to empower staff members to proactively improve school's</p>

Element	Unsatisfactory	Basic	Proficient	Distinguished
				performance in these areas, implementing social/emotional supports and identifying resources/partnerships to continuously improve student outcomes in these areas.
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal rarely guides school leadership team in the analysis of data across multiple student priority groups (diverse learners, English Learners, students falling within the Age Cycle 15 group, etc.).</li> <li>2. Principal rarely accesses, reports out and analyzes student achievement or operational data.</li> <li>3. Principal infrequently participates in goal setting with staff members.</li> <li>4. Principal does not establish academic goals for diverse learners.</li> <li>5. Principal rarely celebrates staff/student successes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal inconsistently guides school leadership team in the analysis of data across multiple student priority groups (diverse learners, English Learners, students falling within the Age Cycle 15 group, etc.).</li> <li>2. Principal inconsistently accesses, reports out and analyzes student achievement and operational data.</li> <li>3. Principal holds goal setting meetings predominantly with entire staff.</li> <li>4. Principal tries to establish academic goals for diverse learners.</li> <li>5. Principal sometimes celebrates staff/student successes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal consistently guides school leadership team in the analysis of data (BOY, MOY, EOY) across multiple student priority groups (diverse learners, English Learners, students falling within the Age Cycle 15 group, etc.). Data analysis schedule is published and shared with staff.</li> <li>2. Principal regularly accesses, reports out and analyzes student achievement data (i.e. NWEA, PARCC) and operational data (i.e. attendance, suspensions) to drive school improvement.</li> <li>3. Principal holds individual and group goal-setting meetings. Clear targets are articulated.</li> <li>4. Principal establishes academic goals for diverse learners.</li> <li>5. Principal frequently celebrates staff/student successes.</li> <li>6. Principals and teachers engage in regular data analysis (Root Cause Analysis) to inform instruction (i.e., DDI model).</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. Principal shares best practices for data analysis with other schools in network/district.</li> <li>2. Easy-to-understand displays of data are consistently created and shared with staff. Teachers consistently use displays to inform instruction.</li> <li>3. School data wall is updated consistently to aide in grouping students.</li> <li>4. Teacher teams and individual teachers analyze data independently, having internalized best practices.</li> </ol>

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Standard A3. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the Continuous Improvement Work Plan targets</b>				
<ul style="list-style-type: none"> <li>• <b>Allocates Resources to Support Student Learning</b></li> <li>• <b>Prioritizes Time</b></li> </ul>	<p>Unable to accurately assess and/or leverage school and district resources; does not effectively manage budget.</p> <p>Does not manage time effectively; does not prioritize activities that will improve student learning and is frequently distracted by time wasting or low-impact activities.</p>	<p>Inconsistently allocates school and district resources; attempts to manage the school budget to support school's goals.</p> <p>Sometimes prioritizes time to ensure that staff activities focus on improving student learning; organizes majority of professional time to the school priorities but may engage in time wasting or low-impact activities.</p>	<p>Allocates and maximizes resources in alignment with mission and student learning goals, and assesses external resources to fill gaps; ensures that staff have necessary materials, supplies, and equipment; effectively plans and manages a fiscally responsible budget that supports the school's goals, and ensures school is financially secure in the long-term.</p> <p>Prioritizes the use of school time to ensure that staff and student activities focus on improving student learning; organizes how professional time is used and adjusts how time is spent to support student learning activities.</p>	<p>Continually assesses and reassesses resources and creatively utilizes and leverages existing school and district resources, and actively accesses human and fiscal resources that align to strategic priorities to support the achievement of the Continuous Improvement Work Plan targets; builds capacity of staff to have an appropriate role in the creation and monitoring of budgets within their grade and content areas.</p> <p>Prioritizes and monitors the use of school time to ensure that staff and student activities focus on improving student learning; organizes professional time to ensure that high leverage activities and school priority areas that focus on student learning are given adequate time.</p>
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal does not align budget to CIWP priorities.</li> <li>2. Principal rarely conducts a staffing and service delivery audit to ensure appropriate use of district financial resources (e.g., paraprofessionals. Evidence can include articles, books, surveys, agendas and other materials that support principal learning and socially just practices).</li> <li>3. Principal does not consider stakeholder input in budget process.</li> <li>4. Principal rarely meets budget reporting and accuracy expectations.</li> <li>5. Master schedule provides little to no collaboration time for instructional staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal inconsistently aligns the budget to the CIWP priorities.</li> <li>2. Principal sometimes conducts a staffing and service delivery audit to ensure appropriate use of district financial resources (e.g., paraprofessionals. Evidence can include articles, books, surveys, agendas and other materials that support principal learning and socially just practices).</li> <li>3. Principal develops the budget with limited stakeholder input.</li> <li>4. Principal inconsistently meets budget reporting and accuracy expectations.</li> <li>5. Master schedule does not support grade level/departmental collaboration once or twice per month.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal consistently aligns the budget to CIWP priorities. Discretionary funds support student/staff needs.</li> <li>2. Principal routinely conducts a staffing and service delivery audit to ensure appropriate use of district financial resources (e.g., paraprofessionals). Evidence can include articles, books, surveys, agendas and other materials that support principal learning and socially just practices).</li> <li>3. Principal ensures that the budget is developed through a transparent and collaborative process.</li> <li>4. Principal submits accurate budget reports (IAMS) in a timely fashion.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. Principal finds innovative ways to provide high quality programming for students/families despite budget pressures.</li> <li>2. Principal shares best practices related to budgeting with other schools in the network/district.</li> <li>3. Master schedule allows grade level/departmental collaboration weekly.</li> <li>4. Principal-directed prep periods are facilitated by both the principal and teachers.</li> </ol>

Element	Unsatisfactory	Basic	Proficient	Distinguished
	6. Master schedule does not comply with instructional parameters set by district. 7. Principal is unclear with the expectations for principal-directed prep periods.	6. Master schedule sometimes complies with instructional parameters set by district. 7. Principal inconsistently aligns the principal-directed prep periods to CIWP priorities.	5. Master schedule allows for grade level/ departmental collaboration at least three times per month. 6. Master schedule complies with instructional parameters set by district. 7. Principal provides clear written expectations published for principal-directed prep periods. Expectations align to CIWP with an accountability structure in place to monitor implementation. 8. Principal makes consistent, effective efforts to secure outside resources to fill gaps.	
<b>Standard A4. Creates a Safe, Clean and Orderly Learning Environment</b>				
<b>• Builds, evaluates and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly</b>	Does not ensure that the school is safe; does not comply with the Illinois School Safety Drill Act.	Ensures that the school environment is relatively safe and is in basic compliance with the Illinois School Safety Drill Act.	Ensures learning environment is conducive to learning and positive; supervises facilities and equipment management to enhance learning and ensures that the school environment is safe; complies with the Illinois School Safety Drill Act.	Plans for and implements facility and equipment expansions and improvements and identifies creative solutions to maximize and share space; complies with all components of the Illinois School Safety Drill Act and conducts multiple trainings with staff and multiple drills every year; builds staff capacity to lead and manage components of school safety.
<b>Critical Attributes</b>	1. Principal rarely communicates with students, staff and parents about expectations for school cleanliness. 2. Principal infrequently follows up when complaints are raised about school cleanliness. 3. Principal does not establish an annual school emergency plan that meets the district and state standards. 4. Principal rarely documents evacuation drills in FIMS. 5. Principal does not ensure compliance with state and district Safety Drill Act.	1. Principal inconsistently communicates expectations for school cleanliness to students, staff and parents. 2. Principal responds inconsistently when issues of school cleanliness are raised. 3. Principal establishes an annual school emergency plan that meets the district's standards and involves some staff. 4. Principal conducts the required safety drill procedures and documents some of them in FIMS.	1. Principal consistently communicates and models expectations for school cleanliness to students, staff and parents. 2. Principal responds consistently when school cleanliness falls short of expectations. 3. Principal involves key staff members to establish an annual school emergency plan that meets the district's standards. 4. Principal conducts all required safety drill procedures and documents them in FIMS in a timely fashion.	<i>In addition to the characteristics of "proficient,"</i> 1. Principal engages various external partners in the creation and management of a safe, clean and orderly school environment. 2. Principal solicits and incorporates student feedback to create and monitor a safe, clean and orderly school environment. 3. Principal utilizes staff to monitor, manage, implement and provide training of policies and procedures.

Element	Unsatisfactory	Basic	Proficient	Distinguished
			5. Principal analyzes data from sources such as MVMS with Safety and Security personnel and school engineer to ensure necessary improvements are made.	
<b>Standard A5. Ensures that the school's identity, vision, and mission drive school decisions</b>				
<ul style="list-style-type: none"> <li>• <b>Ensures Vision and Mission Drive School Decisions</b></li> <li>• <b>Confronts Low Expectations</b></li> </ul>	<p>Actions contradict the school vision or demonstrate inconsistency between stated beliefs and actions.</p> <p>Does not confront staff who have low expectations for some or all students.</p>	<p>Refers to school vision when making decisions but may not be guided by the vision; attempts to implement grading policies that support the vision and mission.</p> <p>Inconsistently addresses staff who have low expectations.</p>	<p>Uses protocols aligned to the vision and mission to make decisions; contests class offerings and grading policies that contradict the vision and mission.</p> <p>Consistently addresses staff who contradict the vision by displaying low expectations.</p>	<p>Creates and uses protocols aligned to the vision and mission to make decisions; builds staff capacity to use the vision and mission to make instructional decisions; contests or eliminates courses and grading policies that contradict the vision and mission.</p> <p>Builds capacity of staff to address other staff or stakeholders who contradict the vision by displaying low or negative expectations.</p>
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal makes little to no reference of school vision/mission to the school community. The vision/mission of are not found in the building.</li> <li>2. There is little understanding among staff and students of school vision.</li> <li>3. Principal does not communicate expectations on grade book entries. Many teachers' grade books do not have current information on student progress.</li> <li>4. Principal makes little to no effort to address staff members who exhibit low expectations for students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal inconsistently messages school vision/mission to school community. The vision/mission are displayed in some areas of the school.</li> <li>2. There is limited understanding among staff and students about vision.</li> <li>3. Principal inconsistently communicates expectations on grade book entries. Some teachers' grade books do not contain a current picture of student progress.</li> <li>4. Principal inconsistently addresses staff members who exhibit low expectations for students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal consistently references vision/mission in both written and verbal communications to school community. The vision/mission are displayed throughout the building and in classrooms.</li> <li>2. Staff members have internalized the vision/mission as evidenced by classroom practice.</li> <li>3. Principal communicates common expectations on grade book entries. Most teachers update grades weekly.</li> <li>4. Principal proactively addresses staff members who exhibit low expectations for students and provides recommendations for improvement.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. Principal finds creative, innovative ways to integrate vision/mission into everyday life of staff and students.</li> <li>2. Principal seeks and provides opportunities to extend course offerings based on students' interests and needs.</li> <li>3. Staff proactively address other school community members who exhibit low expectations for students and provides recommendations for improvement.</li> </ol>



## COMPETENCY B: CREATES POWERFUL PROFESSIONAL LEARNING SYSTEMS THAT GUARANTEE LEARNING FOR STUDENTS

*The principal works with the school staff and community to utilize the district's framework for effective teaching and learning to improve instruction for all students.*

Element	Unsatisfactory	Basic	Proficient	Distinguished
Standard B1. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards-based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom				
<ul style="list-style-type: none"> <li>Implements Curricular Scope and Sequence</li> <li>Reviews Instructional Practices</li> </ul>	<p>Does not ensure scope and sequence aligns to year-end goals.</p> <p>Does not attempt to assess instructional practices and is unable to articulate clear strategies to improve instruction; does not use or attempt to introduce research-based instructional practices.</p>	<p>Attempts to ensure scope and sequence is aligned with year-end goals.</p> <p>Measures the quality of instructional practices and attempts to articulate research based and rigorous strategies for improving instructional practices.</p>	<p>Develops components of the instructional scope and sequence to improve alignment with year-end goals.</p> <p>Assesses and identifies instructional practices that are research-based, rigorous and relevant that will be implemented school-wide and supports teacher development around those practices.</p>	<p>Ensures year-end goals and students' needs are met by using formative and interim assessments to modify the instructional scope and sequence.</p> <p>Regularly assesses and identifies instructional practices; builds teacher capacity to implement rigorous research-based strategies and practices that are relevant to all students' needs and interests.</p>
Critical Attributes	<ol style="list-style-type: none"> <li>Principal rarely monitors implementation of scope and sequence. Few teachers deliver instruction in a manner that ensures appropriate coverage of standards.</li> <li>Principal rarely ensures that curricula covers appropriate subject and grade-level standards (CCSS, NGSS, etc.).</li> <li>Principal rarely provides feedback on unit and lesson plans.</li> <li>Principal rarely aligns school-based PD to data from classroom observations.</li> <li>Principal rarely ensures that classroom-based assessments are aligned to curriculum and to district assessments.</li> <li>Flexible configurations of learning are rarely used in classrooms (e.g., whole group, small group, 1:1, co-teaching structures).</li> </ol>	<ol style="list-style-type: none"> <li>Principal inconsistently monitors implementation of scope and sequence. Some teachers deliver instruction in a manner that ensures appropriate coverage of standards.</li> <li>Principal inconsistently ensures curricula covers appropriate subject and grade-level standards (CCSS, NGSS, etc.).</li> <li>Principal inconsistently provides feedback on unit plans and lesson plans.</li> <li>Principal inconsistently aligns school-based PD aligned to data from classroom observations.</li> <li>Principal inconsistently aligns classroom-based assessments to curriculum and to district assessments.</li> <li>Flexible configurations of learning are used in some classrooms, some of the day (e.g., whole group, small group, 1:1, co-teaching structures).</li> </ol>	<ol style="list-style-type: none"> <li>Principal consistently monitors Implementation of scope and sequence through looking at unit plans, curriculum maps, etc. Most teachers consistently deliver instruction in a manner that ensures appropriate coverage of standards.</li> <li>Principal ensures curricula covers appropriate subject and grade-level standards (CCSS, NGSS, etc.).</li> <li>Principal regularly reviews lesson plans/unit plans and provides actionable feedback to help teachers improve practice.</li> <li>Principal consistently aligns school-based PD informed by data from classroom observations.</li> <li>Principal aligns classroom-based assessments to curriculum and to district assessments.</li> <li>Flexible configurations of learning are used by all learners, all day (e.g., whole group, small group, 1:1, co-teaching structures).</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>Principal ensures that instruction is designed and organized across content areas. Teachers collaborate to produce interdisciplinary units delivered to students.</li> <li>Principal promotes the use of common writing rubrics and presentation rubrics across content areas, providing rigorous expectations for student work. Rubrics are vertically aligned. Rubrics provide clear expectations as students progress through grades/courses.</li> <li>Principal creates a culture in which students assess and reflect on their own work.</li> </ol>

Element	Unsatisfactory	Basic	Proficient	Distinguished
Standard B2. Evaluates the effectiveness of staff and holds individuals accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district appraisal systems				
<ul style="list-style-type: none"> <li>• <b>Observes and Evaluates Staff</b></li> <li>• <b>Gives Feedback to Staff</b></li> </ul>	<p>Does not consistently implement REACH Students; does not complete evaluations.</p> <p>Feedback is vague, general and without timelines to monitor educators' progress.</p>	<p>Attempts to implement REACH Students; adheres to and completes required observations but does not differentiate frequency of observations.</p> <p>Does not differentiate feedback based on teacher skills and/or needs.</p>	<p>Completes most aspects of REACH Students that includes all required observations and goal setting; ensures that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation.</p> <p>Provides actionable feedback and/or has systems in place so that staff receives specific feedback.</p>	<p>Completes all aspects of REACH Students that may include additional observations and goal setting; ensures that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation.</p> <p>Staff receives regular, consistent, and actionable feedback that is specific to each individual's development plan.</p>
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. REACH Orientation is not delivered to all staff members which includes not providing Webinar information to late hires.</li> <li>2. Orientation attendance is not documented.</li> <li>3. REACH observation completion is rarely "on track" as evidenced by Observation Monitoring Report.</li> <li>4. Incomplete REACH observation is seldom on track resulting in staff members not receiving the appropriate number of observations.</li> <li>5. Written evidence from classroom observation rarely shared with teachers prior to post conference. Final ratings rarely shared with teachers within five days of post conference.</li> <li>6. Principal rarely leverages the various addenda (Special Education, ELL, Preschool, Physical Education, and Arts) to inform the completion of the REACH observation cycle. Evidence of this</li> </ol>	<ol style="list-style-type: none"> <li>1. REACH Orientation is delivered to staff members. Late hires receive direction in enrolling and accessing Webinar.</li> <li>2. Orientation attendance is documented but not in Learning Hub.</li> <li>3. REACH observation completion is sometimes "on-track" as evidenced by the Observation Monitoring Report.</li> <li>4. Partial REACH observation schedule developed or observations schedule developed but may not be consistently followed.</li> <li>5. Written evidence from classroom observations inconsistently shared with teachers prior to post-conference. Final ratings inconsistently shared with teachers within five days of post conference.</li> <li>6. Principal sometimes leverages the various addenda (Special Education, ELL, Preschool, Physical Education, and Arts) to inform the</li> </ol>	<ol style="list-style-type: none"> <li>1. REACH Orientation is delivered to all staff members via a collaborative team of administrator(s) and teacher(s).</li> <li>2. Attendance is documented through Learning Hub.</li> <li>3. REACH observation completion for all staff members is consistently "on-track" or better as evidenced by Observation Monitoring Report.</li> <li>4. REACH observation schedule created, shared with staff as appropriate and consistently followed. Schedule adjusted as needed.</li> <li>5. Evidence and ratings entered into RLS in a timely fashion. Evidence shared with teachers prior to post conference. Final ratings shared within five days of post conference.</li> <li>6. Principal leverages the various addenda (Special Education, ELL, Preschool, Physical Education, and Arts) to inform the completion of the REACH observation cycle.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. Principal's REACH calendar allows for additional REACH and non- REACH observations and anticipates where possible teachers who will be absent/on leave.</li> <li>2. Principal's feedback is consistent with school-wide expectations that is also aligned with that teacher's individual professional practice goals.</li> <li>3. Principal creates structures for consistent and effective peer observation and feedback.</li> </ol>



Element	Unsatisfactory	Basic	Proficient	Distinguished
	<p>reflected in the pre and post observation forms.</p> <p>7. A clear rationale is rarely provided for assigned rating of teacher practice.</p> <p>8. Evidence is consistently Unsatisfactory according to the REACH Evidence Rubric.</p> <p>9. Feedback is vague, absent or is rarely differentiated, specific, actionable, research-based, and/or aligned to areas of concentration.</p> <p>10. “Next steps” that follow observations are rarely actionable, specific, measurable and/or time bound. Teachers are rarely monitored.</p> <p>11. AP Evaluation is not completed according to District policies.</p>	<p>completion of the REACH observation cycle. Evidence of this reflected in the pre and post observation forms.</p> <p>7. A clear rationale is sometimes provided for the assigned rating of teacher practice.</p> <p>8. Evidence is consistently Basic according to the REACH Evidence Rubric.</p> <p>9. Feedback is inconsistent and is sometimes differentiated, specific, actionable, research-based, and/or aligned to areas of concentration.</p> <p>10. “Next steps” that follow observations are sometimes actionable, specific, measurable and/or time bound. Teachers are inconsistently monitored.</p> <p>11. AP Evaluation is inconsistently completed according to District policies.</p>	<p>Evidence of this reflected in the pre and post observation forms.</p> <p>7. A clear rationale is provided for assigned ratings.</p> <p>8. Evidence is <i>Proficient</i> or better according to the REACH Evidence Rubric.</p> <p>9. Feedback is differentiated, specific, actionable, research-based, and aligned to areas of concentration.</p> <p>10. “Next steps” that follow observations are actionable, specific, measurable and time bound and monitored regularly.</p> <p>11. AP Evaluation is completed according to District policies and results in professional growth opportunities for the AP.</p>	
<b>Standard B3. Implements student interventions that differentiate instruction based on student needs</b>				
• Uses Disaggregated Data	Does not effectively use data to identify students’ learning gaps; does not attempt to ensure that instruction is differentiated based on students’ needs or that students receive appropriate interventions.	Inconsistently uses data to inform the implementation of differentiation and interventions; introduces staff to data, but may not engage staff in the analysis of data.	Uses disaggregated data to support differentiation and re-teaching and ensures that instructional strategies are matched to the needs of all students; engages all staff in analyzing and utilizing disaggregated data to identify school wide and individual students’ learning gaps and to determine appropriate interventions.	Uses disaggregated data to create structures for differentiation with varied instructional strategies that meet all student needs; focuses all staff on closing achievement gaps between subgroups of students and uses data to quickly determine appropriate interventions for students or subgroups not making progress.
<b>Critical Attributes</b>	<p>1. Principal rarely monitors, analyzes or acts upon “on track” numbers. Interventions are rarely effective.</p> <p>2. Attendance data rarely monitored analyzed, or acted upon. Attendance interventions are rarely effective.</p> <p>3. Principal has limited to no structures in place to support both</p>	<p>1. “On track” numbers are inconsistently monitored, analyzed and acted upon. Interventions are inconsistently effective.</p> <p>2. Attendance data inconsistently monitored, analyzed, and acted upon. Attendance interventions are inconsistently effective.</p> <p>3. MTSS implemented inconsistently.</p>	<p>1. Deep dives into the “on track” numbers to monitor student progress are completed regularly. Systems run consistently and effectively to follow up with students/families as needed.</p> <p>2. Attendance data consistently tracked. Systems run consistently and effectively to follow up with</p>	<p><i>In addition to the characteristics of “proficient,”</i></p> <p>1. School-based data team has scheduled, structured, and frequent meetings (2-4 times/month) to monitor implementation and respond to data.</p>

Element	Unsatisfactory	Basic	Proficient	Distinguished
	<p>behavioral and academic Multi-Tiered System of Support (MTSS).</p> <p>4. Principal rarely attends IEP meetings to monitor and manage instructional programming and supports.</p> <p>5. Data check-ins rarely held with individual teachers and/or small groups of teachers.</p>	<p>4. Principal occasionally attends IEP meetings to monitor and manage instructional programming and supports.</p> <p>5. Data check-ins held inconsistently with individual teachers and/or small groups of teachers.</p>	<p>students/families as needed. Interventions are effective most of the time.</p> <p>3. MTSS is organized and monitored to support students based on identified needs. Principal uses school-wide data to align resources to support all learners in an integrated manner (Evidence: minutes and next steps from data review meetings, MTSS meetings, lesson plans, schedules, staff directory listing RSPs as school-based team members).</p> <p>4. Principal routinely attends IEP meetings to monitor and manage instructional programming and supports.</p> <p>5. Data check-ins held consistently with individual teachers and/or small groups of teachers.</p>	<p>2. School-based data team maximizes use of available data sources (e.g., CIM, Dashboard, District reports).</p> <p>3. School-based data team uses Data Protocol and informs stakeholders of key data and the work of the team.</p>
<b>Standard B4. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning</b>				
<ul style="list-style-type: none"> <li>• <b>Selects and Assigns Effective Teachers</b></li> <li>• <b>Retains Effective Teachers</b></li> </ul>	<p>Has no selection criteria and the determination for why teacher selection occurs is not transparent.</p> <p>Has no clear retention plan in place.</p>	<p>Has a selection criteria and articulates the intention of selecting staff based on grade and content needs, but does not have detailed assessment of staff skills to inform placement.</p> <p>Implements a formal retention strategy that uses teacher evaluations to determine which teachers will be given retention offers; tracks retention rates over time.</p>	<p>Has a clear and articulated selection criteria and assesses staff skills to place teachers in grade level and content areas. Identifies effective teachers and moves them into leadership roles.</p> <p>Implements a formal retention strategy that recognizes effective staff through performance evaluation and gives retention offers based on effectiveness; tracks retention rates over time.</p>	<p>Implements a clear selection criteria and strategically assesses and places teachers in grade level and content areas to create a balanced team with a variety of strengths.</p> <p>Uses multiple data sets including teacher evaluations to inform a formal retention strategy that creates opportunities for growth and development including opportunities for staff to assume additional leadership roles; tracks retention rates over time and uses this information to isolate staffing strengths and identify opportunities to improve.</p>
<b>Critical Attributes</b>	<p>1. Team of teachers rarely participates in the hiring process.</p> <p>2. Hiring protocol rarely implemented.</p> <p>3. Current/former principal seldom contacted. Former evaluation</p>	<p>1. Team of teachers sometimes participates in the hiring process.</p> <p>2. Hiring protocol inconsistently implemented.</p> <p>3. Current/former principal sometimes contacted. Former</p>	<p>1. Team of teachers consistently participates in the hiring process.</p> <p>2. Hiring protocol consistently implemented which includes interview questions, a demonstration lesson, and review</p>	<p><i>In addition to the characteristics of "proficient,"</i></p> <p>1. Principal pursues multiple avenues within and beyond the district to hire effective staff.</p>

Element	Unsatisfactory	Basic	Proficient	Distinguished
	<p>scores and/or references rarely verified before extending job offer.</p> <p>4. Onboarding plan rarely implemented for new staff members.</p> <p>5. Little to no effort to retain excellent teachers. High turnover rate among strong teachers; pattern of strong teachers leaving to teach in other buildings.</p> <p>6. Unclear rationale for placing teachers in grade/level content areas. Teachers not always endorsed in subject areas. Staffing decisions may be made without considering what is best for students.</p>	<p>evaluation scores and/or references inconsistently verified before extending job offer.</p> <p>4. Onboarding plan sometimes implemented for new staff members.</p> <p>5. Some efforts to retain excellent teachers; pattern of strong teachers leaving to teach in other buildings.</p> <p>6. Some rationale for placing teachers in grade/level content areas but it is inconsistently applied. Teachers are inconsistently endorsed in subject areas. Staffing decisions are sometimes made in spite of what is best for students.</p>	<p>of previous performance evaluations.</p> <p>3. Current/former principal contacted. Former evaluation scores confirmed and/or references consistently verified before extending job offer.</p> <p>4. Comprehensive onboarding plan implemented for each new staff member.</p> <p>5. Much effort to retain excellent teachers who are provided with additional growth opportunities to encourage retention of strong teachers.</p> <p>6. Strategic, logical rationale used to place teachers in grade levels/content areas which is consistently applied. Teachers are always endorsed in subject areas. Staffing decisions are governed by what is best for students.</p>	<p>2. Principal offers mentoring opportunities so experienced teachers can work closely with new teachers in their areas of expertise.</p>
<b>Standard B5. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance</b>				
<b>• Develops an Instructional Team</b>	Does not create consistent teacher team structures.	Introduces common team structures and expectations for teacher teams.	Ensures that effective teacher teams use student learning data and student work to advance student outcomes.	Implements a strategy to build the capacity of teacher teams to lead effective meetings focused on student learning data and student work.
<b>Critical Attributes</b>	<p>1. Principal does not ensure that the ILT represents all relevant specialties (e.g. grade bands, content, English Learners, Diverse Learners, behavior) and is not appropriately sized.</p> <p>2. Principal rarely facilitates a cycle of learning and problem solving of Teacher Teams.</p> <p>3. Principal rarely ensures that ILT meetings are scheduled, structured, or frequent (less than once a month).</p>	<p>1. Principal partially ensures that the relevant specialties of the composition of the ILT is appropriate (as evident in meeting minutes and action plans).</p> <p>2. Principal sometimes facilitates a cycle of learning and problem solving of Teacher Teams.</p> <p>3. ILT meetings are scheduled, but sometimes lack a clear focus and are occasionally cancelled.</p> <p>4. ILT sometimes uses protocols and data to guide discussions and analysis.</p>	<p>1. ILT composition is appropriate and shares leadership for improving teaching and learning (as evident in meeting minutes and action plans).</p> <p>2. Principal facilitates cycles of learning and problem solving of Teacher Teams.</p> <p>3. ILT meetings are scheduled, structured and frequent (2-4 times/month).</p> <p>4. ILT uses protocols and data appropriately and asks probing questions.</p>	<p><i>In addition to the characteristics of "proficient,"</i></p> <p>1. All team members are assigned roles and responsibilities, who execute their responsibilities consistently.</p> <p>2. Principal adjusts ILT meeting time thoughtfully for meaningful discussion and problem solving.</p> <p>3. Principal has an efficient process for tracking/monitoring implementation of actions generated at meetings and helps ILT evaluate if previous actions</p>

Element	Unsatisfactory	Basic	Proficient	Distinguished
	4. Principal rarely confirms that ILT meetings have protocols and data to guide discussions and analysis. 5. Principal does not make sure that the ILT uses timely and relevant data sources. 6. Principal does not collaborate with the ILT in using the ODLSS Principal Toolkit to address learning outcomes for diverse learners. 7. ILT meetings are not productive, collaborative, or transparent. 8. The ILT rarely informs stakeholders of key data and the work of the team.	5. ILT sometimes uses available data sources (e.g. CIM, Dashboard, District Reports) and occasionally analyzes data (both qualitative and quantitative) that is relevant to priorities and timely (e.g. immediately after testing period). 6. Principal sometimes collaborates with the ILT in using the ODLSS Principal Toolkit to address learning outcomes for diverse learners. 7. Principal occasionally evaluates if previous actions were implemented (fidelity) and working as intended. 8. Some teachers engage in asking questions and actively participate in meetings, “owning” their data, accepting insight from others, and informing stakeholders of key data and the work of their team.	5. ILT uses timely and relevant data sources. 6. Principal collaborates with the ILT in using the ODLSS Principal Toolkit to address learning outcomes for diverse learners. 7. ILT is productive and meetings result in insight and action or strategy adjustment. 8. ILT is collaborative, transparent, and informs stakeholders.	were implemented (fidelity) and working as intended). 4. All teacher team members have equity of voice and are engaged in asking questions and actively participating in meetings.
Standard B6. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose				
<ul style="list-style-type: none"> <li>Implements Professional Learning</li> </ul>	Does not offer professional development and support that is timely, relevant or differentiated.	Relies on whole group development sessions including trainings on how data should be used, with some specific supports.	Creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; protects staff time for development opportunities.	Implements a job-embedded professional learning system for consistent support, development, coaching, and peer learning opportunities; allocates regular time for whole group and individual staff development and learning opportunities.

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>Principal does not create a yearlong PD calendar or it was created but not followed.</li> <li>PD rarely aligned to the <i>CPS Framework for Teaching</i> and teachers' areas of concentration.</li> <li>Principal does not differentiate Professional Development.</li> <li>Principal rarely offers teachers "safe practice space" when attempting new instructional strategies.</li> <li>Principal rarely provides high quality feedback to teachers to improve practice.</li> <li>Principal rarely conducts learning rounds/walks, with a focus aligned to school goals, in general and special educational settings, providing limited to no coaching/constructive feedback.</li> </ol>	<ol style="list-style-type: none"> <li>Yearlong PD calendar is created articulating school-wide focus.</li> <li>PD inconsistently aligned to the <i>CPS Framework for Teaching</i>.</li> <li>Professional Development is differentiated to the level of groups of teachers.</li> <li>Principals sometimes offer "safe practice space" when attempting new instructional strategies.</li> <li>Principal sometimes provides high quality feedback to teachers to improve practice.</li> <li>Principal occasionally conducts learning rounds/walks, with a focus aligned to school goals, in some general and special educational settings, providing limited coaching/constructive feedback.</li> </ol>	<ol style="list-style-type: none"> <li>Yearlong PD calendar is published and shared with staff and Network during the first month of school. Schedule identifies school-wide focus and focus for smaller groups of teachers. Schedule followed and/or adjusted as needed.</li> <li>PD is aligned to the <i>CPS Framework for Teaching</i> according to observation data.</li> <li>Professional Development is differentiated to the individual teacher level. Teachers are surveyed about the kinds of professional development opportunities they would find beneficial via formal strategies such as teacher focus groups or a survey of teacher needs and interests.</li> <li>Teachers are consistently encouraged to engage in safe practice of new instructional strategies.</li> <li>Multiple opportunities for high quality feedback provided (e.g. REACH observations, Peer Observation).</li> <li>Principal routinely conducts learning rounds/walks, with a focus aligned to school goals, in all general and special educational settings, providing coaching/constructive feedback.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>A cadre of teacher leaders who provide and support peer learning opportunities is present at the school.</li> <li>Principal follow-ups with staff who attend PD. This follow-up is used to see if the teacher was able to achieve intended outcomes or to identify problems that may require additional help.</li> </ol>
<b>Standard B7. Advances Instructional Technology within the Learning Environment</b>				
• <b>Promoting Growth of Technology</b>	Does not support the use of instructional technology within the learning environment.	Demonstrates limited knowledge of instructional technology and its promotion of learning.	Understands and encourages implementation of technology to enhance student growth.	Actively supports the implementation of technology to enhance student growth.

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>Principal rarely advocates for technology use in the classroom.</li> <li>Principal rarely identifies, uses, evaluates, or promotes technology to support instruction and standards-based curriculum.</li> <li>Principal rarely encourages teachers to use technology to meet the individual and diverse needs of learners.</li> <li>Principal rarely provides technology professional development opportunities for staff.</li> <li>Principal rarely ensures that there is access to technology resources for students and staff.</li> </ol>	<ol style="list-style-type: none"> <li>Principal sometimes advocates for technology use in the classroom.</li> <li>Principal occasionally identifies, uses, evaluates and promotes technologies to enhance and support instruction and standards-based curriculum.</li> <li>Principal sometimes encourages teachers to use technology to meet the individual and diverse needs of learners.</li> <li>Principal occasionally provides technology professional development opportunities for staff.</li> <li>Principal is working to ensure equity of access to technology resources for students and staff.</li> <li>Principal tries to identify, communicate, model, and enforce social, legal, and ethical practices for responsible use of technology.</li> <li>Principal occasionally has conversations with staff about environmentally safe and healthy practices in the use of technology.</li> </ol>	<ol style="list-style-type: none"> <li>Principal establishes and monitors guidelines and procedures for the effective use of technology throughout the school.</li> <li>Principal identifies, uses, evaluates, and promotes appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.</li> <li>Principal provides student-centered environments that use technology to meet the individual and diverse needs of learners.</li> <li>Principal provides for and ensures that staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.</li> <li>Principal ensures equity of access to technology resources that enable and empower students and staff.</li> <li>Principal identifies, communicates, models, and enforces social, legal, and ethical practices to promote responsible use of technology.</li> <li>Principal promotes and enforces environmentally safe and healthy practices in the use of technology.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>Principal facilitates the shared development by all stakeholders of a vision for technology use and widely communicates that vision.</li> <li>Principal fosters and nurtures a culture of responsible risk-taking and promotes continuous innovation with technology.</li> <li>Principal maintains awareness of emerging technologies and their potential uses in education.</li> </ol>
<b>Standard B8. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results</b>				
<ul style="list-style-type: none"> <li><b>Conducts Difficult Conversations to Improve Student Results</b></li> </ul>	Does not address areas of underperformance with staff members; does not hold conversations on improving and enhancing student learning results.	Inconsistently addresses areas of underperformance and/or may only address concerns to a sub-set of the staff; inconsistently holds conversations on improving and enhancing student learning results.	Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary.	Builds the capacity of other leaders within the school to address areas of underperformance with individuals, teams and staff; models how to conduct difficult conversations with individuals, teams, and staff based on student performance data.



Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal rarely addresses areas of underperformance with staff members.</li> <li>2. When the Principal does have difficult conversations on improving and enhancing student learning results, they tend to drift from the objectives.</li> <li>3. Principal struggles to stay on track in addressing areas of underperformance with staff members.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal sometimes addresses areas of concern with entire staff.</li> <li>2. On occasion, principal addresses areas of underperformance with a few staff members.</li> <li>3. When the Principal does have difficult conversations on improving and enhancing student learning results, they can drift from the objectives.</li> <li>4. Principal sometimes struggles to stay on track in addressing areas of underperformance with staff members.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal identifies the factors that should be considered before conducting a difficult conversation.</li> <li>2. Principal starts each difficult conversation with a direct, authentic, professional and respectful approach.</li> <li>3. Principal is clear about any issues at hand (being specific, avoiding generalities).</li> <li>4. Principal listens to all points of view.</li> <li>5. Principal begins building solutions with staff members to enhance student learning and results.</li> </ol>	<p><i>In addition to the characteristics of “proficient,”</i></p> <ol style="list-style-type: none"> <li>1. Principal trains other leaders in the building on how to handle difficult conversations.</li> </ol>

## COMPETENCY C: BUILDS A CULTURE FOCUSED ON COLLEGE AND CAREER READINESS

*Principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students’ social-emotional learning.*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Standard C1. Leads a school culture and environment that successfully develops the full range of students’ learning capacities-academic, creative, social-emotional, behavioral and physical</b>				
<ul style="list-style-type: none"> <li>• <b>Creates a Culture that Supports Social Emotional Learning</b></li> <li>• <b>Creates a Culture that Supports Effective Effort</b></li> </ul>	<p>Does not share or implement the Illinois Social-Emotional Learning Standards; does not assess students; SEL competence and does not support the development of SEL skills.</p> <p>Does not introduce or support the development of effective effort skills; does not recognize the role of effort in improving student achievement.</p>	<p>Shares the Illinois Social-Emotional Learning Standards (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a limited amount of tools and assessments to gauge the SEL competence of students and to build an effective school climate.</p> <p>Introduces the concept of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); provides limited development for staff on how to build students’ effective effort skills.</p>	<p>Trains adults on how to support positive student growth through the development of a positive school climate and the Illinois Social-Emotional Learning Standards (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports.</p> <p>Trains adults to support the development of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing</p>	<p>Builds the capacity of adults to use and train others on the Illinois Social-Emotional Learning Standards (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports; builds the capacity of all adults to support the positive growth of students’ emotional skills.</p> <p>Creates structures that support the development of effective effort skills for every student (teamwork, study skills, organization, time management</p>

Element	Unsatisfactory	Basic	Proficient	Distinguished
			mistakes, seeking assistance; persistence) for every student.	resiliency, valuing mistakes, seeking assistance; persistence); incorporates effective effort into every aspect of the school culture.
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal rarely demonstrates social and emotional competence in interactions with students, staff, and families.</li> <li>2. Principal directed PD does not build educators' capacity to teach SEL skills and create supportive learning environments.</li> <li>3. Principal does not consistently implement monitoring strategies to ensure that adults are using best practices to support SEL for all students.</li> <li>4. Principal does not collect data on students' social and emotional needs or the quality of the learning environment.</li> <li>5. Principal does not use data to identify students who need targeted or intensive support for SEL and does not ensure that appropriate services are provided.</li> <li>6. Principal does not encourage staff to reinforce SEL skills and academic mindsets during academic instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal sometimes demonstrates social and emotional competence in interactions with students, staff, and families.</li> <li>2. Principal-directed PD sometimes addresses educators' capacity to teach SEL skills and create supportive learning environments.</li> <li>3. Principal sometimes implements monitoring strategies to ensure that adults are using best practices to support SEL for all students.</li> <li>4. Principal intermittently collects data on students' social and emotional needs and the quality of the learning environment.</li> <li>5. Principal sometimes uses data to identify students who need targeted or intensive support for SEL and sometimes ensures that appropriate services are provided.</li> <li>6. Principal encourages some staff to reinforce SEL skills and academic mindsets during academic instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal consistently demonstrates social and emotional competence in interactions with students, staff, and families.</li> <li>2. Principal-directed PD effectively builds educators' capacity to teach SEL skills and create supportive learning environments.</li> <li>3. Principal consistently implements monitoring strategies to ensure that adults are using best practices to support SEL for all students.</li> <li>4. Principal regularly collects data on students' social and emotional needs and the quality of the learning environment.</li> <li>5. Principal consistently uses data to identify students who need targeted or intensive support for SEL and ensures that appropriate services are provided.</li> <li>6. Principal encourages all staff to reinforce SEL skills and academic mindsets during academic instruction.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. Principal proactively builds a culture of trust and collaboration among staff and encourages staff members to reflect on their own SEL competence.</li> <li>2. Principal provides ongoing, differentiated feedback and support to help all staff members build students' SEL skills and create supportive learning environments.</li> <li>3. Principal leads a team of stakeholders to use a variety of data sources to continuously improve the quality of school-wide supports for SEL.</li> <li>4. Principal supports and empowers staff members to lead the development and implementation of best practices for SEL.</li> <li>5. Principal manages school staff, related services providers, and community partners to ensure that appropriate services are effectively delivered and monitored for students who need targeted or intensive support for SEL.</li> </ol>

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Standard C2. Builds a culture of high aspirations and achievement for every student</b>				
<ul style="list-style-type: none"> <li>• <b>Links Aspiration to College and Career Opportunities</b></li> <li>• <b>Develops a Student Goal Setting Process</b></li> </ul>	<p>Does not help students link their aspirations to classes and content they are learning in school; does not expose students to college or career opportunities.</p> <p>Does not create or support goal setting structures for students.</p>	<p>Creates a few deliberate routines that help students connect their aspirations to classes and content they are learning in school achievement; provides limited exposure to college and career opportunities.</p> <p>Introduces formal goal setting process where students identify goals and create a plan on how they will reach their goals.</p>	<p>Shapes the environment to make explicit links between student aspiration, classes and content they are learning in school; creates structures that expose all students to college and career experiences; connects aspiration to college and career opportunities.</p> <p>Implements a system where students create short and long term goals; ensures that students review goals at the end of the year, but may not ensure that goals are adapted and adjusted throughout the year.</p>	<p>Creates structures and processes to make explicit links between student aspiration, classes and content they are learning in school and overall academic achievement; creates opportunities for all students to learn about a range of careers so that they can create their own personal visions and career aspirations.</p> <p>Creates systems for students to develop goals, create a plan on how they will reach their goals, benchmarks to track their progress, and teaches students how to adapt their goals and plans as necessary; creates systems for sharing goals and learning.</p>
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal rarely articulates connections between students' goals and classes.</li> <li>2. Principal does not review the goals set (including IEP goals) to ensure they reflect high expectations and student engagement.</li> <li>3. Principal does not lead staff in the development of a written strategy for addressing all learners college and career opportunities.</li> <li>4. Principal rarely supports goal development with students.</li> <li>5. Principal rarely plans college and/or careers experiences for students (e.g., college visits, community partnerships, job shadowing, internships, Career Day, family college and career awareness programming, and career programs).</li> <li>6. Principal rarely provides students with early college attainment</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal sometimes articulates connections between students' goals and classes.</li> <li>2. Principal occasionally reviews the goals set (including IEP goals) to ensure they reflect high expectations and student engagement.</li> <li>3. Principal sometimes leads staff in the development of a written strategy for addressing all learners college and career opportunities.</li> <li>4. Principal occasionally assists in goal development with students.</li> <li>5. Principal sometimes plans college and/or career experiences for students (e.g., college visits, community partnerships, job shadowing, internships, Career Day, family college and career awareness programming, and career programs).</li> <li>6. Principal provides students with some early college attainment</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal consistently articulates the connections between students' goals and classes.</li> <li>2. Principal reviews the goals set (including IEP goals) to ensure they reflect high expectations and student engagement.</li> <li>3. Principal leads staff in the development of a written strategy for addressing all learners college and career opportunities.</li> <li>4. Principal consistently assists students in the development of their individual college and career goals. Principal consistently encourages students and counselors to set individual learning plans (ILPs) for each grade level as well as standardized test targets.</li> <li>5. Exposes all students to college and career experiences that are linked to students' aspirations (e.g. college visits, community</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. Principal articulates and highlights connections between individual students' goals and classes.</li> <li>2. Principal actively pursues students' exploration of various careers.</li> <li>3. Principal creates a plan with students and parents on how to reach their goals.</li> <li>4. Principal creates opportunities for school leaders and support teams to increase knowledge and delivery around post-secondary initiatives.</li> </ol>

Element	Unsatisfactory	Basic	Proficient	Distinguished
	<p>opportunities such as Dual Credit/Dual Enrollment, AP, IB, Honors and CTE courses.</p> <p>7. Principal does not provide supports for college enrollment and attendance (e.g., FAFSA completion, college match counseling, college applications and counseling in the summer following graduation to prepare for college attendance in the fall to avoid summer melt).</p> <p>8. <u>Grade 5 and above</u>: Few students check online grade book to monitor academic progress.</p>	<p>opportunities such as Dual Credit/Dual Enrollment, AP, IB, Honors and CTE courses.</p> <p>7. Principal provides some support for college enrollment and attendance (e.g. FAFSA completion, college match counseling, college applications and counseling in the summer following graduation to prepare for college attendance in the fall to avoid summer melt).</p> <p>8. <u>Grade 5 and above</u>: Students inconsistently check online grade books to monitor academic progress.</p>	<p>partnerships, job shadowing, internships, Career Day, family college and career awareness programming, and career programs).</p> <p>6. Principal consistently provides students with early college attainment opportunities such as Dual Credit/Dual Enrollment, AP, IB, Honors and CTE courses.</p> <p>7. Principal provides supports for college enrollment and attendance (e.g. FAFSA completion, college match counseling, college applications and counseling in the summer following graduation to prepare for college attendance in the fall to avoid summer melt).</p> <p>8. <u>Grade 5 and above</u>: Students consistently check online grade book to monitor academic progress.</p>	
<b>Standard C3. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission</b>				
<ul style="list-style-type: none"> <li>• <b>Translates the School Values into Specific Behaviors</b></li> <li>• <b>Develops a Code of Conduct</b></li> </ul>	<p>Does not make values or behavioral expectations clear to staff or students.</p> <p>Tolerates discipline violations and enforces the CPS Student Code of Conduct inconsistently.</p>	<p>Attempts to translate the school values into specific behaviors but is inconsistent in ensuring that all students learn expected behaviors.</p> <p>Develops components of an effective system of conduct for staff and students and builds staff agreement on the types of student actions that are consistent with school values and behaviors; creates consistent responses and consequences for students who have had behavioral infractions in the past.</p>	<p>Translates the school values into specific behaviors and ensures that all staff and students learn the expected behaviors; ensures staff delivers clear and consistent messaging about expected values and behaviors to students.</p> <p>Develops clear expectations for student conduct based on the school's values and beliefs and identifies clear positive and negative consequences; ensures that every adult understands their role in implementing both positive and negative consequences and that consequences are consistently implemented.</p>	<p>Translates the school values into specific age-appropriate behaviors and ensures that all staff and students learn the expected behaviors; builds staff and student capacity to deliver clear and consistent messaging about the expected values and behaviors to all stakeholders.</p> <p>Implements tracking systems to assess how well individual students and student cohort groups meet conduct expectations and values; uses multiple forms of student data to monitor and revise the code of conduct and identify benchmarks and milestones to gauge and measure adoption of behaviors.</p>

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>Principal rarely articulates clear, school-wide expectations for positive behavior.</li> <li>Principal rarely holds students and adults accountable for meeting behavior expectations.</li> <li>Principal-directed PD does not build staff members' capacity to proactively promote positive behavior and implement restorative responses to misbehavior.</li> <li>Principal rarely implements proactive, instructive, and restorative discipline practices, and relies heavily on exclusionary discipline.</li> <li>Principal does not monitor use of proactive, instructive, and restorative discipline throughout the school.</li> </ol>	<ol style="list-style-type: none"> <li>Principal sometimes articulates clear, school-wide expectations for positive behavior.</li> <li>Principal sometimes holds students and adults accountable for meeting behavior expectations.</li> <li>Principal-directed PD sometimes addresses staff members' capacity to proactively promote positive behavior and implement restorative responses to misbehavior.</li> <li>Principal sometimes implements proactive, instructive, and restorative discipline practices, but sometimes relies on exclusionary discipline.</li> <li>Principal inconsistently monitors use of proactive, instructive, and restorative discipline throughout the school.</li> </ol>	<ol style="list-style-type: none"> <li>Principal articulates clear, school-wide expectations for positive behavior.</li> <li>Principal consistently holds students and adults accountable for meeting behavior expectations.</li> <li>Principal-directed PD effectively builds staff members' capacity to proactively promote positive behavior and implement restorative responses to misbehavior.</li> <li>Principal consistently implements proactive, instructive, and restorative discipline practices and avoids exclusionary discipline wherever possible.</li> <li>Principal monitors use of proactive, instructive, and restorative discipline throughout the school.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>Principal collaborates with staff and students to teach, model, and reinforce school-wide behavior expectations throughout the school year.</li> <li>Principal leads a team of stakeholders that meets regularly to review school-wide discipline data and engage in data-driven problem-solving.</li> <li>Principal empowers and supports numerous staff members to lead development and implementation of proactive, restorative discipline systems (e.g., restorative practices coach, peace circle facilitators, classroom management coaches).</li> </ol>

## COMPETENCY D: EMPOWERS AND MOTIVATES FAMILIES AND THE COMMUNITY TO BECOME ENGAGED

*Principal creates a collaborative school community where the school staff, families and community interact regularly and share ownership for the success of the school.*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Standard D1. Proactively engages families and communities in supporting their child's learning and the school's learning goals</b>				
<ul style="list-style-type: none"> <li><b>Engages Families</b></li> </ul>	Does not make time to meet with families and is openly disrespectful or dismissive of the role of families.	Shares the school values with families and with the community.	Respectfully informs families of learning expectations and specific ways they can support their children's learning.	Meaningfully and successfully engages families as partners in supporting their children's learning and the school's learning goals.

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal rarely coordinates events/activities that cultivate the connection between home and school.</li> <li>2. Parents view the school as a place where they only interact when their child is having difficulties, rather than a place for positive development.</li> <li>3. Principal provides little or no resources to support parents as teachers.</li> <li>4. Principal rarely engages the community to support school learning goals.</li> <li>5. Principal does not establish external partnerships that support family and community engagement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal sometimes coordinates activities that promote family and community engagement. Most family engagement occurs only on Report Card Pick-up days.</li> <li>2. Principal provides some resources to support parents as teachers.</li> <li>3. Principal inconsistently solicits the input from staff, families, and community to support school learning goals.</li> <li>4. Principal establishes a few external partnerships to support the school's mission, vision and goals.</li> <li>5. Principal selects parent leaders to attend the Parent Leadership Network monthly meetings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal plans curriculum based activities that promote and support family engagement in student learning.</li> <li>2. Principal aligns the home-learning environment with school expectations by bridging educators to parents through best practices in child and adolescent development. Principal assists parents to produce an effective family learning environment at home, regardless of culture, socioeconomic status, or beliefs.</li> <li>3. Principal develops and implements a comprehensive plan for families and children to successfully transition to kindergarten.</li> <li>4. Principal collaborates with Family and Community Engagement (F.A.C.E.) to identify and promote resources for students and families (e.g., College and Career workshops, 8<sup>th</sup>-9<sup>th</sup> Grade Transition, Bullying, Financial Awareness, Parent Leadership, Understanding Student Report Cards, Asset Mapping, etc.).</li> <li>5. Principal collaborates with F.A.C.E. to provide teacher Professional Development to promote family engagement (e.g., Teacher Cafes, Partnership Building, Communication with Parents, etc.).</li> <li>6. Principal identifies barriers and creates practical solutions to engage families.</li> <li>7. Principal provides parents with suggestions and tips about how to help children plan, organize, and complete homework. These</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. Principal collaborates with staff and external partners to support student learning and achievement goals.</li> <li>2. Principal actively pursues opportunities to secure resources for student and family engagement.</li> <li>3. Principal collaborates with various CPS departments to meet the learning needs of students and families.</li> <li>4. Principal provides opportunities for learning within the community and beyond.</li> <li>5. Principal conducts parent outreach through school-based programming (e.g., GED program, health and fitness programs, nutrition programs, Parent University).</li> <li>6. Teachers train school leaders and teachers on family and community best practices for applying a collective vision for improving student achievement.</li> <li>7. Principal and teachers explore and implement methods to create sustainable partnerships with families.</li> </ol>



Element	Unsatisfactory	Basic	Proficient	Distinguished
			<p>suggestions/tips are matched to parents' educational, linguistic and cultural backgrounds.</p> <p>8. Principal sees parents as thought-partners and agents of change.</p> <p>9. Principal collects and shares testimonials to recognize excellence and learn best practices.</p>	
<b>Standard D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</b>				
<ul style="list-style-type: none"> <li>• <b>Builds On-going Relationships</b></li> <li>• <b>Develops strategic plan to communicate with key community leaders</b></li> </ul>	<p>Does not develop positive relationships and/or undermines positive relationships that exist.</p> <p>Does not create a communication plan and does not set expectations or share the school vision with the community.</p>	<p>Articulates a belief that building and maintaining relationships are important, but may not be able to successfully establish or enhance relationships.</p> <p>Articulates a communication strategy with key community leaders, but may not successfully implement the strategy.</p>	<p>Enhances and maintains trusting relationships among and between a variety of stakeholder groups.</p> <p>Develops a strategic communication plan and shares the vision with community leaders to set expectations; regularly follows through on implementing a strategic plan.</p>	<p>Develops school-wide capacity to establish trusting relationships and supports positive relationships among and between all stakeholder groups (Staff, parents, LSC, PAC, BAC, etc.).</p> <p>Develops and consistently implements a strategic communication plan to proactively set expectations and share the school vision.</p>
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal does not build or maintain relationships with school and/or community stakeholders.</li> <li>2. Principal rarely provides direct support to teachers and parents on sensitive community issues that directly affect students (e.g., safety, mutual respect, neighborliness, etc.).</li> <li>3. Principal does not know what is going on in the neighborhood and does not know its places, events, groups, and people.</li> <li>4. There is no evidence that the school's programming is supported with community resources.</li> <li>5. Principal does not have an organized communication plan to disseminate school news and student progress to parents and community stakeholders.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal sometimes builds but may not consistently maintain relationships with school and/or community stakeholders.</li> <li>2. Principal sometimes direct support to teachers and parents on sensitive community issues that directly affect students (e.g., safety, mutual respect, neighborliness, etc.).</li> <li>3. Principal sometimes knows what is going on in the neighborhood and knows its places, events, groups, and people.</li> <li>4. School staff, families and community organizations sometimes collaborate to provide families with information about resources.</li> <li>5. Principal sometimes has an organized communication plan to</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal consistently builds and maintains relationships with school and community stakeholders.</li> <li>2. Principal provides direct support to teachers and parents on sensitive community issues that directly affect students (e.g., safety, mutual respect, neighborliness, etc.).</li> <li>3. Principal is always on the lookout for what is going on in the neighborhood and knows its places, events, groups, and people.</li> <li>4. School staff, families and community organizations collaborate to provide students with opportunities to contribute to their school and local community.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. Principal actively builds and maintains relationships with school and community stakeholders, and organizes activities to build relationships between stakeholder groups.</li> <li>2. Principal has a clear and organized plan for communication and involves community stakeholders in the process of setting expectations.</li> <li>3. School staff, families and community organizations collaborate to develop solutions to school and local community concerns.</li> </ol>

Element	Unsatisfactory	Basic	Proficient	Distinguished
	6. Principal rarely communicates to key stakeholders the goals of ODLSS (e.g., reading and math-15% gain, integrated service delivery models for related services, LRE).	<p>disseminate school news and student progress to parents and community stakeholders, but does not consistently follow this plan and some stakeholders are not aware of the plan.</p> <p>6. Principal sometimes communicates to key stakeholders the goals of ODLSS (e.g. reading and math-15% gain, integrated service delivery models for related services, LRE).</p>	<p>5. Principal nurtures a climate of accountability and sustainability to leverage existing community resources and services by linking school needs to community assets (e.g. local businesses, faith-based institutions, health centers, CBOs, elected officials, and other community stakeholders).</p> <p>6. Principal has established a process for regularly disseminating school news and student progress to parents and community stakeholders (e.g., newsletter, text messages, robocall, flyers, social media, parent meetings, etc.).</p> <p>7. Principal communicates to key stakeholders, including the LSC, the inclusive practices and the goals of ODLSS (e.g. reading and math-15% gain, integrated service delivery model for related services, LRE. Evidence could include presentations, written communication, school-wide expectations, action plans, etc.).</p>	
<b>Standard D3. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies</b>				
• <b>Includes Multiple Voices and Perspective</b>	Is disrespectful and/or excludes voices from community forums to discuss school performance.	Asks for feedback on a developed plan but does not seek input from multiple voices when developing the plan.	Incorporates different perspectives into decisions and creates forums to hear multiple and dissenting viewpoints.	Incorporates many different perspectives and encourages dissenting voices to gain new perspectives and to improve the school's instructional program.
<b>Critical Attributes</b>	<p>1. Principal is disrespectful and/or excludes voices from community forums to discuss school performance.</p> <p>2. Principal does not create opportunities for parent and community voices to be heard on</p>	<p>1. Principal is respectful to school community and sometimes creates opportunities for open dialogue and exchange of ideas.</p> <p>2. Principal asks for feedback on school programs and policies, but does not seek input when</p>	<p>1. Principal incorporates different perspectives into decisions and creates forums to hear multiple and dissenting viewpoints.</p> <p>2. Community partnerships are inclusive in school decision-making.</p>	<p><i>In addition to the characteristics of "proficient,"</i></p> <p>1. Principal incorporates many different perspectives and encourages dissenting voices to gain new perspectives and to</p>

Element	Unsatisfactory	Basic	Proficient	Distinguished
	<p>critical issues involving the school and students.</p> <p>3. Principal does not have teachers involved in analyzing, reviewing, or adoption of instructional materials.</p> <p>4. Interpreter/translator services are not available when needed.</p>	<p>developing the programs and policies.</p> <p>3. Principal creates teacher groups to analyze and review instructional materials for adoption but does not use input for decision making.</p> <p>4. Interpreter/translator services are sometimes available when needed.</p>	<p>3. Principal facilitates cross-disciplinary (e.g., parents, healthcare workers, local businessmen, etc.) decision-making by incorporating feedback from community members through forums, focused groups, workshops, etc.</p> <p>4. Principal creates teacher groups to analyze and review instructional materials for decision making and adoption.</p> <p>5. Interpreter/translator services are available when needed.</p>	<p>improve the school's instructional program.</p> <p>2. Community leaders and school system managers are active partners in the principal's decision-making process.</p> <p>3. Students and teachers use school-wide communication systems (e.g., newsletter, social media, website, etc.) to voice topics of relevance and gather feedback on school policies, programs and performance.</p>
<b>Standard D4. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively</b>				
<ul style="list-style-type: none"> <li>• <b>Builds Capacity to Manage Change</b></li> <li>• <b>Demonstrates Personal Resolve and Response to Challenges</b></li> <li>• <b>Expands relationships with LSC and External Partnerships to Facilitate Budget Process</b></li> </ul>	<p>Does not recognize the role that the change process will have on the school community; does not support staff in changing staff values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.</p> <p>Does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges.</p> <p>Rarely facilitates a budget; seldom extends and expands relationships with LSC and external partnerships to align budget with the school's strategic plan.</p>	<p>Articulates that change will raise emotions and attempts to support staff, but does not effectively manage all needs; struggles to remain focused on school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.</p> <p>Sometimes demonstrates resolve, but may lose staff focus or make concessions on student achievement goals in the face of persistent challenges.</p> <p>At times facilitates a budget; occasionally extends and expands relationships with LSC and external partnerships to align budget with the school's strategic plan.</p>	<p>Directly addresses and helps stakeholders understand that change may raise questions, doubt, and feelings and positively supports staff as they face challenges; balances the need to make change within the school quickly while supporting the staff's ability to learn and develop new skills.</p> <p>Demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence for the staff in the face of challenges.</p> <p>Regularly facilitates a budget; frequently extends and expands relationships with LSC and external partnerships to align budget with the school's strategic plan.</p>	<p>Creates space for staff, students and families to share feelings about change and supports the community while describing the possibilities present in the future; maintains focus on meeting school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.</p> <p>Focuses all conversations, initiatives and plans on improving student achievement and is relentless in pushing staff to maintain and improve their focus on student outcomes; uses every challenge as an opportunity to learn and develop themselves and their staff.</p> <p>Continually facilitates a budget; consistently extends and expands relationships with LSC and external partnerships to align budget with the school's strategic plan.</p>

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal does not address staff who do not share the values, beliefs, and habits of behavior that match the school vision.</li> <li>2. Principal does not ensure a school based Professional Problems Committee (PPC) is established to resolve matters relating to school operations.</li> <li>3. Principal rarely consults with Professional Personnel Leadership Committee (PPLC) on professional development activities, school safety, textbook and supplies.</li> <li>4. Principal does not maintain a sense of purpose and/or lacks decisiveness especially in times of adversity.</li> <li>5. Principal rarely presents the LSC with proposals regarding budgetary amendments throughout the school year.</li> <li>6. Principal rarely provides direct support to teachers and parents on sensitive community issues that directly affect students (e.g., safety, mutual respect, neighborliness, etc.).</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal inconsistently manages staff needs and inconsistently supports staff who challenge the values, beliefs, and habits of behavior that match the school vision.</li> <li>2. Principal sometimes ensures a school based Professional Problems Committee (PPC) is established and to resolve matters relating to school operations.</li> <li>3. Principal sometimes consults with Professional Personnel Leadership Committee (PPLC) on professional development activities, school safety, textbook and supplies.</li> <li>4. Principal inconsistently maintains a sense of purpose and/or lacks decisiveness especially in times of adversity.</li> <li>5. Principal inconsistently presents the LSC with proposals regarding budgetary amendments throughout the school year.</li> <li>6. Principal occasionally provides direct support to teachers and parents on sensitive community issues that directly affect students (e.g., safety, mutual respect, neighborliness, etc.).</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal consistently manages staff needs and is thoughtful and supportive to those whom are learning to adhere to the values, beliefs, and habits of behavior that match the school vision.</li> <li>2. Principal ensures a school based Professional Problems Committee (PPC) is established and that it fully represents members of the CTU to resolve matters relating to school operations.</li> <li>3. Principal consults with Professional Personnel Leadership Committee (PPLC) on professional development activities, school safety, textbook and supplies.</li> <li>4. Principal consistently maintains a sense of purpose and remains determined when met with adversity.</li> <li>5. Principal continually and proactively presents the LSC with proposals regarding budgetary amendments throughout the school year.</li> <li>6. Principal provides direct support to teachers and parents on sensitive community issues that directly affect students (e.g., safety, mutual respect, neighborliness, etc.).</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. Principal proactively creates a safe space for stakeholders to share their responses to the process of change all while building on their capacity to be open to the future.</li> <li>2. Principal encourages staff to challenge the values, beliefs, and habits of behavior that match the school vision in order to maintain a sense of mutual and sustainable accountability.</li> <li>3. Principal consistently maintains a sense of purpose and uses adversity as an opportunity for professional development.</li> <li>4. Principal builds long term relationships with external partners and community organizations to create a shared vision within and around the school community.</li> </ol>

## COMPETENCY E: RELENTLESSLY PURSUES SELF-DISCIPLINED THINKING AND ACTION

*Principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.*

Element	Unsatisfactory	Basic	Proficient	Distinguished
Standard E1. Creates and supports a climate that values, accepts and understands diversity in culture and point of view				
<ul style="list-style-type: none"> <li>• <b>Recognizes the Strengths of a Diverse Population</b></li> <li>• <b>Creates a Culturally Responsiveness Climate</b></li> <li>• <b>Engages in Courageous Conversations about Diversity</b></li> </ul>	<p>Demonstrates limited awareness of the impact of diversity on student learning.</p> <p>Does not address or correct intolerant or culturally incompetent statements and does not create an environment that supports all students.</p> <p>Does not engage in courageous conversations about biases or has limited skill set in addressing biased language and behaviors.</p>	<p>Takes the initial steps to understand diversity and its' impact on student learning.</p> <p>Provides whole group, undifferentiated professional development about working in and supporting a diverse community; attempts to address incidents of cultural incompetence.</p> <p>Inconsistently seeks opportunities to engage in courageous conversations about diversity and culture.</p>	<p>Understands diversity and its' impact on student learning; examines and addresses any school structures or school practices that limit the participation of groups of students and families.</p> <p>Provides differentiated professional development to teachers and staff to improve their understanding of how their own world views inform their interpretation of the world; addresses and corrects moments of cultural incompetence.</p> <p>Actively seeks opportunities to engage in courageous conversations about diversity and culture; builds the school's and community's collective capacity by initiating direct conversations about how diversity and culture impact student learning.</p>	<p>Understands diversity and its' impact on student learning; recognizes and integrates the learning opportunities that come from a diverse community.</p> <p>Engages staff in learning and action planning around the treatment of and supports for diverse groups in and outside the school.</p> <p>Develops staff capacity to engage in courageous conversations about how diversity and culture impact student learning.</p>

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal does not utilize data to determine the needs of diverse learners.</li> <li>2. Principal rarely assigns students heterogeneously (e.g., rooms are labeled special educational/instructional, ELL, G.T., etc.).</li> <li>3. Principal does not or rarely meets with teachers and parent groups to discuss and assess school climate and culture.</li> <li>4. Principal does not ensure that students with diverse learning needs have equal opportunities to participate in extracurricular activities.</li> <li>5. Principal does not respond with an open mind to cultural diversity. Response is usually unpredictable and not always effective.</li> <li>6. Principal does not assess the school structures and practices to ensure the participation of groups of students or families are not limited.</li> <li>7. Multi-cultural Studies are rarely embedded in Units of Study.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal uses limited data and resources to address the needs of diverse learners.</li> <li>2. Principal sometimes assigns students heterogeneously (e.g., some rooms are labeled special educational/instructional, ELL, G.T., etc.).</li> <li>3. Principal sometimes meets with teachers and parent groups to design purposeful learning opportunities that address a wide range of culturally diverse programs and activities.</li> <li>4. Principal tries to make sure that students with diverse learning needs have equal opportunities to participate in extracurricular activities with uneven results.</li> <li>5. Principal sometimes responds effectively to school climate and culture. When issues arise, response is unpredictable and not always effective.</li> <li>6. Principal occasionally assesses the school structures and practices to ensure the participation of groups of students or families are not limited.</li> <li>7. Multi-cultural Studies are sometimes embedded in Units of Study.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal analyzes data regularly to make informed decisions around educational disparity and cultural differences.</li> <li>2. Principal assigns students heterogeneously (e.g., no rooms are labeled special educational/instructional, ELL, G.T., etc.).</li> <li>3. Principal ensures that staff develops and acts upon a thoughtful, informed strategy to bolster community engagement and celebrate student diversity.</li> <li>4. Principal ensures that students with diverse learning needs have equal opportunities to participate in extracurricular activities.</li> <li>5. Principal meets frequently with instructional leadership team, teachers and parent groups to discuss practices, curriculum and school resources to ensure all facets of school related concerns are addressed on cultural diversity.</li> <li>6. Principal's response is consistent and effective when addressing families and school community about issues related to student diversity and cultural biases.</li> <li>7. Principal assesses the school structures and practices to ensure the participation of groups of students or families are not limited.</li> <li>8. Multi-cultural Studies embedded in Units of Study as appropriate.</li> <li>9. Staff PD demonstrates commitment to building staff understanding of how to work with a diverse population.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. Principal recognizes the limits of their own knowledge and skills and become co-learners with teachers to find ways to create a school culture that is culturally diversified for all learners.</li> <li>2. Principal consistently monitors teaching and learning to ensure they are inclusive of various cultural groups.</li> <li>3. Principal allocates funds to create cultural awareness and extends educational opportunities for students outside of school campus to promote diversity.</li> </ol>



Element	Unsatisfactory	Basic	Proficient	Distinguished
Standard E2. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession; protects the rights and confidentiality of students and staff				
<ul style="list-style-type: none"> <li>• <b>Protects Rights and Confidentiality</b></li> </ul>	Does not follow FERPA protocols or policies to maintain and protect student privacy and does not address staff who do not follow FERPA.	Implements most parts of FERPA in a manner consistent with the law; learns from mistakes and uses them as a personal learning opportunity to improve practice.	Follows FERPA by maintaining student's privacy by keeping student level data and student records and all information directly related to students (e.g. counseling, mental health supports, and/or details of the student's home life confidential).	Teaches all staff about FERPA and develops systems to ensure that on-going training and monitoring occur.
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal shows no evidence of systems in place to protect confidentiality of student and staff information.</li> <li>2. Principal does not train staff members on requirements and restrictions under FERPA and other relevant federal and state laws (e.g., public health code), and relevant professional standards of practice.</li> <li>3. Principal does not identify a designated staff as records manager to maintain individual student records.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal has limited systems in place to protect confidentiality of student and staff information.</li> <li>2. Principal informs staff members of FERPA but does not entirely provide actionable steps on how to comply with FERPA policy.</li> <li>3. Principal assigns designated staff as records manager to be responsible for keeping individual records.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal has clear defined systems in place to protect confidentiality of student and staff information.</li> <li>2. Principal informs staff members of FERPA and how to comply with the law. Provides them with the state/district policy and other information that will help them to comply.</li> <li>3. Principal assigns designated staff as records manager to be responsible for keeping individual records safe and intact from accidents, unauthorized access, theft, changes, or unintentional release.</li> <li>4. Principal notifies parents that they can opt out of directory information.</li> <li>5. Principal instructs staff to check students' directory restrictions before releasing any information. Ensures that information students and parents have classified as confidential is not released to third parties.</li> <li>6. Principal provides annual notifications to all parents regarding confidentiality of students' education records.</li> </ol>	<i>In addition to the characteristics of "proficient,"</i> <ol style="list-style-type: none"> <li>1. Principal retrains faculty members with respect to the requirements and prohibitions of FERPA.</li> <li>2. Principal uses multiple systems to notify parents and students of their rights under FERPA through student handbooks, newspaper articles, PTA bulletins, special letters, etc.</li> </ol>

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Standard E3. Relentlessly pursues reflective behavior</b>				
• <b>Reflective Practitioner</b>	Does not reflect or self-manage to utilize leadership behaviors; does not increase personal leadership capacity by taking action to develop identified areas of growth.	At times reflects and self manages to utilize leadership behaviors; at times increases personal leadership capacity by taking action to develop identified areas of growth.	Regularly reflects and self manages to utilize leadership behaviors; regularly increases personal leadership capacity by taking action to develop identified areas of growth.	Continuously reflects and self manages to utilize leadership behaviors; continuously increases personal leadership capacity by taking action to develop identified areas of growth.
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal demonstrates little or no reflection and self-management of practices as evident through conversations with evaluator.</li> <li>2. Principal cannot articulate ideas about how to strengthen instruction or school culture for positive student outcomes.</li> <li>3. Principal has no knowledge in UDL, inclusive practices, and changing mindset.</li> <li>4. Principal rarely attends professional development or the PD is not aligned to PDP goals or school Improvement goals.</li> <li>5. Principal's Self-Assessment is not completed or finalized in RLS and does not demonstrate thoughtful reflection.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal demonstrates some level of reflection and self- management as evident through conversations with evaluator.</li> <li>2. Principal can describe to some extent how practices impacted or did not impact student learning.</li> <li>3. Principal is working on gaining knowledge in UDL, inclusive practices, and changing mindset.</li> <li>4. Principal's professional development somewhat aligns to PDP goals or school Improvement goals.</li> <li>5. Principal's Self-Assessment is completed but lacks reflection in all competencies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal consistently shows evidence of reflective mindset through conversations with evaluator.</li> <li>2. Principal can clearly articulate how specific instructional practices, programming, curriculum and school activities have or have not impacted student learning.</li> <li>3. Principal gains knowledge in UDL, inclusive practices, and changing mindset.</li> <li>4. Principal identifies and attends professional development opportunities aligned to PDP or school improvement goals.</li> <li>5. Principal consistently revisits PDP goals throughout the year.</li> <li>6. Principal consistently completes Self- Assessment in a timely and thoughtful manner. It is evident that principal has internalized feedback through prior ratings to inform development.</li> </ol>	<i>In addition to the characteristics of "proficient,"</i> <ol style="list-style-type: none"> <li>1. Principal makes leadership practice adjustments based on observations and regular reflections.</li> <li>2. Principal monitors progress of PDP with evaluator throughout the year.</li> <li>3. Principal designs and assists Professional Development at the Network or District levels.</li> </ol>